

Record Type: Record

To: Ann F. Lewis/WHO/EOP
cc:
bcc: Records Management
Subject: Re: President's request on USA Today reporter 

Maybe we should ask Harris to talk to her.
Ann F. Lewis

CNS did it

  Ann F. Lewis
11/28/97 11:11:52 AM

Record Type: Record

To: Diana Fortuna/OPD/EOP
cc:
Subject: Re: President's request on USA Today reporter 

My problem is that thsi is the woman I talked to severakl weeks ago about our record onService. When I called her to complain --the day this story came out -- she acknowledged that a) she really hadn't read the material we sent her and b) she asked their WH people who said he didn't seem to talk about service much. I told her I was very disappointed--

So I don't see sending more information over my name is going to get us further -- perhaps you should do the next response -- give her a chance to start over --



Record Type: Record

To: Ann F. Lewis/WHO/EOP

cc: Stephen B. Silverman/WHO/EOP, Katherine Hubbard/WHO/EOP, Phillip Caplan/WHO/EOP, Ruby Shamir/WHO/EOP

Subject: President's request on USA Today reporter

I just got a copy of a note the President wrote on last week's USA Today story by Andrea Stone, which was critical of progress since the service summit. He wrote, "We should send our summit update to this author -- seek to merge our race/service initiatives more."

I assume you would want your office to handle this. Do you want me to send Ruby a copy of the clip and his note? We should send both the 3-page Powell letter and the 6-page attachment.

Date: 11/26/97 Time: 08:43
VPowell busy mustering army of volunteers

WASHINGTON (AP) Sears, Roebuck and Co. will donate 50,000 circus tickets to help match its employees with children on Big Brothers & Big Sisters waiting lists.

LensCrafters will provide free eye exams to 130,000 children by year's end and nearly 500,000 by 2003.

``It's not just a promise that sounded good ... it's a promise that's being executed,'' retired Gen. Colin Powell told students Tuesday at Lemon G. Hine Junior High School.

At a summit on volunteerism in Philadelphia last April, Powell, President Clinton and former presidents Bush, Carter and Ford urged Americans to give their time to improve the lives of at least 2 million of the nation's 15 million poor children by the end of the year 2000.

Skeptics have doubted whether the event has made a real difference.

``I just haven't heard a whole lot of increased volunteering sweeping the country,'' said Alan Abramson, director of the Aspen Institute's Nonprofit Sector Research Fund in Washington. ``You're asking for a major change in the way people spend their time and that doesn't happen overnight.''

Powell acknowledged that getting the national drive going has been ``a little harder ... than it is to create an infantry battalion.''

The former chairman of the Joint Chiefs of Staff has taken the helm of a new nonprofit organization, America's Promise, which will seek pledges of help from corporations, civic and charity groups, and community leaders.

But he said that since the Philadelphia summit attended by 140 community delegations from around the country 26 new localities have agreed to drum up local support to reach measurable goals. In addition, 12 states have held their own kickoff summits with 20 more planned.

Companies that want to work with America's Promise are being discouraged from simply using the campaign to tout existing projects, Powell said. ``What we have asked them to do if they are making a commitment is to expand that program.''

For example, Kellogg Co. has agreed to increase its mentoring program by linking 1,000 more employees with 10 new schools. The company has also pledged to put messages promoting volunteerism on 100 million boxes of its popular cereals.

Similarly the music video cable television channel, VH1, has agreed to expand its campaign to provide musical instruments to children and support music education in schools from a \$1 million fund in New York City to \$100 million nationwide.

``For those of you who don't know the general, he can be very persuasive,'' VH1 president John Sykes said of Powell.

APNP-11-26-97 0849EST

The Administration will work with America's Promise in an effort to reach more families whose children are eligible for Medicaid or the new child health program, but not signed up. Three million children who are eligible for Medicaid are not enrolled in the program, and as many as five million more children will be eligible for the new child health program signed into law by the President this summer as part of the Balanced Budget Act. Funds are available, but we must reach out to families to make them aware of these benefits.

America's Promise has agreed to work with the Administration to reach these families. With its extensive network of corporate commitments made at the service summit in Philadelphia and the "communities of promise" it is fostering across the nation, America's Promise is in a unique position to help mobilize the private sector to assist in this effort.

Steve: Working together, we will seek opportunities to identify families who may not know their children are newly eligible for Medicaid or other health insurance.

The Balanced Budget Act that President Clinton signed into law on August 5, 1997 included a huge investment of \$24 billion in children's health care, the single largest investment in health care for children since the passage of Medicaid in 1965. This Children's Health Initiative will give up to five million children the "healthy start" that the Summit recognized as so important. In June, the President announced that Kaiser Permanente is committing \$100 million to provide health coverage for uninsured children in California, complementing the Administration's efforts. The Administration is also focusing on outreach to families who may not know their children are eligible for Medicaid or other health insurance.

Date: 11/25/97 Time: 17:44

VColin Powell finds mustering volunteers not easy

Washington (AP) Gen. Colin L. Powell said Tuesday that starting a national drive to increase volunteerism among Americans has been ``a little harder ... than it is to create an infantry battalion.''

``We're just getting started,''' said Powell at show-and-tell where he shared with students of Lemon G. Hine Junior High School in the District of Columbia the results so far of last April's presidential summit on volunteerism.

At the summit in Philadelphia, Powell, President Clinton and former Presidents Carter, Bush and Ford called on Americans to give their time to improve the lives of at least two million of the nation's 15 million poor children by the end of the year 2000.

Skeptics have questioned whether the event has made a real difference.

``I just haven't heard a whole lot of increased volunteering sweeping the country,''' said Alan Abramson, director of the Aspen Institute's Nonprofit Sector Research Fund in Washington. ``You're asking for a major change in the way people spend their time and that doesn't happen overnight.''

Powell acknowledged the concern.

``Everybody wondered, well you know, Philadelphia's over and everybody had a good time, terrific television, but is anything going to happen,''' he said.

Powell has taken the helm of a new nonprofit organization, America's Promise, which will continue to seek pledges of help from corporations, civic and charity groups, and community leaders.

Since the Philadelphia summit, which was attended by 140 community delegations from around the country, Powell said 26 new localities have agreed to drum up local support to reach specific volunteerism goals. In addition, 12 states have held their own kickoff summits with 20 more planned.

Pledges made by major corporations will be kept, Powell said.

``On a regular basis we will go out to those who have made promises and ask them to tell us what they are doing,''' he said.

He cited as an example, the Columbia/HCA Healthcare Corp., which is preparing 340 of its hospitals to make good on its pledge to immunize a million children. ``That's the kind thing we're looking for, not just promises that have no substance behind them,''' he said.

The health care corporation also is the target of a federal fraud investigation and in the midst of major reorganization,

Organizations that want to join America's Promise are also being discouraged from simply using the campaign to tout existing projects. ``What we have asked them to do if they are making a commitment is to expand that program,''' said Powell.

For example, Kellogg Co. has agreed to increase its mentoring program by linking 1,000 more employees with ten new schools. The company has also pledged to put messages promoting volunteerism on 100 million boxes of its popular corn flakes and Rice Krispies cereals.

Similarly the music video cable television channel, VH1, has agreed to expand its campaign to provide musical instruments to children and support music education in schools from a \$1 million fund in New York City to \$100 million nationwide.

``For those of you who don't know the general, he can be very persuasive,''' said VH1 president John Sykes.

APNP-11-25-97 1749EST

3 pages
to Bibb Hubbard

November 21, 1997

General Colin L. Powell, USA, Ret.
America's Promise
Suite 400
909 North Washington Street
Alexandria, Virginia 22314-1556

Dear General Powell:

As you report Tuesday on the accomplishments of America's Promise since the historic Presidents' Summit for America's Future in Philadelphia last April, I want to commend you for your leadership in the cause of citizen service for young people. I also want to acknowledge the dedication and work of your team, the corporate and non-profit commitment makers, and the hundreds of individuals at the grass-roots level organizing state and local summits around the country.

that the Summit's enthusiasm for service has continued
I am convinced that our efforts are putting us on track to reach millions of additional children with the five key resources identified at the Summit: a caring adult, a safe place, a healthy start, an effective education, and a chance to serve. While an endeavor of this magnitude is not without challenges, I am pleased that a wave of enthusiasm for service has traveled from Sioux Falls to Boston, and from ~~Pascagoula~~ to Salt Lake City. In these communities, Americans are meeting with each other and making the grass-roots commitments necessary to reach our young people. While it may be difficult to measure the impact of the Philadelphia summit and the subsequent state and local summits at this point, I am confident that these efforts, with the very real commitments of hours and dollars spent, will make a difference.

I am proud of the role that AmeriCorps members and the whole network of national service programs have played and increasingly will play to advance the goals of the Summit in communities around the country. Under Harris Wofford's leadership, the Corporation for National Service has played a leading role in shaping the strategy to achieve the fifth goal of the Summit. And I am glad that the Summit-related activities have helped show the American people the great value of AmeriCorps and youth service of all forms.

2

~~In addition to~~
As you know, my Administration is working to achieve the five goals. Attached is a summary of our accomplishments, but here are a few highlights:

a number of
in other ways

- Since the Summit, 77 organizations have answered my challenge to fund an expansion of AmeriCorps scholarships so that 50,000 new AmeriCorps members can serve our communities over the next five years. In June, we awarded nearly 9,000 of these new scholarships, exceeding our first year plan of 5,000.
- In August, we awarded National Service Scholarships of \$1,000 or more to 1,600 high school students with exemplary community service records. Next year, the program will grow to 10,000 high school students.
- Last month, we announced that 800 colleges and universities have committed to provide tens of thousands of work-study students to serve as reading tutors as part of America Reads, the national literacy campaign to ensure that every child can read well and independently by the third grade.
- Federal agencies are following up on the commitments they made at the Summit. For example, the Department of Justice has convened a new public/private Mentoring Alliance to promote the Summit's mentoring goal. The Social Security Administration, Department of Labor, Department of Health and Human Services, Department of Transportation, and General Services Administration have started new partnerships with schools. Our School to Work program is working with America's Promise, among other organizations, to pair 100,000 young people with business mentors on "Groundhog Job Shadow Day." The Department of Education reached over 1.5 million children through its summer reading program "Read*Write*Now!"
- The Vice President, the First Lady, Mrs. Gore, and I have spoken to a number of audiences about the message from Philadelphia, including the Business Roundtable in May, the Conference of Mayors in San Francisco, and those present for the unveiling of a major commitment to children's health by Kaiser Permanente.
- Just this month, I announced that, starting in January, we will resume the Daily Points of Light Awards, to be jointly administered by the Corporation for National Service and the Points of Light Foundation. I am confident that many of the recipients of that award will be individuals who are advancing the goals of the Summit.

3

- Many other Administration policy initiatives will help us achieve the five goals for young people. For example, the new Children's Health Insurance Program that I signed into law this summer as part of the Balanced Budget Act is the single largest investment in health care for children since the passage of Medicaid in 1965, and it will give a "healthy start" to up to five million children who are now without access to health insurance.

I am especially pleased about our plans to work together on the "healthy start" goal. Too many families are not aware that their children are eligible for Medicaid, and the need for education will grow as we implement the new Children's Health Insurance Program. With your dedication to children's well-being and your work to create "communities of promise" across the nation, America's Promise is in a unique position to help mobilize the private sector to assist in this effort. Working together, we will seek opportunities to educate and assist the millions of working families who may not know the options available for their children.

Again, I commend you and America's Promise on your work to date. Together, we can and will make a difference for America's young people.

Sincerely,

BC/PC/DWB/efr-emu (11PRES)
powell.ltr

Xeroxed copy of signed original to NH thru Todd Stern

CLEAR THRU TODD STERN

PRESIDENT TO SIGN

Hubbard
Fortuna
Silverman

10/27/97
THE WHITE HOUSE
WASHINGTON

MEMORANDUM FOR THE PRESIDENT

THROUGH: SYLVIA MATHEWS AND BRUCE REED

FROM: STEVE SILVERMAN *SS*
DIANA FORTUNA
BIBB HUBBARD

DATE: October 21, 1997

CC: ANN LEWIS AND THURGOOD MARSHALL, Jr.

This is to update you on Administration progress in the six months since the Philadelphia service summit and to provide a strategy for the next six months. Attached you will find 1) a review of your accomplishments to date; and 2) a six month proactive strategy.

The six month anniversary is October 27, and we expect continuing press attention in the coming weeks. General Powell and America's Promise (the non-profit organization continuing the summit's work) will commemorate the six-month anniversary by releasing an "Update to the Nation" on November 25, perhaps at the National Press Club. Prime Time Live will interview Powell about the anniversary. Jonathan Alter of Newsweek is working on a comprehensive update that is expected to be influential.

Contrary to reports in last week's Time and last Sunday's Boston Globe, you and the Administration have made significant progress since the event in Philadelphia. You have highlighted the summit's five goals for children in several speeches; you have followed through on your major announcement on AmeriCorps scholarships; you have announced a variety of policy initiatives that relate directly to the summit's goals; and Cabinet agencies have begun to follow through on their commitments. The Corporation for National Service is very actively involved in summit follow-up work, as Harris Wofford travels the country to participate in and plan dozens of follow-up summits.

Although America's Promise has not yet been able to develop measures of the summit's success, your work at the summit has clearly contributed to a spirit of service and volunteerism that is developing every day in communities around the country. And, while challenges of this magnitude are not without difficulties (e.g., organizational difficulties at America's Promise, cynical media, heightened expectations, and measurement questions), you and the Administration have every right to be proud. By any measure, you have effectively follow-up on your service commitments and will continue to do so.

CC (HRC) / 2000 / 1000

NGTON

WALL (Paul)

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RGOOD MARSHALL, Jr.

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months. Attached you will find 1) a review of
h proactive strategy.

a expect continuing press attention in the coming

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After a bumpy start, America's Promise appears to be moving toward a stable organizational structure. This week, Peter Gallagher became the third CEO of America's Promise, replacing Ray Chambers, who remains very involved. Gregg Petersmeyer, who ran President Bush's volunteer office, manages the communities team and Tim Hanlon handles Communications. They manage a staff of 50-60 that continues to grow.

As you have noted, it is critical for the Administration to connect our on-going policy initiatives to service and to the summit's five goals for children wherever possible (i.e., America Reads, children's health, welfare to work, racial reconciliation, education technology). Moreover, real progress has been made on projects directly related to service, including AmeriCorps Scholarships, high school service scholarships, and cabinet agency summit commitment implementation.

We should remain proactive over the next six months, continuing to demonstrate the Administration's commitment to service through Presidential speeches, several service-related events, participation in mini-summits, agency commitment follow-up, new policies related to service and children, and direct service program enhancement. As set forth here, your record of accomplishment on service is profound. In the coming weeks, we will ensure that all interested media and constituencies are briefed about your record.

SIX MONTH STRATEGY ON SERVICE INITIATIVES

We should remain proactive over the next six months, continuing to demonstrate the Administration's commitment to service through Presidential speeches, several service events, mini-summit participation, agency commitment follow-up, service-related policy development and direct service program enhancement.

There are a number of promising opportunities for events and announcements that will allow us to show significant progress by next April, one year after the Summit.

I. Six-Month Anniversary October 26-28

America's Promise is now planning to downplay the six-month anniversary because much of their empirical and anecdotal evidence is not ready for release yet. So, rather than hold a press conference at the National Press Club and release a report, General Powell will have one interview from Prime Time Live.

However, America's Promise has set November 25 as the release date for their "Update to the Nation" report and we are considering having your pre-Thanksgiving radio address be on AmeriCorps reauthorization and service.

II. Participation with America's Promise

We meet regularly with representatives from America's Promise and are working closely together in order to promote the goals of the Summit -- especially goal five, to serve. Below are activities at America's Promise that we are involved in.

Mini-Summits:

You, the Vice President, Mrs. Clinton and Mrs. Gore should participate in one of the several hundred mini-summits being held in communities and regions around the country. We are working closely with General Powell's staff to determine the most appropriate summit for you and the other principals -- including your cabinet -- to participate in over the next six months. Harris Wofford will continue to travel extensively to these mini-summits. The Corporation for National Service is part of the planning team for many of the state and local summits.

Meeting with General Powell:

You and the Vice President should meet with General Powell again, as you did in July, for a briefing on Summit follow-up. White House staff will continue to meet regularly with America's Promise officials to keep abreast of developments and to keep America's Promise up to speed on Administration service related activity. In this regard, we should ask America's Promise to report to you on their progress since the summit. It will be useful to continue to foster these positive relationships.

America's Promise Video:

On behalf of America's Promise, the John Schreiber Group is producing a television special to highlight the daily risks facing millions of American children and youth and the numerous programs, corporations and individuals that have responded through the efforts of the Summit and America's Promise. The John Schreiber Group has requested photos of the President for the special. We supplied them with a photo taken at the Summit in Philadelphia and are waiting for them to send us a copy of the program for counsel's approval.

III. Administration Policies with Service Themes

As has been noted, your interest in service did not commence or conclude with the advent of the Service Summit. Over the years, you have promoted service as a way of life and as one of your major themes. Your signature program -- AmeriCorps-- is a testament to that commitment. As we go forward, there are opportunities to continue and enhance the ongoing service related initiatives and to announce new ones. Below are some thoughts on possible next steps towards promoting community service.

Children's Health Outreach:

We are working with states and community groups to ensure that eligible children are enrolled in Medicaid and the new child health program. Through America's Promise, we could ask all the organizations that made commitments to the summit to embark on a major effort to reach these children. Gen. Powell has been interested in this issue.

Teen Pregnancy and Service:

A new study shows that engaging in community service is at least as effective as other methods of teen pregnancy prevention. We could design an event with the National Campaign to Prevent Teen Pregnancy and the Corporation for National Service.

Policy Events Focussed on Summit's Goals:

You could appear at one or more event centered on one of the five goals of the summit. Opportunities are many, and they could include an event with the Department of Justice's new Mentoring Alliance, which is working toward the summit's first goal. Another option is the launching of the Corporation for National Service's Seniors for Schools: America Reads initiative, which uses older volunteers as literacy tutors in elementary schools. The Corporation says such an event could take place in October or November.

President's Initiative on Race:

We are working to make the topic of your first town hall on Race in early December revolve around service themes. We could look at the AmeriCorps programs like City Year that have focused consciously on race as part of the service experience, and also examine how more service-learning programs in schools could bring together students of different backgrounds to share in community service. We are also preparing for your review a major proposal on mentoring young people to ensure that they take advantage of higher education opportunities.

Additionally, we will reach out to America's Promise to see how we can integrate the goals of the race initiative with the Summit-related activities taking place in cities and states across the country.

IV. Service Projects Moving Forward

The Corporation for National Service is making significant progress in pushing goal five of the Summit and continues to gain national support for AmeriCorps and its other important programs. Additionally, within the White House, we are thinking about ways to promote citizen service nationally.

AmeriCorps:

Harris Wofford has put together a draft legislative proposal to reauthorize the Corporation for National Service's programs, including AmeriCorps. As discussed above, we could announce this as part of a pre-Thanksgiving radio address on service, immediately prior to Powell's summit update. This would be the first reauthorization of these programs, which are now operating without authorization. Ideally, we would like to reauthorize these programs through the end of your term or beyond. We could use this as an opportunity to reflect on the contribution AmeriCorps has made in the past five years, including its key role in mobilizing volunteers.

It appears that the antipathy toward Corporation programs has lessened significantly since the summit. This year's appropriations battle has not seen an assault on the Corporation's core programs, as previous years have. The remaining battle is over what level of funding the Corporation will secure for the America Reads program. We have asked the Corporation to wait on this proposal until appropriations are finished. Wofford is pushing hard to send our draft legislation to the Hill before Congress leaves for the year.

Expansion of High School Service Scholars Program:

Next year we can expand our program of \$1,000 scholarships for exemplary high school service to 10,000 high schools, a significant increase from the 1,700 schools that participated in the first year of the program. There are approximately 24,000 high schools in the U.S.. The Corporation for National Service is planning a major promotional campaign to generate more interest in this program, including getting local sponsors to provide matching funds. You could send a letter to all high school principals urging them to become involved and nominate a student from their school.

Mentoring through the Inter-Net/Virtual Reference Desk:

OSTP, in conjunction with Cabinet Affairs, DPC and the Corporation, is promoting this initiative. The goal is to allow all qualified and interested individuals to volunteer their time to answer the questions of the k-12 community which relate to the federal government. The project builds on national initiatives of the Administration including a call for increased volunteerism and community service.

Mentoring Projects:

White House staff and the federal agencies are investigating opportunities to tutor young

people through America Reads, Everybody Wins and other appropriate programs.

The White House Service Web Page:

The Office of Communications, under the direction of Kevin Moran, is developing a clearinghouse of community service opportunities for White House staff.

Strengthening The Clinton Administration's Commitment to Service Presidential Memorandum:

Shortly, we expect to recommend a Presidential Memorandum directing federal departments and agencies to explore additional measures to expand service opportunities for Federal employees.

Other Service Ideas:

We are continuing to search for opportunities to highlight citizen service. For example, there may be opportunities in St. Louis or Sacramento to do a service related event. Another idea is to have you host a meeting with representatives of companies, volunteer groups, recipients of mentoring, non-profits and community leaders to get a report from the field on how things are going. There would support the anecdotal information, like the story General Powell related to you, about Sioux Falls, South Dakota and the groundswell that is taking place. This would contrast with the "inside the beltway" view offered by some reporters.

Martin Luther King Day of Service:

Martin Luther King Day is designated as a day of service -- "a day on, not a day off". Rev. King was an advocate of service. You, the Vice President and/or the First Lady could join some of the service activities planned for that day.

Administration Accomplishments Since the Presidents' Service Summit

President Clinton is deeply committed to the goals of the Presidents' Summit for America's Future held in Philadelphia last April. Service and the well-being of our nation's children have been at the center of the President's agenda since he took office.

The President is committed to moving forward with America's Promise and other partners to attain the summit's goals for children --a caring adult, a safe place, a healthy start, a marketable skill, and a chance to serve. Since April, the President has continued to emphasize the importance of service to audiences, including the Business Roundtable, the Conference of Mayors, the Welfare-to-Work Partnership, and the radio address, and has recognized major corporate commitments. At the same time, the Administration has been moving forward on all five goals.

The Spirit and Work of the Summit Continues

Since the summit, America's Promise and the Corporation for National Service have continued the work that began at the summit --working with communities at the grass-roots level and securing commitments from corporate and non-profit America toward the five goals. America's Promise, the independent organization founded to follow up on the summit, has garnered over 200 new commitments since the summit, some very substantial. Over 150 cities and states are holding "mini-summits" around the country, with the help of America's Promise and the Corporation for National Service. America's Promise is encouraging communities to become "communities of promise" that take responsibility for reaching children at risk. The President has met with General Powell to discuss progress since April and talk about future directions.

The President's Corporation for National Service is also helping corporations and non-profits implement their summit commitments at the local level. Viacom is deploying its employee volunteers through AmeriCorps. The Corporation's Learn and Serve America program is helping in the delivery of eye exams and glasses to over 40,000 needy children promised by Vision Service Plan. The Corporation's 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. AmeriCorps*VISTA is working with IBM to bring technology to community organizations.

The Administration is Moving Ahead on the Summit's Goals

Since April, we have continued our work on the summit's five goals. Several of the following initiatives were announced at the summit itself by the President or by federal agencies.

AmeriCorps Scholarships:

We have increased opportunities for young people to serve their communities. At the summit, the President issued a challenge to service and religious organizations that we would provide 50,000 new AmeriCorps scholarships over the next 5 years to organizations that offer young people the chance to serve. The response since then has far exceeded our expectations. Seventy-seven organizations answered that challenge, offering to sponsor 10,000 new AmeriCorps members. In June, 8,900 scholarships were approved, well ahead of our first-year plan for 5,000 scholarships. (Summit goal

5, among others.)

National Service Scholars:

This summer, we launched a new effort to recognize and foster outstanding community service among our nation's youth. We awarded scholarships to over 1,600 high school students with exemplary service records in the first year of the National Service Scholars program. A host of leading community organizations stepped forward to raise the local match for the scholarships, including the Kiwanis, Rotary, Lions, Veterans of Foreign Wars, the American Legion, Elks, and Women's Clubs. Each high school principal was invited to nominate a junior or senior for the scholarship. For next year, we have secured funding that will allow the program to expand to 10,000 high schools --almost half of all high schools in the nation. (Summit goal 5.)

Children's Health:

The Balanced Budget Act included a huge investment of \$24 billion in children's health care, the single largest investment in health care for children since 1965. This Children's Health Initiative will give many more children the "healthy start" that the Summit recognized as so important. In June, the President announced that Kaiser Permanente is committing \$100 million to provide health coverage for uninsured children in California, complementing the Administration's efforts. The Administration is also focusing on outreach to families who may not know their children are eligible for Medicaid or other health insurance. (Summit goal 3.)

Welfare to Work:

Since May, the Vice President has been leading the Coalition to Sustain Success, a new partnership of civic organizations that is working with state and local government to mentor families seeking to leave welfare for work and provide them with networking and support. In addition, the Welfare to Work Partnership has mobilized over 2,500 businesses to hire welfare recipients, so that those parents can move into the economic mainstream and improve their children's future. The Partnership is helping companies all across the nation hire people off welfare by providing information on best practices through a Blueprint for Business and other information available on their toll-free hotline and web page, as well as working closely with community and business leaders in a number of cities to promote innovative and effective welfare to work initiatives. (Several summit goals.)

Loan-Forgiveness for Community Service:

2003 ✓ The President's proposal for loan forgiveness for those who perform community service was enacted as part of the balanced budget. To encourage private universities and non-profit organizations to offer loan forgiveness to borrowers who take lower-paying service jobs, the President proposed and won a provision that would not subject such loan forgiveness to taxation. (Summit goal 5.)

America Reads and AmeriCorps:

The Department of Education and the Corporation for National Service have begun to implement the President's America Reads initiative this year, while seeking resources from Congress for full-scale implementation in 1998-99. Hundreds of colleges and universities have committed to provide tens of thousands of work-study students as reading tutors in the current school year as part

10/27/97

Teacher Scholarship
to underserved schools

of America Reads, the national literacy campaign to ensure that every child can read well and independently by the third grade.

AmeriCorps members are working in 94 programs across the country to tutor and mentor, set up after-school and summer programs, and recruit parents and community volunteers as tutors. The Corporation is also launching a new "Seniors in Schools" initiative in nine cities to use older volunteers as literacy tutors in some of the nation's poorest elementary schools. In the District of Columbia, over 1,000 college students, volunteers, seniors, and parents will tutor first grade children in 16 of the neediest schools in the city. (Summit goal 4.)

White House Conference on Child Care:

On October 23, the President and First Lady will host this event as part of an Administration focus on how to ensure high quality and affordable child care. This effort builds on our earlier emphasis on the importance of early learning. (Summit goals 1, 2, and 4.)

+ Specific Actions

Commitments by Federal Agencies:

Federal agencies are following through on the more than 40 commitments they made at the summit, including mentoring and tutoring and launching new partnerships with corporations and nonprofits. They are also continuing to launch new initiatives and partnerships to reach the summit's goals. Here are some examples of agency progress:

- **Department of Justice:** The Department of Justice has convened a new public/private Mentoring Alliance to promote the Summit's mentoring goal, disseminate information about best practices, and determine how best to link volunteers with the children who need them. Members include Big Brothers/Big Sisters, One to One, Boys and Girls Clubs of America, and Save the Children. In addition, DOJ has followed through on its commitment to more than double the number of sites for its Juvenile Mentoring Program. (Summit goal 1.)

DOJ also completed its commitment to expand its Drug Education for Youth (DEFY) summer camp program that promotes positive life choices for children between the ages of 9 and 12. After the summer program, the children are linked with mentors from the local U.S. Attorney's office, police department, or university. DOJ's new Youth Network provides a forum for young people and community organizations to exchange ideas on juvenile violence and delinquency prevention. (Summit goals 1 and 2.)

- **Corporation for National Service:** The Corporation for National Service is taking the lead to meet the Summit's goal of engaging an additional 2 million young people in community service. (Summit goal 5.) It is also developing a new initiative "To Learn and Grow" to expand and improve the quality of afterschool programs (Summit goal 2).

- **Department of Education:** This summer, the summer reading program Read*Write*Now! reached over 1.5 million children through over 500,000 reading partners, fulfilling the Department's commitment. (Summit goal 4.)
- **Health and Human Services:** In June, HHS Secretary Shalala launched a new partnership with the Girl Scouts, to teach girls about the dangers of substance abuse and other risky behaviors, featuring a new patch that Girl Scouts can earn by completing the program. (Summit goals 1 and 3.)
- **Department of Defense:** The Army has modified its leave policy to make it easier for military and civilian personnel to volunteer in schools. Pursuant to its commitment, the Department of Defense is increasing high school enrollment in Junior ROTC Career Academies, an alternative to the regular high school JROTC program designed to address the special needs of at-risk youth. (Summit goals 1, 2, and 4.)
- **Department of Agriculture:** In September, the Vice President and Agriculture Secretary Dan Glickman convened a National Summit on Food Recovery, to develop a national strategy to increase gleaning efforts by one-third by the year 2000. (Summit goal 5.)
- **Department of Transportation:** DOT has launched its new effort, the Garrett A. Morgan Technology & Transportation Futures Program. To date, DOT has heard from over 200 partners who want to join its effort to reach one million students by the year 2000. The program will offer these students better math, science, and technology skills and information about careers in technology and transportation. (Summit goal 4.)
- **Partnerships with Schools:** The Social Security Administration, the Department of Labor, the Department of Health and Human Services, and the Department of Transportation are among the agencies now forging new partnerships with schools. (Summit goals 1 and 4.)

Melanie Cook - Lane

Steve Schroeder RWT
+ AAP + AP

SVU conceptualizing - Reiner Jan ap Ch Gp
Then will be public area, we will then
Medical houses

Dec w/ all
players

AHA - 10% more and's w/ty
health rel'd - secure
comit to be
like Kaiser
jets w/ty to land

AT model - Reiner
comp he suc system -
child care / CO
Franklin City
for now outreach
- K. Mont

agreed he'd fund
what to do
start + log
bring it to

Focus strg GP - GPS + NSA

Q'ly mtgs

MA now
Chp late

- \$3m kids - Comm actor
phone as
single applc.

In schools?

Junior Ach - Job Shadow
100,000 → 200,000

If visibility higher

Ray Ch - asking Brokaw -

- job shadow that day

Tom Brokaw

~~100% to accamps~~
~~At stable~~
~~Compacts~~
~~Kaiser~~

Reauth
+ bump
+ PresMem.

TO DO -- Service:

1. 6 month report -- Add initiatives per POTUS
Should we try to make it lengthy?
Add more agencies
When to release: Alter ASAP? Bush library? Sacramento? Letter to CP?
- ~~2. Respond to Erskine note with our top options?~~
- ~~3. Race town hall -- Diana to do one-pager --~~
Work out good location with CNS - Louisville?
- Rockford?
- Columbia?
- ~~4. Bush Library --~~ POL ready? Then notify Bush
Speech (send draft to Waldman?) (Literacy)
Anything else
- ~~5. Sacramento --~~ Status of search for hook
Announcements: 6 month report? AmeriCorps reauth?
6. Ann & reporters -- All spoken to? Get update from her and Corp.
Local clips attached?
Check in with Alter?
7. Nail down mini-summit
8. Next meeting with AP? Or just call to make sure plan is still 11/25, press club, etc.
- ~~9. Agency commitments --~~ Problems with DOD, HUD
Nail down several others; give to AP next week
10. Children's Health -- Meet with AP on this?
Ask Comms of Promise to make a priority?

~~11. A* Reauth ready?~~
~~12. Jeff Awards~~

New to add to footprint:

- America Reads announcement
- DLC speech?
- Child care conference
- POL

-- Staibright

Idea	Bush Library	Sacramento	Late Nov. Radio Address	Race Town Hall	Other?
→ Six-Month Report					
Mini-Summits					
Meet with Powell					
→ Children's Health Outreach -- ask AP re Comms of Promise?					
President's Initiative on Race -- MLK grants, Kindness/Justice curriculum; Scheduling request for POTUS to do service 1/19					
Corp's idea for Seniors in Schools					
→ AmeriCorps reauthorization					
High School service scholars -- letter to all HS principals					
Meeting on progress since summit, with corporations, groups, nonprofits, etc.					
→ Pres. Memorandum					
OSTP Mentoring					
Teen Pregnancy and Service					
DOJ Mentoring Alliance					
Chaka Fattah proposal					
Announce race town hall topic?					

THE WHITE HOUSE
WASHINGTON

over inclusive
on by Mon
better today

Race town hall - owe sheet
- Ann mtg

Issue - small mid town -
hard to match, but
trying

Comptrol sent - MCK
- gl examples
looking at

Anncts - MCK Day
KJ?

Wkg w/ Winston?
yes

DOD/HUP to Cab Aff.
Orange - 1st w/ Cab
11/16 push for

~~Clear w/ BR~~
~~Few last changes - ok~~
~~Down~~

Record Type: Record

To: Stephen B. Silverman/WHO/EOP, Katherine Hubbard/WHO/EOP

cc:

Subject: service summit to do list

6 mo Report when? - ASAP
Bush
11/28?

clear w/ BR

DLC: Praise DLC part

- created for
- 1st 3 yrs
- summit
pot explosion
of svc
ath bonds
of yg people

1. Finish memo, including 2 attachments
2. Vet accomplishments attachment to see if Ann can/should release to reporters.
3. Figure out who Ann is calling when
4. Get local press stories to attach to reporter package; maybe Conf. of Mayors speech and radio address too
5. Nail down a mini-summit: what's our strategy -- VP? FL?
6. Finish POL (I now have Gomperts checking with Harris to see how Bush would feel is we didn't call it "Presidents'" POL. Also Bruce asked me to flesh out my memo more; not sure what to flesh out except that 3rd option.)
7. Make sure we are getting good stuff in Tuesday America Reads event. What do we want him to say, anyway?? - accomp to speech wr.
8. Determine whether service is theme of 12/3 race meeting; how? if so, announce it soon; who would announce it? (Presumably not Potus, unless DLC?)
9. What to say at DLC?
10. More intelligence gathering at AP -- Smullen, Rae, Hanlon to Ann?, Mintz, Wender, others?
11. More on agency commitments; idea of a VP meeting/event to release report?
12. Nail down Sacramento possibility -- how? -- 11/15 Sat. ; Lambda/Fazio ; Gail Wilson Chair Comm
13. Cabinet at Make a Difference Day
14. Work with AP on children's health outreach??
15. Bush Libr - also Barbara

*Ann mtg

Child care speech - Summit

Bierbauer - CNN - Monday w/ Harris

Comm of promise
- shld mt care
elig children
enrolled

Answer Estine - Powell/H?
- Comm of promise?

Bush - POL/AX
- Am Reads/Mr B

Gomperts

1. Accomps OK?
2. Alter HS
3. POL
4. Child care/after school - annex
5. Tues Am Reads speech?
6. College

7. Summit is cheaper accomp - Melinda

Enc K + J Curran
(cc Miter + Kincaid)

acknowled other rdg conts?
NEP + red.
US Supp plan

Make it a
letter to
Powell - 36

K/S - Cohen?

Mike Wenger
5-1006

Ann: WISC - not Milw
Ill
Mich
Nebraska



Record Type: Record

To: Elena Kagan/OPD/EOP
cc: Laura Emmett/WHO/EOP
Subject: Service-race link

Iowa
Cook at last
year
3 options
1) structure
2) subst-incident
3) demo

Here's some interesting stuff, via John Gomperts of the Corporation for National Service.

✓ 1. Apparently Martin Luther King day was designated as a day of service under a 1994 law pushed by Harris Wofford when he was a Senator -- "a day on, not a day off." King was pro-service and made a famous service quote: "Everybody can be great because everyone can serve." So every year, the service world (there is one) organizes all kinds of service events on January 15. The Martin Luther King Commission is apparently designated in the law, along with the Corporation, to implement this. (MLK Commission is apparently somewhat adrift.)

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NEPP -
race mt.

Bruce/Diana -

Good stuff. Bruce-Diana
has spoken w/ J. Gomperts, and
Harris will come in to speak
with us as soon as we want.

Elena

- USA Today
- Andrea Stone
- Alter - college?
- when 2 wks - not sooner
- others?

S/L + race

service up

- Harris conf call - Dexter King + do something - Michaela
- kidress + Justice Curriculum - part of King Holiday, also to Kean

~~Make Off~~

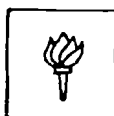
Your gd pe - move?

Daily for

Harris → P-5
goals as legacy

9/27 letter from P

Powell - God's applause like
- major



New York University
A private university in the public service

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

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

Sabbatical Address:

1701 16th Street, NW, #732
 Washington, DC 20009
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October 14, 1997

Ms. Judith Winston
 The White House
 1600 Pennsylvania Avenue, NW
 Washington, DC 20050

Dear Ms. Winston:

I'm writing in response to the public perception that the Race Relations Initiative lacks concrete goals and an action plan. It is obviously a great challenge to consider the many possible directions the Initiative might take and no one strategy is likely to do the trick. There may even be intractable elements to racism as obstacles. But there are concrete actions that the Initiative can take that would promote racial healing and understanding between groups. One is the promotion of service-learning opportunities for all students in K-12 and higher education, in collaboration with existing community-service organizations. Service-learning provides students with structured opportunities to work side-by-side with their peers to give back to the community in a way proportionate to their age and expertise.

If there's one thing we know about the nature of prejudice -- and about how to diminish prejudice -- from research in social psychology, it is that mere "contact" is not sufficient to break down racial barriers. However, working together on equal footing toward shared goals -- goals that are mutually valued by all -- builds mutual respect and trust, reduces animosity, and enhances bonds. We all know that busing kids to integrate schools does not, by itself, ensure that kids pursue shared activities nor build friendships across racial lines. Service-learning programs readily inspire students to work together toward shared goals in integrated groups and it is this that matters most.

By way of definition, service-learning is community service integrated into an organized curriculum, involving a partnership between community organizations and schools in which students make a real contribution to their community -- either the community of a school (as in a tutoring or buddy program in a school) or the broader community. Students have a choice in the service activities they perform, and even if the school requires service-learning, the idea is to inspire kids to want to participate.

One of the most important elements of service-learning is that students have regular, structured opportunities to reflect in a personal way on their service experiences in informal, small groups, sharing what it means to them to be serving the common good, so that they see commonalities in their perceptions and feelings across ethnic, racial, and economic divides, building bonds and breaking down barriers (see Teaching Tolerance). In this way, the reflection

Bruce / Mike / Diana —

EK/DIANA/MIKE —

male

to us

vac

we

we

in

w

What if we asked

Colin Powell to come

to the Dec. town hall

to plug 1) Service and

2) Mentoring? The 21st Century

proposal is directly related to

a goal of the summit, + Ray Chambers

would give us \$100 million himself. BE

of
 a learning
 in to
 mld -
 ic/ed
 anshun
 proposal

Elena

component of service-learning, run by peer or staff facilitators, has special value for improving race relations. In addition, service-learning also gives kids an opportunity to work together with and to be empowered by caring adult mentors -- the service professionals who guide them and encourage them in the service setting.

Promoting service-learning in schools -- in collaboration with community service organizations -- is a concrete, workable goal for the Race Relations Initiative that can be reached via targeted actions. In K-12 and higher education, the specific aim would be to make it possible for every student in every school to have access to service-learning courses at each grade and educational level. The idea is to get kids involved in caring and sharing and civic participation, together, not as a government mandate, but voluntarily, inspired by interest and public relations efforts.

Of course, funds would be needed to promote participation and to help schools implement whatever programs they want to build at the local level. So, the proposal is not without cost, though existing funds support service-learning. In private-public partnership, new funds need to be obtained to promote such learning through community service in the spirit of the Race Relations Initiative. Funds are needed as well to better disseminate existing documentation to interested parties, especially guidelines that define what service-learning is, and best-case examples of programs that work. Appropriate referrals to local people with successful programs are also needed, requiring a more systematic network linked up at the national level. Finally, specific technical assistance for schools and service organizations seeking to mount service-learning programs is needed (including relevant teacher education and staff training).

Overall, taking concrete actions to make service-learning more widely available around the nation would give the Race Relations Initiative focus and clarity in the public eye. Service-learning can build a "sense" of community and help rebuild real communities. The fact that service-learning also happens to be good for citizenship education (as reflected in Goal 3 of Goals 2000), and for character education, now supported by the Department of Education, should also increase its viability. Importantly, some AmeriCorps members do community work that facilitates service-learning programs, and Learn & Serve America directly supports such programs -- both through the Corp. for National Service. And making guidelines available while helping schools and communities realize them does not necessitate entering the standards debate on a new topic, because service-learning is not linked with national tests.

Service-learning provides a focused way to better race relations. It is feasible, can be folded into existing strategies, can be enhanced through private-public partnerships, and is likely to be of substantial value in building one America.

I wonder what your thoughts are on this, and would welcome the opportunity to talk. I do hope, in any event, that you'll give these ideas some consideration. It is a formidable challenge to decide which way to proceed, but the act of bringing people together to work toward common aims is crucial, and this is what service-learning does.

All the best to you in this important work.

Sincerely,

Susan M. Andersen
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Professor of Psychology

SMA/s

cc: Michael McCurry
✓ Bruce Reed
Gene Sperling
Melanne Verveer

- Barthema/inf.

Model prog.

Mike dat
well

promote, disseminate info / best pract,
teacher ed, staff trng
Thru A*?

How universal how
How many good @ this?
Mandat?

\$?

2 - Town Hall

1 - Have Harris in

Kinross
Justice

New
Study -

A* - not

to release;

write algo off?

City grt Public

Allos A*

Thinker/Phaser + kids



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Bruce / Mike / Diana --

I ~~like~~ like the idea of making this connection (service learning to race or, more broadly, service to race). What do -- or should -- we have going in the mixed world that we can transform into a race initiative proposal or event?

Elena

- SL
 - NCCC
 - public allies + City

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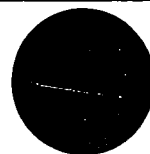

Susan M. Andersen
Professor of Psychology

SMA/s

cc: Michael McCurry
✓ Bruce Reed
Gene Sperling
Melanne Verveer

Chris, Mike, Cynthia, Jen, Tori, Diana —
 We have an internal meeting on
 Friday. Start thinking about
 "non-budgetary policies" and get
 your "clear time lines" in order.

October 14, 1997



Bruce —
 Did you
 get this?
 Elena

MEMORANDUM FOR RACE INITIATIVE WORKING GROUP MEMBERS

FROM: SYLVIA MATHEWS AND JUDITH WINSTON

SUBJECT: Follow-up on Last Friday's Meeting

First of all, we would like to thank you for all your work in preparation for last Friday's meeting with Erskine Bowles and other White House staff. We made a lot of progress over the past few weeks.

At 3:00 p.m., on Thursday, October 23, we will meet again with Erskine. In the meantime, there are a number of follow-up actions to complete in response to last Friday's meeting. Also, there are a number of other items on which we need to follow through to accomplish some near-term goals. The list below details those items which need follow-up.

On Monday, October 20, we will hold a meeting with the team leaders to review our progress on near-term goals and Bowles follow up. This meeting also will help us prepare for the meeting with Erskine next Thursday.

Specific tasks to be completed by the dates indicated:

All Working Groups:

By ~~October 20~~ ^{Mon}, each group should further develop their work plans so that clear time lines are established and tasks are assigned. Refined and detailed work plans should be prepared by and brought to the Monday meeting. Please bring approximately 30 copies of each work plan to the meeting.

Promising Practices:

By October 20, determine the criteria for reviewing promising practices, and create and implement a process for review and set a realistic deadline for getting practices on the Web: *Susan, Lin, Kevin.*

Dialogue:

By October 20, establish a theme for the first Town Hall meeting, propose a site and mix of attendees: *Ann, Claire, Michael.*

Policy/Enforcement:

By October 23, identify non-budgetary policies that can be announced in the short term: *Elena, Lin.*

Starting this week, include a section on race in the DPC's weekly report to the President: *Elena.*

By October 23, discuss the possibility of creating a cross-cut on race for FY 99 budget: *Elena, Frank, Gene, Judy, and Sylvia.*

Recruiting Leaders:

By October 20, determine the criteria for selecting and vetting leaders and determine specifically the things the leaders will be asked to do: *Maria, Mickey, and Mike.*

Hard Questions/Tough Issues:

By October 17, outline the difficult issues that the President and the Race Initiative will attempt to address: *Chris, Sid.*

Communications:

By October 20, develop talking points on what the Initiative has accomplished to date: *Ann, Claire.*

Outreach:

By October 23, get a structure up and running to engage the corporate sector. Be ready to announce our corporate effort by October 28: *Maria, Mike.*

By October 23, convene a meeting with conservatives/Republicans to get them engaged in the Race Initiative: *Maria, Janet.*

By October 20, touch base with Roger Wilkins: *Maria.*

Cabinet Affairs:

By October 23, meet with Blacks in Government and other groups to identify affirmative measures the Initiative can pursue: *Goody.*

By October 23, develop a plan, process, and structure to pursue the "At the table" idea: *Goody, Michele.*

Miscellaneous:

Starting this week, communicate with the working groups and submit a draft weekly report for the Race Initiative to Judy and Sylvia every Thursday evening: *Jacinta*.



Record Type: Record

To: Elena Kagan/OPD/EOP
cc: Laura Emmett/WHO/EOP
Subject: Service-race link

Here's some interesting stuff, via John Gomperts of the Corporation for National Service.

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Educ Dept - how schools use tools
- w/in schools

1. Town hall
- 1 1/2. MLK Day (+ grants)
2. Service-learning
↳ Kindness / Justice
3. Service
4. Fattah

Note Nov/Dec
early Dec
Not just grants

Evidence that benefits all

K+J
curric

+ POTUS
participate
in day

Kansas City, KS - MO (a lot)

→ Better town hall - w/ CNS? - S-L
- NCCO exp (disaster) - center
- Jesus
- mostos
- Peace Corps

Involved
Coty Poy
@ WestPT
Bob Gordon
Akish SRC + WestPT

Eisenh
5 Summit goals
Service-learning - w/ suburban

1 Day Conf on S-L -
POTUS (Tufts Study)

→ Requirement is shoal
(Pruett likes)

A* Study - turn into algo - greater emphasis

- formal criteria in grant making - A* prob
↳ L+S - not sure

(L+S - progs that address race - in box

↳ formula

\$40m

Expansion of w/s for Am Reads - Fattah

youngsters

October 17, 1997

Memorandum

TO: Diana Fortuna

FROM: Rhonda Taylor

Enclosed please find an op ed piece by Harris on the theme - A Day On and the follow-up editorial which appeared in the Washington Post in 1994, followed by some additional news clippings on the holiday effort.

Also attached are the NOFA for this year's grant program, our logo slicks from last year, our 1997 brochure, and a list of the grants awarded in 1997.

As John told you, we received grant 158 applications last year and approximately 470 this year. We granted \$196,000 last year and expect to give away \$225,000 this year.

4 page fax from Diana Fortuna



Record Type: Record

To: Elena Kagan/OPD/EOP

cc: Laura Emmett/WHO/EOP

Subject: Race town hall

You may be totally in the loop on this, but just in case, since there's an Erskine meeting on this tomorrow:

Cabinet Affairs told me about an Ann Lewis meeting on race today where 2 scenarios for the first town hall were discussed, one on youth and one on youth and service. There was a one-pager on each scenario which I'll fax to you. The service write-up isn't as strong as it could be. I will work on how to strengthen it.

Yarm
- service

Advisory Board } NW. 18 - in D.C.

67431
Redraft

The President's Initiative on Race - Overview

Town Hall December 3rd, Somewhere in the Heartland

The items on this cover sheet are applicable to both ideas for the town hall. This is the framework for each, and the idea specific formats can fit in as decisions are made.

Goal: To design a town hall that addresses the issue of race relations, the importance and the concerns of the American people, and develop actions that will help break down stereotypes and improve relations between all Americans of all ages.

Moderator for Town Hall:

We recommend that a moderator be chosen from within the community, such as:

- A local leader, elected official, or opinion leader.
- A local well known Professor or teacher who teaches on these issues or related subjects.
- A well known historian or respected national activist who works/studies in this area.

Audience: Under all possible ideas the audience will be very diverse, with representation from many races. At least 50% of the audience will be from people who participate in the service project or experiment. In addition we will include:

- | | |
|--|--|
| • community leaders | • local opinion leaders |
| • mixed group of local folks | • participants of a local promising practice |
| • mix of local political/ dignitaries | • Local educators and other VIP's |
| • PIR Advisory Council and talkers | • Americorps representatives |
| • College Presidents, School Superintendents | • Teachers of all grades and institutions |
| • authors who have written on their life experience growing up as an American and of a minority race | |

Format of the Town Hall Program: 2 possible options follow this cover sheet.

Video Inserts: This is an optional tool that we could use to "set up" each of the segments of the town hall. Begin each segment with a short 1-2 minute video with clips of real Americans talking on this topic, their experience/story, and perspective on the issue of race relations and stereotypes.

For Television at end of town hall: At the end of the town hall we could flash a one frame message with 5 basic ideas for how each individual can help improve race relations in America (to reinforce the President's Call to Action.)

Parting gifts: We could give the in house audience something to walk away with. We need item that reinforces their experience and would remind them of their commitment to carry this message back to their community. A few simple thoughts:

- A gold lapel pin of an outreached hand inscribed with the *President's Initiative on Race*.
- A t-shirt that says "One America: Working together" w/ the *President's Initiative on Race*
- Notepads with a same or similar message, so when they write notes the message is always there
- Pencils or pens that have the *President's Initiative on Race* on them and the theme
- A memento that is a symbol of the location/or of the project with the *PIR* on it

The purpose of the item is to be something that helps to carry the message even if lost and and someone else finds it. (Of course, we would need a corporate sponsor to donate these.)

Draft — Idea #1 -- Youth

Goal: A town hall to address why this topic is important, beginning with children of ages 13 - 21. We could identify activities from promising practices that children and youth in the community have participated in and discuss their experiences and how we can learn from them. Or we can work with local school districts to ~~create~~^{hold} an activity for the children to participate in and discuss their experience and what we can learn.

Possible names of the Town Hall: One America: One Future (or) One America: Learning Together

What is the Activity: We propose identifying several classrooms of kids who have participated in group activities that were designed to make them more aware of prejudice and race relations. These 3-4 schoolrooms could conduct the activity or be groups that have done these activities before and have been working on this issue. Types of activities could be:

- 1) asking the kids to sit with new people - of a different race - in class → *Need an ongoing program*
- 2) pair up for an in the classroom assignment with someone they do not normally talk to
- 3) play a group game at recess and pair up with someone of a different race
- 4) have 2 different schools conduct activities together one with a diversity population and one with a majority white population.
- 5) asking someone of a different race to join them for a social event
- 6) ask a person of a different race to have lunch or coffee or go for a walk or to see a movie

Format: The town hall is 1 ½ hours long. Again, to ensure message management and focus we recommend that the message of the town hall be shaped in 3 - 30 minute segments:

1. **Their Experience:** How did you feel before the activity? How did you think about people from different backgrounds before the activity? What was the activity like for you? Was it difficult, why?, was it fun - why? Are there people like Jimmy (a hispanic young man) in your neighborhood? Why do you think this was important? What do you think some of the issues are?

2. **Lessons Learned:** Did you feel that you and the new friends would stick together? Once you met them, did you feel more comfortable? Was it more natural to work with them and rely on them? Why was this important? Why do you think it was difficult? What did you learn from this experience? What are some of the stereotypes that existed before the activity and have any of those changed? What are some of the possible solutions?

3. **What's Next:** 2 things:

1) President issues a call to action for individuals: ^{and communities} introduce yourself and talk with someone of a different race and get to know them.

2) President issues a call to action to local superintendents of schools, school boards, and Department of Education: create at least 1 local dialogue for each class and produce a 1-2 page report of the results that could be sent to the PIR where they can be evaluated and used to help other communities.

Video Inserts: Show a few powerful clips from the activity of kids of all ages playing, lunching, socializing, working, and learning together.

Draft -- Idea #2 -- Youth and Service

Goal: To create a Town Hall for the President to conduct a dialogue with Americans on the issue of race. To provide a focus for the dialogue i.e. Youth ^{will} ~~would~~ participate in a service event and be asked to participate in the town hall to examine stereotypes, difficulties and lessons learned while working with people of different races that they did not know.

Possible names of the Town Hall:

- * One America: One Future
- * One America: Growing Together
- * One America: Learning Together

What is the Service Project: a local community project would take place the weekend before the town hall. Local AmeriCorps groups could work with a group of kids between the ages of 13-21 with other community service organizations to help organize this. Projects could be a playground build for kids, a park clean up, a community center build project, etc. The date falls on the weekend after Thanksgiving -- which is a nice theme of giving thanks to their local community by participating in a service project that gives back to the community.

Format of the Town Hall Program:

Our assumption is that the Town Hall program will be approximately 1 ½ hours. For message management and to ensure constructive outcomes, the town hall could be developed in 3 segments, in the case of a 1 ½ hour discussion, 3-sets of 30 minute increments focusing on:

1. **The American Identity:** What were you thinking this was going to be like before you came? What stereotypes existed in your thinking and how you think about others? How did you describe it to other people (family and friends)? What do you think some of the critical issues are?
2. **Lessons Learned:** What was difficult about this? What was it like to work along side others of different races? Were you fearful about what to expect, how did it challenge what you thought before you got there? How would you talk about this now with your friends and family? What did you learn? What are some of the possible solutions?
3. **Call to Action:** Carrying this message back to our local communities. The President could issue a call to action: asking each individual at the town hall and every person who watches to extend their hand to another person of a race different from their own. The President could suggest five simple (though not easy) things people can do. He could challenge local communities through their schools to continue the dialogue with local town halls and round table formats encouraging more interaction and communication.



JGOMPERT @ cns.gov
10/22/97 08:51:00 AM

Record Type: Record

To: Diana Fortuna, Stephen B. Silverman
cc:
Subject: DLC Speech . . .

Is the President speaking to the DLC meeting on Monday. If so, here are a couple of thoughts:

1. It is the 6 month anniversary of the Summit. He should definitely talk about it.
2. It is apparently the day on which he will sign the VA/HUD appropriations bill, which will give AmeriCorps its first increase in funding in several years, and which will be the first real funds going to America Reads. That bears noting in the speech.
3. Of course, if I really wanted to throw long, and I might, I would say that he should tell that crowd that he intends to send up a reauthorization bill in the near future, and that reauthorizing AmeriCorps and the other service programs under the Corporation will be a top priority for the coming year. It is part of the DLC legacy, as well as th4e President's.

How 'bout them apples?

Talk to you later. JG



Ruby Shamir
10/23/97 11:03:53 AM

Record Type: Record

To: Stephen B. Silverman/WHO/EOP, Diana Fortuna/OPD/EOP, Katherine Hubbard/WHO/EOP

cc:

Subject: service reporters

Ann Lewis has spoken to Steve Roberts, Jonathan Alter, and the Donna Abu Nassr [AP reporter]. She will soon call Mimi Hall [USA Today reporter] and we are sending all of them material. Let me know if you have questions/concerns. Thanks.

MONTGOMERY

WEEKLY

Md. Summit Focuses on Volunteering

By Amy Klein

Washington Post Staff Writer

The 30 directors from some of Maryland's largest nonprofit agencies were scribbling notes and paying close attention to two "youth consultants"—18-year-olds assigned to tell corporate bigwigs how to get younger volunteers more involved.

"How do you deal with kids who look bored? Or whose eyes glaze over?" asked a director of the YMCA board in Baltimore.

"Try icebreakers," said Shanaysha Furlow, a sophomore at the University of Maryland, suggesting a game that encourages interac-

tion between older and younger board members. "You've got to get them turned on."

But even Furlow was stumped by the next question: How do you get them involved in the first place?

Counties across Maryland are grappling for the answer six months after the widely publicized Presidents' Summit for America's Future in April in Philadelphia sounded a national call for volunteerism. Asking corporate leaders and communities to donate their time and resources to mentoring programs is a great idea, said county volunteer coordinators, but organizing it at a local level is a true challenge.

"It's like trying to hug an elephant," said Lorraine Rogstad, director of Montgomery County's Collaboration Council for Children, Youth and Families. "It's impossible alone, but if you have a group of people who all lock arms, you can not only hug it but you can lift it."

Representatives from Maryland's counties congregated in Baltimore last week to bring the national call for volunteerism one step closer to home, while swapping trade secrets and setting goals.

Organized by Gov. Parris N. Glendening's
See VOLUNTEERS, Page 9, Col. 1

office, the Maryland's Promise: Alliance for Youth summit asked county representatives to develop strategies for targeting children and communities in their area that need mentorship. Leaders of the conference said they hoped that by 2000, this mobilization would help 2 million children in the state build relationship skills and teach them to give back to the community.

"The challenge is for the delegates to go back and figure out how to reach these kids," said Lt. Gov. Kathleen Kennedy Townsend (D), a co-chairman of the event. "We're not here to design new programs and new initiatives. We're here to do what we already do, but just do it better."

People attending the conference described different levels of success in meeting the national call.

In counties such as Howard and Frederick, which are farther from the densely populated cities of Washington and Baltimore, volunteer leaders say they are having a difficult time trying to organize and coordinate a cohesive movement.

"This is staggering, but I'm hoping we have a lot of qualified people in Howard," said Beverly Wilhide, who works in the Howard county executive's office. "It's a wonderful goal, but really getting to the heart of it is really going to take a while."

But for delegates from Montgomery and Prince George's counties, where organizations have kicked their volunteer recruitment plans in-

to high gear, the summit was a place to exhibit their success stories.

Responding almost immediately to the presidential summit, Rogstad and other community service activists in Montgomery County started Montgomery's Promise to Its Children and Youth program at the start of the summer to set up a network within the business, nonprofit and education sectors for "connections and collaborations."

For example, Rogstad said, a business that is relocating can donate furniture to shelters, while a volunteer can take a child to a doctor's appointment. The group is planning its own summit next month.

Similarly, a computerized database in Prince George's County links volunteers to more than 400 advertised positions, facilitating convenient and easy-to-find volunteer work.

Those polished programs are serving as models for the less organized counties. Sylvia Beall, president of the volunteer center in Anne Arundel County, said the spring presidential summit triggered a flood of phone calls to her center from residents looking to lend their time.

"We definitely need to get more organized," said Beall, who plans to look at Montgomery County as an example for networking volunteers and openings. "We're not quite sure where the other counties are or where we should be, but I guess that's why we're taking this on."

Kincaid:

From what I understand about the meeting that was held this week, the basic feeling was to go with a "commitment" rather than a "guarantee," and that people generally like the idea of mentoring but didn't get more deeply into it. The distinction people are drawing may be the distinction between Fattah's original proposal, involving the strict guarantee of a full Pell Grant, and that was discussed here early on, versus a softer "guarantee" and a greater focus on mentoring and partnerships with higher ed. The partnerships element is something that bubbled up from ED's higher ed reauthorization proposal and thinking about the race initiative. If you want to know more than that, you're probably going to need to flag down Mike.

THE WHITE HOUSE
WASHINGTON

September 23, 1997

**MEMORANDUM TO: SECRETARY RILEY
DIRECTOR RAINES
BRUCE REED**

FROM: GENE SPERLING

RE: TWENTY-FIRST CENTURY SCHOLARS ACT

As you know, the President has expressed interest in Rep. Chaka Fattah's legislation that would guarantee Pell Grants to sixth graders at high-poverty schools. The attached draft memorandum is a reply to the President's request for an analysis and recommendations. Based on very good input we have received from members of the NEC, DPC, Education, and OMB, we have come up with policy-vetted options, some more narrow and some broader than Rep. Fattah's initial proposal.

I will be contacting you shortly to set a time for us, and those listed below, to discuss the memo before it is finalized.

CC: Mr. Bowles
Secretary Rubin
Dr. Yellen
Ms. Mathews
Mr. Podesta
Mr. Klain
Mr. Hilley
Deputy Secretary Summers
Acting Deputy Secretary Smith
Mr. Lew
Ms. Kagan
Ms. Winston
Mr. Cohen
Mr. Shireman

INTRODUCTION

A number of private programs have had success in improving educational outcomes for impoverished youth by guaranteeing -- at an early age -- that the money will be there for college if they choose to go. These programs are based on the theory that middle- and upper-class families benefit enormously from the family and school expectation that they will be graduating from high school and attending college. At high-poverty schools, where dropout rates are high and few parents have college degrees, these expectations are absent. These early intervention programs aim to change those expectations. Many of the programs stress that, while the financial aid is an important hook for the child and family, additional mentoring, tutoring, and other support services are a key to success.

Rep. Chaka Fattah (D-Penn.) has introduced legislation to establish a large-scale, national effort of this type. He would guarantee a maximum Pell Grant to all of the children graduating from high-poverty elementary schools (at least 75% poverty). The "21st Century Scholars Act" would provide these students with:

- an entitlement to four years of the maximum Pell Grant at the time the promise is made or at the time the student attends college, whichever amount is higher;
- an annual notice from the Department of Education reminding the student and family of the future availability of the college aid; and,
- automatic *eligibility* for services under current (TRIO) early intervention, mentoring, counseling and other services.

The Education Department estimates that the Fattah legislation would apply to 7,300 schools with about 500,000 sixth graders each year (approximately 15% of the national total). Assuming inflation-based increases in the maximum Pell Grant, each of these students in the sixth grade in 1998-99 would be promised a total of almost \$14,000 in aid over four years.

The Department estimates that on average, this type of program could increase college participation rates by this population by about 8 percentage points, meaning that just over half of the students would use all or a portion of the promised aid. (Without this program, 45 percent of these students would be expected to enroll in some type of postsecondary education within two

years of graduating from high school.¹ Just under half of those students would be expected to still be enrolled by the fourth year of college.² With a successful early intervention program, the Education Department's estimates assume that college enrollment rates for this population could be increased so that they matched the enrollment rates for students at schools with 31-50 percent low-income students -- an increase of 8 percentage points, to 53 percent.)

While this increase in enrollment may seem low, college is only one of the intended outcomes of early intervention programs. They also seek to promote high school completion, job readiness, and lower incidence of drug abuse and delinquent behavior.

Rep. Fattah introduced his bill on February 13. As of August 21, he had 103 cosponsors, including nine Republicans (Christopher Shays, Ken Calvert, J.C. Watts, Jr., Richard Baker, Joe Scarborough, David McIntosh, David Dreier, Zack Wamp, and James Greenwood). On June 5, he testified before the House Education and the Workforce Committee's postsecondary subcommittee and received a warm reception from both sides of the aisle. The House hopes to move a bill reauthorizing the Higher Education Act by the end of this year. No companion for the Fattah bill has been introduced in the Senate.

An article in the *Chronicle of Higher Education* on July 11 noted the bipartisan support for the concepts in Rep. Fattah's bill, but also cited specific concerns that:

- it does not provide funding for the support services (tutoring, mentoring, etc.) that are needed for the proposal to be successful;
- it may guarantee help to too many non-needy students; and,
- it is a new entitlement, which many would oppose solely on that basis.

ANALYSIS

There are a number of issues and concerns to consider with respect to the Fattah legislation:

1. Inefficient targeting and higher-than-expected cost

Supporters have argued that virtually any student at a high-poverty school probably would have qualified for a full Pell Grant anyway, even without the guarantee -- therefore, the program only costs money if it is *successful* in encouraging youth to go to college. The data do not bear this out: more than half of the cost of this program would be for students who would have gone

¹ 21 percent at four-year colleges, 19 percent at less-than-4-year public institutions (mostly community colleges), and 5 percent at less-than-4-year private institutions (mostly proprietary trade schools).

² 83 percent would be retained in the second year, 67 percent in the third year, and 48 percent in the fourth year, based on data from the Beginning Postsecondary Student Survey.

to college anyway but wouldn't have gotten as much aid as the guarantee is providing. It appears that many families who are poor when their children are in middle school, improve their financial situation somewhat by the time their children graduate from high school. In addition, the students who go to college are more likely to be from the relatively higher income families. The Education Department estimates that the outlays associated with the first cohort of sixth graders would be \$2.45 billion. These outlays (which begin in the 2005-6 school year and are spread over the following three years) would be composed of:

- \$761 million, or 31%, for Pell Grant amounts that would have been spent anyway on these students who would have gone to college anyway;
- \$370 million, or 15%, for students who attend college **because of** the promised aid (students induced by the program); and,
- \$1,320 million, or 54%, for additional aid provided to students who would have gone to college anyway but would not have been eligible for the full \$3,000 (or would not have received a Pell Grant at all).

The *added* cost, therefore, from this first group of sixth graders, is \$1.7 billion over four years. (Viewed on an annual budget basis rather than by cohort, as each of the first four cohorts get phased in, the added annual outlays will increase to \$1.7 billion by the fourth year after the first group graduates high school and attends college, then will increase each year roughly by inflation.) *More than three times as much additional money is spent on students who already would have attended college than is spent on those who attend college because of the aid.*

2. Need for additional support services

Research has shown that mentoring, counseling, tutoring and support services are *essential* to prevent students from dropping out of school and to increase their academic preparation and aspirations that lead to college. Rep. Fattah's proposal does not expand the availability of early intervention services (it simply makes participants eligible for the few programs we fund now, which serve only a small fraction of the current eligible population and concentrate on students in high school). But without those services, the early Pell Grant promise *probably will not have a significant impact*. The I Have a Dream program estimates that the support services for each new cohort, provided primarily by volunteers, cost about \$150,000 for a coordinator and other expenses. For the 7,300 high-poverty schools, the cost of this type of program of support services would be \$1 billion (per year). Education thinks this estimate is low.

3. The issue of a new entitlement

The Fattah legislation is written as an entitlement, and in order to comply with the budget

agreement, the proposal would at least need to remain on the mandatory side of the budget.³ As an entitlement, the proposal could be portrayed as (1) another potential area of runaway spending, and (2) a gimmick to provide promises now for spending that is outside the 5-year budget window.

4. Inequities and perverse incentives

As with empowerment zones and any other effort to draw a line around a “very” poor area, there will be some apparent inequities. A school with 76 percent poverty will get the benefit, while a 73 percent poverty school nearby will be denied it. In addition, school populations change, so a school may be part of the program one year, then be denied the next.

In addition, there would be inequities among students at a school: Most sixth graders attend a different school within 1-3 years. At most of the higher-poverty junior high and high schools, not all of the students will have come from the highest-poverty elementary schools. There could be some odd incentives as well. If a student who attends a particular school for one part of one year can get a promise of at least \$14,000 in grant aid, someone will find a way to game the system. It may even create incentives for further concentration of poverty in order to provide the Pell Grant promise to poor students who had attended a school with a lower concentration of poverty.

5. Entitlement without Accountability

Some of your advisors object to providing expanded college aid without demanding more from students (and schools) before they reach college. The Fattah proposal does not require any particular level of achievement or high-skill curriculum. Indeed, it does not even require high school graduation (since Pell Grants are available to non-high school graduates for job training and remedial courses in some circumstances).

OPTIONS

We have been in constant communication with Rep. Fattah. He is aware of some of the problems with his legislation, and he agrees that it needs to be better targeted. He has suggested that the “promise” of aid consist of both grants *and loans*, so that it does not go beyond an amount that virtually any student would be eligible for already. If that is the goal, then a total of “at least \$21,000” over four years is plausible.⁴ The poorest students might receive \$12,000 in

³ The “promise” of aid would count as budget authority in the year that the promise is made, even if the student never uses the promised aid. If the program was on the discretionary side, this BA would need to be counted within the Function 500 limits. Given that much of the BA will never result in outlays, this would not be a priority use of the scarce funds.

⁴The \$21,000 minimum is derived as follows: Dependent students are eligible for \$17,125 in loans over four years (independent students are eligible for more). The family would also be eligible for either (1) two \$1,500 HOPE Scholarships and two \$500 Lifetime Learning Credits (on \$2,500 tuition in each of the junior and senior

Pell Grants and could borrow up to \$17,000 more, for a total of \$29,000. Higher income students would be eligible for \$17,000 in loans and at least \$4,000 in tax credits.

Using that idea of a grant-loan mix, the options below present progressively more intensive efforts to deliver a strong message about college opportunity to children at high-poverty schools.

1. SPECIAL TARGETING IN A NATIONAL CAMPAIGN. As part of the State-of-the-Union process, we already plan to propose a national campaign to deliver the message to *all* Americans that through the new tax breaks, the Pell Grant increases, and the improvements in the loan programs, *everyone* has access to college. This campaign might include: identifying a dollar amount to publicize (such as the \$21,000); public service announcements; easy worksheets for estimating aid eligibility; satellite town halls; kits for schools; more information on the web, and other ideas. The overall message would be that anyone who wants to go to college or get job training, can. I will be working with DPC and the Education and Treasury Departments on the possible details of that national campaign.

Targeting to poor schools. As a part of the national campaign, this option would adopt Rep. Fattah's idea of zeroing in on students at *high-poverty middle schools* for special attention. This approach might involve:

- **21st Century Scholars.** Students at these high-poverty would be designated as "21st Century Scholars" *if* they and their parents or guardians participate in a college-aid workshop that informs families of both financial aid opportunities *and* the classes they need to take to be eligible for, and to succeed in, college. Personalized certificates, signed by you or Secretary Riley, would indicate the student's eligibility for at least \$21,000 in student aid for four years of college. The attendance at a workshop is consistent with the Education Department's booklet, *Getting Ready for College Early*, which you mentioned in your back-to-school radio address, and ensures that students are taking responsibility when they are designated as 21st Century Scholars.
- **Workshops.** We could contract with national or regional organizations to make a sweep of the country's neediest schools with a personal but high-tech presentation for school and/or parent assemblies. A lower-cost approach would provide schools with videos and materials to make provide the workshops themselves, and to reward participation (and the signing of pledges) with the 21st Century Scholars certificates.

Cost: Much could be done with current resources and with private sector partners. Some additional funding, on the order of \$20 million, would help to make sure that some of the more people-intensive efforts (such as presentations at schools) could occur.

years), or, in the case of a poor family, at least \$4,000 in total Pell Grants over four years.

2. GUARANTEEING AID TO STUDENTS. This is the same as option 1, except that the \$21,000 is not simply a statement about current programs, it is a *guarantee* that the funds will be there in 6-10 years when the student goes to college.⁵ In my conversations with Congressman Fattah, he has made it clear that he feels there needs to be an “absolute guarantee, without equivocation,” for the effort to be most meaningful to poor families.

A promise that does not exceed current loan eligibility does eliminate some of the budgeting problems (most notably, the need to count budget authority on the discretionary side, since loans are an entitlement). While the budget authority for a firm promise would appear in the budget, it would not affect the deficit, so it would not be subject to PAYGO rules. There could be some consequences as far as Congressional budget rules, but if the change is made in the context of the reauthorization of the Higher Education Act, it would not present a major hurdle.

On the other hand, a promise could require significant record-keeping for many years and complex budgeting to determine which borrowers were using a promise and which weren't. Given that there is virtually no chance that loan limits will be lower after 2005 than they are today, this involves a great deal of work with no actual payoff for the students. Furthermore, pushing for a “promise” could undermine our message that we have *already* guaranteed universal access to higher education through HOPE and the financial aid programs.

3. MENTORING AND SUPPORT. This option would combine option 1 or 2 with grants to promote strong partnerships between colleges and high-poverty schools. Through these partnerships, colleges can encourage students (and their families) to choose a demanding academic program, while the college provides academic enrichment and intensive mentoring, tutoring and other support services.

There is no question but that intensive intervention programs work. At the high school level, the largest of the Education Department's “TRIO” programs, Upward Bound, provides grants to colleges and community groups for small programs that provide high school students with academic enrichment, a summer college experience, and other services. The investment pays off: a scientific (random assignment) evaluation shows that Upward Bound increased academic preparation for college. **And the results were particularly impressive for Hispanic students.**

Eugene Lang, the founder of the I Have a Dream program, has found that while the promise of college aid is a good hook, the mentoring that his programs provide is critical to success. Other evaluations, and recommendations from the College Board and others, echo this view.

⁵If used in the context of a guarantee, the \$21,000 might need to be a five-year promise so that it could include loans only. (I would want to involve Treasury in the discussion of whether a tax credit could be guaranteed for a future year).

The main drawback of these intervention programs is that they are costly -- to reach a large number of schools requires an investment in the hundreds of millions of dollars. (An initial investment of \$200 million, growing in later years, would reach the 7th grade cohort at an estimated 1180 schools).⁶ Rep. Fattah agrees that this type of an effort is very important, but he did not include it in his legislation because he did not feel in a position to ensure the funds would be appropriated. Financing options are presented separately in the appendix at the end of this memo.

If you decide to go this route, we would recommend promoting strong partnerships between **colleges** and high-poverty schools. Through these partnerships, colleges can encourage students (and their families) to choose a demanding academic program, while the college provides academic enrichment and intensive mentoring, tutoring and other support services.

College involvement is important because they have the tools, the expertise, and the stability to commit to a long-term project, and to provide the monitoring needed to ensure its success. Furthermore, in light of our efforts to address *Hopwood*, it is important to present colleges with a challenge to work with high-poverty (often high-minority) schools to expand the pool of minority students who are well-prepared for college.

Colleges know the type of academic preparation they need, so they are in a good position to work with high-poverty schools to improve and supplement their curriculum, to prepare students for success in college. While in some cases mentoring might be provided by undergraduate students, universities also can tap alumni, businesses, and other community resources to get serious commitments of time for the effort. Finally, it is critical that there always be a full-time, serious and energetic coordinator running the efforts. (Because some areas of the country may have difficulty finding a college partner, the program would need to have an exception for extraordinary circumstances, or for businesses and non-profit organizations with a clear record of success).

Under this approach, the Federal government would promote partnerships between colleges and high-poverty schools or school districts. These would consist of:

- **Partners:** Each partnership would at least include a high-poverty high school, its feeder schools, and a degree-granting institution of higher education. Most would also include businesses and/or a community groups which may provide supplemental funds and/or

⁶The average high-poverty school with a seventh grade (middle schools, junior high schools, and some K-8 and 7-12 schools) has 113 students in the seventh grade class. An intensive program without the residential summer component of Upward Bound, and focusing on *all* students rather than a select group, would cost roughly \$2,000 per student at the middle school level. Average first-year funding for a partnership that focuses on just the seventh grade cohort would cost about \$226,000. Adding a second cohort in the eighth grade would double the cost to \$452,000. After eighth grade, the number of participants would drop substantially for a variety of reasons, so it would be possible to ramp up funding more slowly each year (perhaps \$100,000) until all cohorts are being served (grades 7-12) at a cost of \$852,000 per year. If colleges or private sector partners are asked to absorb at least one-fourth of the cost of the program in the first year, \$200 million in FY 1999 would cover 1180 schools (with more than 133,000 students, or one-third of the students in schools with more than 75 percent poverty).

may be a source of mentors and other assistance for the children.

- **An Academic Plan:** The middle and high schools would agree to offer a curriculum that prepares students for college.
- **Support Services:** The college would agree to provide structured, long-term supplemental academic enrichment, mentoring, tutoring, and other assistance to all students starting not later than the eight grade.
- **Financial Aid information and bonus:** The partnership would provide financial aid counseling, and could provide financial incentives for students to stick with the program, take the right classes and/or to get good grades. (In some existing programs, colleges guarantee admittance and aid if students reach certain goals in high school).

PROs and CONs

1. TARGETED INFORMATION CAMPAIGN

Arguments for option 1:

- An education effort has never really been tried. Personalized certificates and creative, helpful workshops would go a long way in making families realize they can go to college, and understanding what it takes to get there.
- The campaign could begin without any additional Congressional action (although ultimately some funding would be needed).

Arguments against option 1:

- It's not enough.
- Rep. Fattah, the lead proponent of this type of effort, strongly feels that it takes a true *guarantee* of aid to really make a difference with poor families.

2. A GUARANTEE OF AID

Arguments for option 2:

- The aid is an iron-clad guarantee, enforceable in court, allowing us to tell families that they can *absolutely* count on the help.
- A guarantee is more likely to bring with it the strong support of Rep. Fattah and

his 103 cosponsors. If there are technical issues that need to be addressed, it can be modified later.

Arguments against option 2:

- Families are not likely to focus on the subtle difference between an absolute guarantee and the promise-like certificate under option 1. (Federal employees don't have an *absolute* guarantee to their retirement benefits, but most still consider it a promise. Conversely, even if Social Security was turned into an iron-clad promise, many would still question whether it will be there for them).
- Offering a "guarantee" detracts from our message that we have *already* opened up college opportunity to *all*. If this aspect drew significant attention, a push in Congress to lock in aid for some would create the impression among those who don't get the promise that financial aid is not secure.
- It would require Congressional action to begin any campaign that include a guarantee as a component.

3. MENTORING AND SUPPORT

Arguments for option 3:

- We know these programs work. Most of our focus has been on young children or college students. This targets kids 12-16 years old in a way designed to encourage them to seriously consider, and prepare for, college.
- Because minorities are more prevalent in high-poverty schools, this provides a race-neutral way of building the pool of qualified minority applicants for college.
- A real investment of resources would help secure Rep. Fattah's support and would please core Democrats as well as pundits (perhaps even some conservatives who see this type of approach as preferable to affirmative action).
- This would be a good demonstration of the Democratic agenda for improving public schools.

Arguments against option 3:

- Reaching even one-third of the high-poverty schools identified by Fattah requires a significant investment of resources.
- Some would suggest that if we have an extra \$200 to \$400 million a year we should add it to existing initiatives such as reading, standards, or Head Start.

RECOMMENDATIONS

Issue: Guarantee or no guarantee:

All of your advisors support an information campaign targeted to high-poverty schools, including providing a personalized certificate indicating financial aid eligibility.

DPC, Education, and OMB do *not* support the guarantee. They argue that pushing for the promise would detract from the message of universal access, and would add administrative complexity. They feel that a strong statement can be made about universal eligibility for a specific amount of money without the need for a guarantee.

Given that we have been working with Rep. Fattah on this topic, my view is that we should present our proposal in a way that he supports so that he works to bring on his 103 supporters to our plan enthusiastically. We can emphasize our investment in early intervention, and not push the technical "guarantee" very hard in the press. If it proves to be problematic or unpopular once the legislation starts to move, it could easily be dropped later.

Issue: Timing and nature of an early intervention announcement/decision

Normally, consideration of a large new initiative would be done during the budget process, when it can be weighed against competing alternatives. However, you have expressed a desire to announce a proposal like this during the Fall. The options and recommendations are:

(A) Announcement in December-February. Wait until the State of the Union and the FY 1999 Budget process to announce anything on early intervention. OMB wishes to stress the difficulty of making this decision outside of the budget process, and recommends waiting until this can be weighed against other pressing items. Saving it for the State of the Union would also allow you to reach a broader audience.

(B) Announcement in the Fall with specific policies. Commit to the 21st Century Scholars approach and funding for early intervention that is significant (such as \$150-\$200 million), but could fit in the FY 1999 Budget without too much danger. The advantage is that you could show action on education in the Fall, and it fits with the race initiative. The disadvantage is the difficulty of deciding amounts outside of the budget process.

(C) Announcement in the Fall without a specific dollar commitment. Announce that the FY 1999 Budget will include "a significant investment" in early intervention, and that we will spend the next three months working with college presidents to determine how to maximize the involvement of their campuses and the effectiveness of the effort.

APPENDIX: FINANCING APPROACHES FOR EARLY INTERVENTION

There are several ways that we could require or encourage colleges to reach out to schools to create partnerships. These options are not mutually exclusive.

(a) FY 1999 Funding of at least \$200 million. As described under option 3, an appropriation of \$200 could fund the first year of an effort reaching 1180 middle schools. Colleges would need to cover 25 percent of the costs of the programs in the first year (rising in later years), but could use work-study to satisfy that matching requirement. There would be a waiver of the match for colleges in some circumstances.

(b) A Mandate. Colleges benefit enormously from their participation in the Federal student aid programs. Since they use the Pell Grant program to attract and retain low-income students, it is not unreasonable to expect that they make at least a minimal effort to help ensure that the pool of Pell recipients are prepared to succeed *before* entering college (so as to help maximize the federal Pell investment). While we could not easily require any particular level of effort or type of program, we could **require that they have some sort of effort to reach out and provide support to low-income students and families**. This would symbolize our position that colleges have a responsibility to do more.

(c) Using the Perkins Loan funds. 2600 institutions of higher education⁷ currently administer a total of \$6.8 billion in Perkins Loan revolving funds (formerly known as NDSL, National Defense Student Loans). These funds have built up from Federal contributions and matching funds over the past 40 years. Each year, about \$900 million is repaid by students and becomes available to lend again. With the expansion of loan limits and eligibility in the Direct and Guaranteed programs over the past few years, Perkins has diminished in importance (the other programs are 30 times larger), but political inertia has kept it alive. Your budgets have alternately proposed cutting or straight-lining any new Federal contributions (for FY 1998 you proposed level funding at \$158 million).

Colleges could be allowed to spend these funds to create or expand early intervention partnerships with schools. Many might choose to do so, because (1) the program is not as needed as it used to be, (2) it is expensive to administer (the colleges pay for collection of the loans), and (3) the colleges give lip service to early intervention and this would give them the opportunity to put money where their mouths are.

Like the work-study component of America Reads, you could challenge colleges to participate, while also providing a way for them to more easily pay for it. We could start with a steering committee of college presidents who pave the way and encourage their colleagues to sign on. If we got colleges with half of the funds (much is concentrated in some of the large universities) to commit half of that to early intervention, that would represent more than a \$200

⁷Most of the funds -- \$6.4 billion -- are with four-year public and private institutions. The remainder is with trade schools and community colleges.

million investment in the first year (with the available funds diminishing over time).

This is an excerpt from DOT Weekly FYI

WORK ON PRESIDENTIAL POLICY PRIORITIES VOLUNTEERISM/SERVICE

Garrett A. Morgan Kids' Web Site Program to be Expanded and Highlighted: The NHTSA Web site developed for kids as part of the Garrett A. Morgan Technology and Transportation Futures Program titled "Safetycity" is being expanded to include career information and a biography of Garrett A. Morgan. A partnership with a number of companies has been developed to publicize the site. Currently, NHTSA is working with McDonald's to publicize the site on its Tray Liners. At the Moving Kids Safely (MKS) conference on November 17, 18 and 19, NHTSA will provide 3,000 brochures and sticker pages for inclusion with the conference notebooks as well as 300 press kits to include a press release, sample teachers' Lesson Plan, and sample "Jeopardy," "Bingo" safety questions. "Safetycity" will be among the programs to be highlighted at the MKS Conference.

Cleveland: On November 7, the Coast Guard and the Cleveland Federal Executive Board visited the Garrett A. Morgan School to meet with faculty and students. This follows the recent FEB/Coast Guard decision to establish a partnership with the school and assist them in improving math, science and technology programs.

Boston: The Coast Guard Integrated Support Command in Boston, in partnership with the Department of Education's "America Reads" program, is collecting and distributing books throughout inner city schools in the Boston area.