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001. email	To Diana Fortuna from WAVES Operations Center re: Confirmation: Appt. Request for Fortuna, Diana (partial, DOB, SSN) (1 page)	04/04/1997	b(7)(C), b(7)(E), b(6)
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COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Diana Fortuna
OA/Box Number: 12027

FOLDER TITLE:

Summit - Service Radio Address

2018-0525-S

ry2258

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

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- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Clinton Urges Schools to Adopt Community Service

Weekly Radio Remarks Lay Groundwork for Upcoming National Summit on Volunteerism

Reuter

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

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

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

Clinton, former presidents George Bush and Gerald R. Ford

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

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

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

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

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

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

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

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

sentatives and is pending in the Senate.

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

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

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

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

POLITICS

Morris Offers 'Defense' Of His Former Employer

Dick Morris, no longer getting paid to offer advice to President Clinton, is still defending free. But Morris's back-handed defense would want to pay for.

Kenneth W. Starr is in-

denial on one hand and too much of an ingrate on the other."

Starr last week subpoenaed White House Chief of Staff Erskine B. Bowles and counselor Thomas F. "Mack" McLarty, both of whom tried to help Hubbell find post-resignation employment. Morris, for his part, thinks their motives were also benign. With McLarty, it was "the Arkansas gang"

month in a bitterly contested Democratic primary that broke along especially stark racial lines.

Bosley carried more than 80 percent of the black vote, and Harmon won more than 90 percent of the white vote. The city population, heavily Democratic in its voting patterns, is about evenly divided between

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PHOTOCOPY
PRESERVATION

Clinton Asks Nation's Schools To Promote Volunteer Service

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

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

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

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

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

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

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

students, and others tutor young children.

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

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

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

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

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

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

Two Charges Dismissed in Case of Agriculture Chief's Friend

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PHOTOCOPY
PRESERVATION

FAX TRANSMISSION

LT. GOVERNOR'S OFFICE

STATE HOUSE, 2ND FLOOR
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To: Diana Fortuna**Date:** April 3, 1997**Fax #:** (202)456-7431**Pages:** 15, including this cover sheet.**From:** Alan Fleischmann**Subject:** As promised**COMMENTS:**

Attached is the media packet as we discussed. Thank you for your interest and if you have any questions, please do not hesitate to contact me at (410)974-2804.

RESENT

THE BALTIMORE SUN
March 12, 1997

Service learning's unintended lesson

■ **Under the gun:** *Schools that didn't take state requirement seriously must fix approach.*

AS MARYLAND'S first high school class required to do community service nears graduation, it appears that in most school systems this novel, controversial mandate is accomplishing what its proponents had hoped.

Young people are doing some admirable work. They are assisting at nursing homes, bagging food for the homeless, helping with scout troops, mentoring younger children, cleaning up streams. Some are merely doing what they have to do to graduate, but others have gone beyond the required 75 hours — a sign that they have developed a taste for community service that will continue through their adult lives.

Eighty-five percent of Maryland's 43,000 high school seniors have met or are near to meeting the requirement. State Superintendent Nancy S. Grasmick says most have fulfilled the spirit as well as the letter of the law.

There have been problems, however, especially in the four largest systems, where educators are scrambling to help thousands of seniors comply with the law before June. In Balti-

more City and county, 2,780 seniors (out of 9,362) have not fulfilled the requirement, and most of them have a ways to go.

How did this happen? Some school officials admit they did not stress the requirement because they thought it would be repealed. Mostly, Dr. Grasmick said, the big systems left students to their own devices.

They didn't infuse service into the curriculum, encouraging, say, biology teachers to take classes on stream cleanup projects. They did not offer suggestions for outside activities and follow up to make sure pupils were earning the necessary hours. Now they're rushing to help seniors graduate by stretching the definition of community service to include answering telephones or filing papers in the school office.

From here on, school systems should understand that they cannot merely leave community service to the student's own initiative. Service learning is not volunteerism, but a requirement intended to educate future citizens about civic responsibility.

It is not going to disappear; the State Board of Education reaffirmed its commitment to service learning last month. Initial experience shows it works as long as educators do their jobs and teach it.

THE CAPITAL

FEBRUARY 19, 1997

Court OKs student volunteer provision

WASHINGTON (AP) — For the third time in four years, the Supreme Court yesterday refused to block public school districts from making charitable work a requirement for high school graduation.

The court, without comment, rejected a North Carolina family's appeal that said such mandatory community service violates the rights of students and their parents.

The Chapel Hill-Carrboro City Board of Education requires, starting with the graduation class of 1997, that all high school students complete 50 hours of community service before receiving a graduation diploma.

Work for a variety of not-for-profit corporations, charities and public agencies would qualify, as long as students were not paid for their work.

It is estimated that about 8 percent of the nation's public school districts have such mandatory service programs.

Maryland is the only state to require community service as a condition of graduation. In Maryland, this year's seniors are the first class required to do 75 hours of community service as a condition of graduation under a requirement approved in 1992.

The Supreme Court, in 1993 and last year, rejected similar challenges to mandatory public service programs adopted by school districts in Pennsylvania and New York.

The requirement in the case acted on Tuesday was challenged in 1994 by John Reinhard III, a student at Chapel Hill High School, and his parents, John and Ellen Reinhard.

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NORTHEAST BOOSTER
FEBRUARY 12, 1997

Clinton a crowd pleaser

Speech focuses on
education, welfare

1505W low high
School students
BY EDU PANOS

ANNAPOLIS — In his historic address to a joint session of the Maryland legislature Monday, President Bill Clinton gave both Democrats and Republicans something to cheer about.

Democrats, especially Gov. Parris Glendening, were pleased by Clinton's frequent references to Maryland as a national leader in education, welfare reform and economic progress.

Republicans expressed pride in what they see as the Democratic president's borrowing from much of their agenda, particularly in welfare reform and education. They are also proud about his call for bipartisan efforts for further progress on both fronts.

In launching what he called his "crusade" across America to promote grassroots support for his programs, Clinton drew frequent and prolonged applause from members of both parties throughout much of his 50-minute address, which began shortly after 11 a.m.

The basic thrust of his message was that the nation must set high standards for school children and tailor its welfare program to a combination of opportunity and responsibility. He said society should expect welfare recipients to work when able but should also make certain that jobs are there when needed.

"We have an incredible responsibility — we in America and you in



STATE HOUSE PHOTO BY RICHARD TOWNSEND

Speaker of the House Cas Taylor, left, Gov. Parris Glendening and Senate President Mike Miller listen to President Clinton address a joint session of the state legislature. Clinton urged educational excellence and welfare reform, praising Maryland for progress in those areas.

Maryland," Clinton said.

Clinton is the first president to address a joint session of the General Assembly in Annapolis, but he noted that more than 200 years ago George Washington stood just down the hall to resign his commission as commander-in-chief of the Continental Army.

Clinton's speech was laced with several laudatory references to Maryland and its governor.

"Thanks to the leadership of your governor and the work that all of you (legislators) have done, unemployment's at a six-year low," he said. "Your family incomes have risen to fourth in the nation. Your welfare rolls have dropped almost 25% since 1995. Student achievement has risen

and more schools are meeting the high standards you have set. We are well-positioned."

Clinton then observed, "But it is a moment of choice. We cannot afford to squander this moment in complacency or division."

Lt. Gov. Kathleen Townsend was mentioned by Clinton for her work with Maryland youth. He also complimented Maryland for being the only state in America to require community service for high school graduation. Townsend later said she thought Clinton "was really exceptional in the way he was telling us. Here is what you have to do to set high standards of education."

Del. Tom Dewberry of Calonsville, the Democratic Speaker Pro

Tem, commented on Clinton's "sense of history."

"He doesn't want to be a lame-duck president," Dewberry said. "He reminded us that we have a lot of work ahead of us. I think his sincerity comes across."

The Republican minority leaders in both houses, Sen. Vernon Boozer of Towson, and Del. Robert Kittleman of West Friendship, used the same word—"charismatic"—in their initial reactions to the speech.

"He hit all the right buttons," Boozer said. "He's an excellent speaker. I think he was charismatic."

"How can you go wrong when you talk about better education and welfare reform?" Kittleman asked rhetorically. "But he got his best ideas on educa-

tion from a Republican, Bill Bennett (former Secretary of Education)."

Among those most impressed by Clinton was Democratic Del. Sandy Rosenberg of North Baltimore/Baltimore County. Going through the reception line to shake Clinton's hand after the speech, Rosenberg said, he mentioned to Clinton that he chairs the House subcommittee on education.

"Then he went into a detailed discussion of what should be done," Rosenberg said. "He knows the details. He knows his stuff."

Republican Del. Martha Klima of Lutherville acknowledged that Clinton is "a good speaker" but criticized what she said was lack of specifics.

"On education, he didn't say specifically how to bring everyone up to standard," she said. "And on welfare reform, I don't think we're ready to go back and revisit it with amendments the way he wants to do. It took three tries to get him to sign what we have now."

Del. Michael Finifter of Owings Mills, a Democrat, said the similarity of the Clinton and Glendening education and welfare programs bodes well for the governor as he strives for re-election.

"Especially with Clinton being so popular now, I definitely think this helps the governor," Finifter said.

Sen. Chris McCabe of Elkton City paid Clinton an oblique compliment.

"He made a fine speech," McCabe said. "In fact, much of what he delivered was our Republican message, but I think he delivers it better than we do."

CARROLL COUNTY TIMES
NOVEMBER 21, 1996

Right and wrong must have a place in a school's curriculum

Guest column

1505W

Kathleen Kennedy Townsend

Not long ago, Benjamin Foullois Traditional Academy in Camp Springs was like many urban public schools. About 30 students per year were suspended. Each day, teachers made about a dozen disciplinary referrals. School achievement was well below average and those families that could send their child to a private school did so.

But in 1988, Principal Mary Aranha instituted a new curriculum that taught children not just fact from fiction, but right from wrong. She worked with parents and teachers to ensure that the moral lessons parents taught at home were reinforced in the classroom. Every school activity, from the classroom to the cafeteria to the playground, was focused on promoting among students virtues such as honesty, fairness, and compassion.

Today, the school is almost unrecognizable from its former self. Test scores are up dramatically. Suspensions are almost nonexistent and disciplinary referrals have dropped to two or three per week. The tide has shifted: Parents who had sent their children to private schools are re-enrolling them at Benjamin Foullois. One recent visitor asked Principal Aranha, "How much does it cost to send a child here?"

Governor Glendening and I are implementing a strategy to teach students right from wrong, personal responsibility, and service to the community. The Office of Character Education, to be directed by Aranha, will coordinate this broad reform, helping schools implement curriculum, measure success, and develop ways to train teachers and staff.

The idea is as old as schools themselves. Public schools were created not merely to give students the knowledge they would need to find a job, but to develop the skills and character necessary to strengthen our communities and maintain democracy.

Until the 1960's, most, if not all public schools explicitly encour-

aged positive character traits. However, in the 1960's, educators latched on to the idea of moral relativism — the notion that no set of values is superior to any other, and that no one has the right to impose his or her sense of right and wrong on another.

Yet moral character is not programmed in our genes, as our stratospheric crime, drug-use, and teen-pregnancy statistics prove many times over. Children need to learn to be good, and they learn to be good the same way they learn anything: by hearing, by seeing, and by doing — that is, by being told what qualities are productive, by witnessing examples of such behavior, and by practicing these virtues themselves. This can't be done simply by adding a class entitled: Character. Moral questions aren't independent of our everyday lives. The best way to teach them is to integrate them into the everyday workings of the school. The whole culture of the school needs to be changed, not just the curriculum.

While character is not a magic bullet, it can have a profound effect on children's behavior both in and outside the classroom. A survey of nearly 200 schools that had instituted such a program found that 74 percent reported fewer disciplinary problems, 68 percent saw an increase in attendance, and 64 percent saw a drop in incidents of vandalism. In the first three years of a character education program at one New Haven, Conn., high school, the teen pregnancy rate dropped from 16 per year to zero.

The fact of the matter is, students will learn certain moral lessons in school whether or not they receive character education. The question is, which lessons will they learn?

When a student is punished for

cheating, but isn't made to understand the serious moral issues behind the prohibition, they are in danger of believing that their error wasn't in cheating, but in getting caught. When students aren't firmly told that disrespecting their teacher or principal or other students is wrong, how can they not come to the conclusion that such behavior is acceptable.

This also gets to the root of the educational mission of school itself. How can students learn American history and the meaning of democracy, for instance, without understanding — in the most personal and direct manner — the spirit of community service, justice, civic participation, and freedom?

No one doubts that parents are by far the most effective way to teach children the appropriate way to behave. If parents treat others with concern and compassion, love their children, and respect the law, the odds are that their children will turn out pretty well. However, no one is served — least of all parents — when children are sent into a moral vacuum for seven hours each day. For these parents, character education is not meant to supplant parenting, but to supplement it.

It is also important, however, to describe what character education is not. The virtues that schools are trying to establish within their students are not controversial. No student will be tested on their political or religious beliefs. There is nothing political or even controversial about the virtues our schools will teach. They are, simply, qualities that the overwhelming majority of parents want their children to practice.

Alexis de Tocqueville once said that America would remain great as long as it remained good. For a long time, building the character of our children fell off our collective list of priorities. It's about time we set that straight.

Lt. Governor Kathleen Kennedy Townsend chairs the Cabinet Council on Criminal and Juvenile Justice.

SHERWOOD HIGH SCHOOL (MONTGOMERY COUNTY)
"THE WARRIOR"
NOVEMBER 1996

OPINIONS

Letter to the editor :

I got involved with the Big Buddy/Little Buddy program through a flier that I saw in my Student Service Learning class. Nobody else in the class seemed interested in the program, so I thought I would give it a try.

Throughout this program, I have attended many meetings and training programs. The program matched me up with a little buddy from the Greentree Homeless Shelter who has the same interests as I. Once a month, there is a field trip to a local attraction. Recently, we went to Adventure World with our little buddies. During the trip, I learned what my little buddy likes to do, and what makes him happy. He's five years old, very short, very hyper, very outgoing and loves to have fun. I spend at least three hours a week with my little buddy, and am gaining service learning hours in a fun way. During these hours, I help him with his homework, we watch TV, play games, talk, and we always have fun. Just yesterday, I called him, and he was very happy to talk with me. He waits for me to come and sits on the steps; so excited to see me arrive. He wants to know if I'll come sooner or if I will stay longer with him. His mother said for the whole week, he asked about when his Big Buddy would arrive. He gets enthusiastic to see me, and he knows I care about him.

I recommend this program to other Sherwood students because one can gain and learn a lot. Just being there and putting a smile on a child's face is more than one can ask for. You should join the program because you gain so much from it, such as making a new friend, gaining satisfaction from helping others and learning something new.

The next session starts in January of 1997. If interested, contact Stephanie White at (301)217-6890.

Kevin Brown '97

ST MARY'S TODAY
SEPTEMBER 24, 1996

ST. MARYS
TODAY

Vernon Gray

150th Service-Learning

Within the content of "Goals 2000" is the objective that "all students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility." Within the 1994 reauthorization of the "Elementary and Secondary Education Act" there are numerous programs that endorse so-called "service-learning."

Service-Learning, also called "experiential education," "character education," or "community service," is the requirement for students to participate in compulsory volunteer work - a contradiction in terms - organized by their schools. Supposedly, this will tie students' classroom learning to the "real world," inculcate them with the habit of serving others and assisting the needy, and strengthen their character. This is a part of the "It Takes A Whole Village" ideology that schools should equip children with ethical and behavioral standards that the family and church are no longer capable of providing.

Hidden within this ideology is the conviction of "progressive" educators that the schools have an obligation to "build a new social order."

In 1993 a new government body, the Corporation for National and Community Service (CNCS), was created to extend compulsory volunteerism into the primary and secondary schools and colleges. President Clinton declared that "It is a very good thing for the states or local school districts to mandate community service for kids... I think that every state should include community service as part of the curriculum."

In 1985, the Maryland State Board of Education mandated that all school systems offer "elective" courses and programs involving volunteer work and community service. In 1992, over objections from all but two of its 24 county school systems, Maryland made volunteer work a graduation requirement for students in the public schools. Today, Maryland has the only statewide service-learning requirement in the nation.

Local school systems can opt to award service-learning credit for certain kinds of class projects. Thus, according to a recent state report, students in a seventh-grade language-arts class in Carroll County have met their service work requirement by "researching disabilities and chronic illnesses ... and then reporting their findings to their classmates." In Prince George's County, students in English classes have satisfied service-learning requirements by "penning letters to sick children or senior citizens in hospitals."

In other locations, the volunteering must be done outside of school. Baltimore students held "a party for the senior citizens at a nearby nursing home. They prepared the food, made the decorations, organized the entertainment and conducted the games." In Calvert County, students earned credit by recycling paper, cans, and plastic. In Frederick County, service-learning students "painted 'Chesapeake Bay Drainage' on all of the storm drains surrounding Thunias Johnson High School," with the goal of increasing "public awareness of local impact on the Bay." Other programs around the state involve fire prevention, food drives for the homeless, and cleaning up old cemeteries. Conducting clean-ups at Point Lookout State Park appears to be a favorite project in St. Mary's County.

In some instances students have fulfilled their service requirements by engaging in quasi-political activities. For example, in Cecil County students "wrote numerous letters to the county commissioners when the county abolished recycling due to expense. The students convincingly persuaded the commissioners to continue the project for the environmental benefits, despite the cost to the county." In Harford County, students earned credit by "writing advocacy letters to affect legislation on a seat-belt law for school buses."

Considering the source of the advocacy for service-learning, it should come as no surprise that it has a bias toward political activism. In the

Commentary

view of its advocates, political activity is the most desirable form of service. The "Maryland Student Service Alliance" (MSSA), long headed by Kathleen Kennedy Townsend (now the lieutenant governor), is the organization that administers the state's program of "volunteer" activities. One of the posters it uses to promote its own good work depicts a mountain showing various levels of community service. Halfway up the slope are activities like ladling hot food in a soup kitchen. At the pinnacle lies the loftiest form of voluntarism: lobbying.

MSSA also distributes a service-learning handbook. It sets forth a "progression" of activities from "personal contact" (such as coaching children for the Special Olympics), to "indirect services" (such as recruiting others to a cause), and on to "advocacy," which in turn ranges from "writing a letter to the editor, to lobbying for a cause, to engaging in a political campaign."

The goal of engaging children in political activism is evident in the publication "Civitas" (1991), a guidebook for educators produced by the California-based "Center for Civic Education." As stated in this book, voluntarism will not fulfill its educational promise if students work in private agencies, because these provide "little sense of ... public policy, or the power relationships of the modern service world," and voluntarism is an opportunity to enhance "student competence to monitor and influence public

policy in diverse arenas."

Separate from the concern over teachers steering impressionable students into their favorite politically-correct causes, the compulsory, coercive nature of school-based volunteer programs raises another set of concerns.

Is it appropriate for an agency of the government to decide what does and does not qualify as volunteer work? For example, a fourteen-year-old Boy Scout in Chapel Hill, North Carolina was told that his volunteer work for a local thrift shop and nature trail did not qualify for service-learning credit because the merit badges he earned meant he had received "compensation" and, therefore, he was not a genuine volunteer. At Liberty High School in Bethlehem, Pennsylvania, a Girl Scout volunteering on her own in a nursing home and for Meals on Wheels forfeited her diploma when she refused to perform 60 hours of school-directed community service.

Will compulsory voluntarism in the schools ultimately destroy the virtue of self-giving to other people and the community? There is a risk that students will quickly come to view volunteer work with the same disdain they hold for term papers and homework. Will children, after performing school-based service work against their will, be left with a negative attitude and be less likely as adults to perform community service?

Voluntarism is a deeply-rooted American tradition. Is it appropriate for an agency of

government to compete against churches, youth groups, and community service organizations? How long can family-, church- and community-based voluntarism co-exist with mandatory government-based service work, before the former ceases to exist? You need only consider the supplanting of traditional, private sector-based, public charity and welfare by government-based welfare to predict the future for voluntarism. Clearly, school-based service has the effect of strengthening government while weakening the community.

And, what is the character-building lesson that children learn from compulsion - might makes right?

Of greatest concern is that the public schools, which are not achieving their fundamental mission of teaching learning skills and knowledge, are now diverting time, energy, and money to non-academic matters. Schools that can barely teach children to read and write are now being co-opted by government and political activists to pursue a politically-correct agenda.

One of the first agenda items for the elected school board should be to seek legislation in the Maryland General Assembly to repeal the requirement of service-learning as a condition of graduation. In its place, students should be given special recognition for voluntary service in the community.

THE CATONSVILLE COMET
SEPTEMBER 5, 1996

EDITORIALS

THE CATONSVILLE COMET
SEPTEMBER 1996

Merit of service learning remains in question

Marci Brewer

Reporter

For the past three years, Catonsville High School has participated in the statewide student service learning (SSL) program. Now that 75 hours of SSL is required prior to high school graduation, why not make the most of it?

This mandate began September 1993 for the entering class of ninth graders, the graduating class of 1997. According to the SSL bulletin, service learning is "actions of caring for others through personal contact or advocacy either in the school or in the community with preparation, action and reflection." Currently, students can accumulate service hours from grades 6-12 during summer vacation and school semesters. However, for the graduating class of 1997 their SSL program is a unique one. 75 students out of 236 are enrolled in a service learning class because they had less than 35 hours. This class is only being offered to this year's seniors and will probably not be offered next year due to the fact that other classes will have had more time to acquire the 75 hours.

Student service learning is a positive experience for middle school and high school students for many reasons. Service learning gives people a chance to give something back to the community. Students are able to gain job knowledge and "hands-on" experience.

By educating students about the job market and by offering a variety of jobs geared towards students' interests, SSL creates a positive job experience for students and the community. Students might become more satisfied and feel more of a reward if they were given an opportunity or experience they would enjoy. This could be done by having representatives from companies and organizations speak in classrooms to the students. In addition to the representatives, a monthly

information flyer would let the students know what organizations or companies need volunteers and what the community and school itself may have to offer.

Instead of just receiving hours, student recognition would make the students feel more appreciated and left with a feeling of accomplishment. Students now have the opportunity to become directly involved in the community and give it the support it needs. SSL opens the doorway to different experiences. It allows students to work in the job market and gain "hands-on" experience with particular interests at a young age. Students will be able to learn how corporations, organizations and communities are run, how they interact with each other and how they may not be able to function without volunteers.

Students are finding themselves with no incentive to complete these student service hours. To students, service learning is a waste of time and is not considered volunteer work when you are forced to do it. But how many people would go out and volunteer? Students are doing only what they need to do to get by, making the experience a lot less enjoyable, and defeating the purpose of student service learning. Students should see it as an opportunity to do things for other people and themselves, and not just look at it as just another requirement.

Jessica Delamater

Reporter

Service Learning? As if! It's more like community service, or maybe... child labor, without getting paid. What gives any-



Con

one is right to make a student work without making a cent? Child labor might be an overly harsh term, but what should something like this be called? It definitely

shouldn't be called service learning because students aren't necessarily learning from what they're doing.

For example, someone might want to be a secretary, but he ends up helping out at a camp because he has the opportunity to get his 75 hours of free labor. He wouldn't be learning anything about working as a secretary. Sure, it's nice to do something for the community, but that should be the individual's choice.

There are already enough credits and requirements to be completed in class without having to worry about where to do a "service learning" project. The program is called service learning although students get 15 service hours for just being in a Nutrition and Foods and Child Care class. What are they doing to help the community? How about... nothing.

Originally, the program was supposed to be done totally outside of school. Now that

students are in danger of not graduating, Baltimore County has added special Service Learning classes, which provide ample opportunity for a student to receive his hours. This year 74 out of 236 seniors are enrolled in the class because they have less than 35 hours of service.

That is somewhat unfair because the class is possibly only a one year deal. This class is offered to seniors this year, then other classes should receive the same opportunity. Although there had been rumors that the student Service Learning hours would be cut, those rumors have been denied by Mrs. Cairns.

Service Learning, a.k.a. Community Service, should not be demanded of students as a requirement to graduate. Usually when one thinks of Community Service he thinks of someone who is being punished for doing something wrong.

Students from New York, Florida, and Virginia also didn't think it was fair to make them do Community Service, so they took the issue to court. Unfortunately none of them won the cases. If a student wishes to fight the issue of Service Learning he should first complete his "time" and then take it to court. It's bad enough that students are made to volunteer without wanting to, but then they have to fill out forms about what they learned and how they prepared themselves for the job. It's highly likely that students didn't learn anything from their experience. Therefore, they had to make up something in order to fill out the required forms.

Mrs. Cairns states, "It is someone's right to take it to court. That's what's admirable about the United States. If you were in another country like Russia or China you could go to jail for expressing your opinion. Hopefully sometime soon the courts will see that there is no sense in making students do 75 hours of free labor."

STAR DEMOCRATIC TIMES
JULY 19, 1996

Ruling supports Maryland's community service requirement

By SHAWN DONNAN
Associated Press Writer

BALTIMORE (AP) — Maryland's requirement that all high school students perform community service will likely survive challenges given a federal appeals court ruling in a North Carolina case, supporters and opponents of the requirement say.

The 4th U.S. Circuit Court of Appeals last week rejected a challenge to Chapel Hill's mandatory community service policy. The ruling will affect Maryland because the state falls under the court's jurisdiction.

Judges in Maryland would likely reject any similar appeals because of the appellate court ruling, said Luke Frazier, the new acting head of the Maryland Student Service Alliance, a public-private partnership monitoring the implementation of the community service requirement.

"We think that it means there won't be any successful legal challenges to Maryland's requirement," Frazier said.

Maryland in 1993 became the first state in the nation to require all students statewide to perform community service. The class of 1997 will be the first to have to fulfill the requirements in order

to graduate.

The ruling by the three-judge panel follows similar decisions in Pennsylvania and New York.

Scott Bullock, an attorney for the libertarian group that has led the legal charge against mandatory community service requirements, said the North Carolina case makes it unlikely a successful challenge could be launched in Maryland on the same basis.

In the North Carolina case, Bullock and the Institute for Justice argued that the mandatory requirement violated the student's privacy and the rights of parents to determine how their children are educated.

But the appeals court panel rejected both those arguments and Bullock's contention that mandatory community service violated the U.S. Constitution's ban on slavery.

"The community service requirement is in no way comparable to the horrible injustice of human slavery," the panel said in its decision.

The Institute plans to ask the entire 4th Circuit to hear the case next week and will take it to the Supreme Court if necessary, Bullock said.

"If the Supreme Court would agree to hear the case then, of course, that would affect the

Maryland program," he said.

A New York case argued by the Washington-based group is already before the Supreme Court and Bullock said a decision in that case could come as soon as October.

All of that work before the federal courts will keep Bullock and the Institute from filing any challenge to the Maryland requirement, he said.

But he maintained that challenges to the Maryland law could still be filed on a First Amendment basis because of differences in what activities are recognized by counties as community service.

In some jurisdictions, he said, "students can get credit for teaching a summer tennis camp, but can't get credit for teaching Sunday school."

A successful challenge to the law in the General Assembly next year also is unlikely. Delegate Janet Greenup, a Republican who has fought against the service requirement in past sessions, said she again planned to introduce a bill to end mandatory community service next session.

At the very least she planned to introduce a bill to end mandatory community service in Anne Arundel County, which she

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1505W
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Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	To Diana Fortuna from WAVES Operations Center re: Confirmation: Appt. Request for Fortuna, Diana (partial, DOB, SSN) (1 page)	04/04/1997	b(7)(C), b(7)(E), b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Diana Fortuna
OA/Box Number: 12027

FOLDER TITLE:

Summit - Service Radio Address

2018-0525-S

ry2258

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]



MAILMGT @ A1
04/04/97 08:57:00 PM

Record Type: Record

To: Diana Fortuna

cc:

Subject: CONFIRMATION: APPT. REQUEST FOR FORTUNA, DIANA

FROM: WAVES OPERATIONS CENTER - ACO: (b)(6), (b)(7)c, (b)(7)e

Date: 04-04-1997

Time: 20:54:12

This message serves as confirmation of an appointment for the visitors listed below.

Appointment With: FORTUNA, DIANA
Appointment Date: 4/5/97
Appointment Time: 9:30:00 AM
Appointment Room: WW
Appointment Building: WH
Appointment Requested by: FORTUNA DIANA M.
Phone Number of Requestor: 65570
Comments:

[001]

WAVES APPOINTMENT NUMBER: U16156

If you have any questions regarding this appointment, please call the WAVES Center at 456-6742 and have the appointment number listed above available to the Access Control Officer answering your call.

TOTAL NUMBER OF NAMES SUBMITTED FOR ENTRY : 10
TOTAL NUMBER OF NAMES OF CLEARED FOR ENTRY: 10

BOOKER, MARY
BOOKER, SHERI
BOOKER, WILLIAM
ELFASSER, KATIE
ELFASSER, MARY
FLEISCHMANN, ALAN
LEARY, SCOTT
MARTIN, DENISE
MARTIN, KRISTI
TOWNSEND, KATHLEEN

(b)(6)

WHITE HOUSE STAFFING MEMORANDUM

DATE: 4/4 ACTION/CONCURRENCE/COMMENT DUE BY: 4/5 8:30 amSUBJECT: Radio Address

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	☒	☐	McCURRY	☐	☒
BOWLES	☒	☐	McGINTY	☐	☐
McLARTY	☐	☐	NASH	☐	☐
PODESTA	☒	☐	RUFF	☐	☐
MATHEWS	☒	☐	SMITH	☐	☐
RAINES	☐	☐	REED	☒	☐
BAER	☒	☐	SOSNIK	☒	☐
ECHAVESTE	☒	☐	LEWIS	☒	☐
EMANUEL	☒	☐	YELLEN	☐	☐
GIBBONS	☐	☐	STRETT	☐	☐
HALE	☐	☐	SPERLING	☐	☐
HERMAN	☐	☐	HAWLEY	☐	☐
HIGGINS	☒	☐	WILLIAMS	☐	☐
HILLEY	☒	☐	RADD	☐	☐
KLAIN	☐	☐	<u>Waldman</u>	☒	☐
BERGER	☐	☐	<u>Silverman</u>	☒	☐
LINDSEY	☐	☐		☐	☐

REMARKS:

Comments to Michael Waldman

RESPONSE:

**PRESIDENT WILLIAM J. CLINTON
RADIO ADDRESS ON SERVICE
THE WHITE HOUSE
April 5, 1997**

Good morning. I want to talk to you today about how we can make this glorious spring a season of service all across our country. As I have said, the era of big government is over, but the era of big challenges is not. Citizen service is how we recognize that we are responsible for one another. It is the very American idea that we meet our challenges not through heavy-handed government, or as isolated individuals, but as a true community, all of us working together.

On April 25, at Independence Hall in Philadelphia, we will be convening an historic Presidents' Summit on Service. I will be joined by President Bush, by General Colin Powell and Henry Cisneros, and by thousands of citizens from around the country who are prepared to roll up their sleeves and work to serve our children and rebuild our communities. Every single person or business represented at the summit will have committed to take specific steps to help their neighbors. Our mission is nothing less than to spark a renewed national sense of obligation, a new sense of duty.

I hope that this wonderful event will make all Americans think about the duty we owe to one another. Citizen service can take many shapes -- it can mean volunteering nights or on weekends in a religious group or neighborhood association, and it can mean devoting full years of your life to service like those in the Peace Corps or the Jesuit Volunteer Corps.

It can help meet our most pressing social needs, from renewing our cities to giving young children someone to look up to. And service leads to more service -- a typical AmeriCorps member trains or recruits a dozen or more community volunteers. It can help meet our most pressing challenges.

Over the past four years, we have worked to harness this citizen energy in so many ways. I am proud that 50,000 young people have earned college tuition by serving their communities through AmeriCorps, the national service program. And our America Reads initiative will mobilize one million volunteers to teach every 3rd grader to read independently.

Next week I will
Today I will issue a proclamation designating the week of April 13-20 as a national week of service. During that week, over one million young people will participate in 3,000 events across the country, cleaning up neighborhoods, working with children,

I have asked the thousands of AmeriCorps alumni and returned Peace Corps volunteers to participate as well, reaching out to youth in their communities. They will organize activities in more than 15 states and in hundreds of communities, recruiting another 3,000 to 4,000 young

people to engage in service for the first time in service during the week.

Citizen service cannot be a pursuit for one week or one month. The ethic of service must extend throughout a lifetime. Nobody is too young to serve -- and as a recent study by Brandeis University shows, when you begin to serve at a young age, it's a good habit that's hard to break.

So we must find even more ways to encourage young people to serve.

I am joined here today by young men and women from Maryland, along with that State's Lieutenant Governor, Kathleen Kennedy Townsend. Maryland now requires that every high school student perform some service as a condition of graduation. One student with me gathered food and clothing for the needy . . . another, dyslexic herself, taught disabled students . . . another tutors young children at a Head Start center.

Two weeks ago, applications went out to high school principals all around the country, inviting them to select a student in that school who has performed outstanding service, making them eligible for a \$1,000 scholarship. Under this new program, which we enacted last year, the national government will put up \$500 for each student, to be matched by local communities. Already, a host of civic organizations -- including the Veterans of Foreign Wars, Moose International, Lions Clubs and the U.S. Jaycees -- have accepted our challenge to work with their local chapters to provide matching funds for these scholarships.

Public servants from agencies like the Agriculture Department will work as partners with schools. And this week, the National Association of Secondary School Principals agreed to introduce service learning to more than 2 million students nationwide.

Today I challenge schools and communities in every state to make service a part of the curriculum in high school and even in middle school. There are many creative ways to do this -- including giving students credit, making service part of the curriculum, putting service on a student's transcript, or even requiring it, as Maryland does. States and schools should decide for themselves. But every American young person should be taught the joy and the duty of serving, and they should learn it at the moment when it will have the most enduring impact.

I hope you will all join in the spirit of the Presidents' Summit on Service, and take part in the national week of service beginning April 13. Service is in our deepest national tradition. Millions of young Americans in my generation were inspired by the call to service, issued so often from this very office, by President Kennedy. Now it is up to all of us to take up his challenge -- for "every [one of us] can make a difference, and every one of us must try."

Thank you for listening.



Bruce N. Reed
04/04/97 07:32:40 PM

Record Type: Record

To: Michael Waldman/WHO/EOP
cc: Diana Fortuna/OPD/EOP
Subject: Service Radio Address

Looks very good, as usual. A few factual things, which you may already have fixed

The summit starts April 27, not 25th.

Are you sure the week is 13-20? Isn't that 8 days?

In the graph about AmeriCorps volunteers doing events in more than 15 states, wouldn't it be better to just say thousands more, rather than 3-4,000 -- since 1 million were already taking part?

Finally, on the scholarship, it might be better to say "Under this new program, paid for with funds we secured last year" or something like that, rather than saying we enacted it last year. As I recall, you and your brother wrote the speech, then Americorps just reprogramed the \$.

Thanks! Call me or page Diana if you need more

Record Type: Record

To: Michael Waldman/WHO/EOP
cc: Bruce N. Reed/OPD/EOP, Eli G. Attie/WHO/EOP, Stephen B. Silverman/WHO/EOP
bcc: Records Management
Subject: Re: HERE IS A DRAFT OF THE RADIO ADDRESS -- COMMENTS ASAP TO MICHAEL WALDMAN x62272 or by pager

Here are my comments in capital letters below.

From: Michael Waldman on 04/04/97 06:53:52 PM

From: Michael Waldman on 04/04/97 06:53:52 PM

Record Type: Record

To: See the distribution list at the bottom of this message
cc: See the distribution list at the bottom of this message
Subject: HERE IS A DRAFT OF THE RADIO ADDRESS -- COMMENTS ASAP TO MICHAEL WALDMAN x62272 or by pager

Draft 4/4/97 6:45pm

**PRESIDENT WILLIAM J. CLINTON
RADIO ADDRESS ON SERVICE
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April 5, 1997**

Good morning. I want to talk to you today about how we can make this glorious spring a season of service all across our country. As I have said, the era of big government is over, but the era of big challenges is not. Citizen service is how we recognize that we are responsible for one another. It is the very American idea that we meet our challenges not through heavy-handed government, or as isolated individuals, but as a true community, all of us working together.

On April 25, at Independence Hall in Philadelphia, we will be convening an historic Presidents' Summit on Service. [NOTE: THE OFFICIAL NAME OF THE SUMMIT IS "THE PRESIDENTS' SUMMIT ON AMERICA'S FUTURE" -- JUST IN CASE YOUR DECISION TO CALL IT "THE PRESIDENTS' SUMMIT ON SERVICE IS AN OVERSIGHT.] I will be joined by President Bush, by General Colin Powell and Henry Cisneros AND LYNDIA ROBB [NEWLY NAMED VICE-CHAIR EQUAL TO HENRY], and by thou sands of citizens from around the country who are prepared to roll up their sleeves and work to serve our children and

rebuild our communities. Every single person or business [ADD ORGANIZATION, BECAUSE MANY ARE NON-PROFITS?] represented at the summit [MAY NOT BE LITERALLY TRUE, YOU KNOW] will have committed to take specific steps to help their neighbors. Our mission is nothing less than to spark a renewed national sense of obligation, a new sense of duty.

I hope that this wonderful event will make all Americans think about the duty we owe to one another. Citizen service can take many shapes -- it can mean volunteering nights or on weekends in a religious group or neighborhood association, and it can mean devoting full years of your life to service like those in the Peace Corps or the Jesuit Volunteer Corps [WHERE DID THIS COME FROM? I'LL ASSUME YOU'VE VETTED THE JESUITS].

It can help meet our most pressing social needs, from renewing our cities to giving young children someone to look up to. And service leads to more service -- a typical AmeriCorps member trains or recruits a dozen or more community volunteers. It can help meet our most pressing challenges.

Over the past four years, we have worked to harness this citizen energy in so many ways. I am proud that 50,000 [ARE YOU SURE OF NUMBER? I THOUGHT THERE WERE 40,000 ALUMNI. WAS IT IN SOMETHING I GAVE YOU?] young people have earned college tuition by serving their communities through AmeriCorps, the national service program. And our America Reads initiative will mobilize one million volunteers to teach every 3rd grader to read independently.

Today I will issue a proclamation [HE IS NOT ISSUING THE PROCLAMATION TODAY; WE HAD SIMPLY SAID HE WAS "DESIGNATING THE WEEK" WITH THESE WORDS IN THE RADIO ADDRESS; PROCLAMATION WILL BE DONE LATER] designating the week of April 13-20 [I THINK IT ENDS THE 19TH] as a national week of service. During that week, over one million [SAY "AS MANY AS TWO MILLION"] young people will participate in 3,000 events across the country, cleaning up neighborhoods, working with children,

I have asked the thousands of AmeriCorps alumni and returned Peace Corps volunteers to participate as well, reaching out to youth in their communities. They will organize activities in more than 15 states and in hundreds of communities, recruiting another 3,000 to 4,000 young people to engage in service for the first time in service during the week.

Citizen service cannot be a pursuit for one week or one month. The ethic of service must extend throughout a lifetime. Nobody is too young to serve -- and as a recent study by Brandeis University shows, when you begin to serve at a young age, it's a good habit that's hard to break. [YOU DON'T WANT TO SAY IT GIVES THEM BETTER GRADES?]

So we must find even more ways to encourage young people to serve.

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Lieutenant Governor, Kathleen Kennedy Townsend. Maryland now requires that every high school student perform some service as a condition of graduation. One student with me gathered food and clothing for the needy . . . another, dyslexic herself, taught disabled students . . . another tutors young children at a Head Start center.

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Public servants from agencies like the Agriculture Department [AS FAR AS I NOW, AGRICULTURE IS THE ONLY ONE] will work as partners with schools. And this week, the National Association of Secondary School Principals agreed to introduce service learning to more than 2 million students nationwide. [I REALLY HATE TO SAY THIS, BUT WOULD IT BE POSSIBLE TO ADD THE FOLLOWING? THIS GROUP WILL GET MAD IF THEY'RE LEFT OUT: "AND THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS HAS ALREADY COMMITTED TO INCREASE THE NUMBER OF STATES USING SERVICE LEARNING TO 25 BY THE YEAR 2000."]

Today I challenge schools and communities in every state to make service a part of the curriculum in high school and even in middle school. There are many creative ways to do this -- including giving students credit, making service part of the curriculum, putting service on a student's transcript, or even requiring it, as Maryland does. States and schools should decide for themselves. But every American young person should be taught the joy and the duty of serving, and they should learn it at the moment when it will have the most enduring impact.

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Thank you for listening.

Message Sent To: _____

Briefing Memo

In this address, you will lay out your framework for the coming Presidents' Summit for America's Future in Philadelphia at the end of the month. You will announce that you will issue a proclamation designating the week of April 13-19 a "national week of service" (technically National Service and Volunteer Week, an annual event).

In addition, you will highlight the state of Maryland's high school service requirement, with Maryland high school seniors in attendance who have completed the state's community service requirement for graduation. Maryland is the only state in the country with a service requirement for graduation (although many individual school districts have one). This year's seniors are the first to be subject to that requirement. Approximately 85% of the state's students have now met the requirement, which has been controversial. Recent press accounts note the number of students in danger of not graduating as a result of the requirement, but it appears that schools and students are playing catch-up to comply with the requirement. In your address, you will challenge other states to follow Maryland's lead, not necessarily by making service a graduation requirement, but by making service part of every high school's basic ethic in some way -- part of the curriculum, for credit, on the transcript, or as a graduation requirement. You will also challenge colleges to look at service as part of admission.

Penn state?

You will also mention a new study that shows that students who participate in well-run service programs in schools get better grades and have better civic attitudes.

You will also announce that the National Service Scholars program, a new \$1,000 scholarship, is being launched by the Corporation for National Service. You called for this in your Penn State commencement speech last year.

Finally, you will announce a new commitment to the Summit by the National Association of Secondary School Principals, representing more than 40,000 school administrators. They have pledged to introduce service learning to more than 2 million students.

Maryland Student Service Requirement

- * **85% of the members of the Maryland Class of 1997 have completed their community service requirement of 75 hours.**
- * **An additional 5% of students have completed 75% of the requirement.**
- * **The 85% completion percentage as of March 1997 is an increase from 58% in July 1996. (27% increase)(Before the school year started.)**
- * **As of July 1996, 11% of Maryland Students had not begun or were not making nay progress, As of March 1997 less than 1% of Maryland Students had not begun or were not making any progress.**
- * **20 of the 24 school systems have 85% of their students completed.**
- * **There are 37,000 students in Maryland schools that have completed their 75 hours of community service. If these students touched just one persons life---37,000 people will be affected. What a great ripple effect that is happening across Maryland and that will happen across the country as we carry out the goals of the President's Summit on America's Future.**

The President's Challenge to Students and Schools

National Service Leader Schools

The Strategy: To encourage high schools to make a substantial commitment to involving students in service and to designate exemplary schools as "National Service Leader Schools."

The High School's Challenge: To make service a common expectation and experience of all students, for example, by integrating service into the curriculum or making service a graduation requirement.

The Government's Challenge: To recognize and reward the high schools that have most effectively integrated service into the learning process and involved the student body in service.

The Student's Challenge: To spend at least five hours a week doing volunteer work.

Illustrative Example: More than 1,000 high school students are trained as mentors and classroom aides for elementary and middle school students every year as part of Learn and Serve America*Summerbridge.

The Goal: To highlight the connection between service and educational excellence and spur high schools around the country to increase the role of service in productive learning.

National Service Scholars

The Strategy: To encourage communities to honor the students who do extraordinary volunteer work through a government matching grant system.

The Community's Challenge: To prompt community groups, states or schools to set up a scholarship fund for high school students who do significant volunteer work.



FRI./SAT./SUN., MAY 10-12, 1996

Clinton: Let's reward community service

By Susan Page
USA TODAY

President Clinton today will offer cash and prizes to get more high school and college students in community service.

In a commencement address at Penn State University, Clinton will challenge schools and communities to expand, recognize and even require

community service programs.

The proposal is a centerpiece of an address on values, the first of four speeches over the next month designed to outline Clinton's priorities in a second term.

The White House acknowledges that critics may label the plan an election-year gimmick, and some Republicans already complain the AmeriCorps pro-

gram funnels taxpayer money to middle-class volunteers.

Still, the initiative shows Clinton using the bully pulpit to deliver on an idea without facing filibuster by Congress.

"We need a smaller government, but we also need a larger national spirit," he plans to say.

In the speech, he will:

► Offer to match \$500 awards for high school "com-

munity service scholars." AmeriCorps would provide the money, which could total up to \$10 million a year.

► Urge every middle and high school to make community service part of its curriculum. AmeriCorps will honor outstanding programs.

► Call on colleges to place work-study students in community service jobs.

School and Student Service Information

Produced 5/9/96 by LSA K-12

1. How many schools/states now have a graduation requirement for service? Give some examples.

- * Only one state, Maryland, has a service graduation requirement.

Examples of school districts that have graduation requirements include Detroit (MI), Atlanta (GA), Chapel Hill (NC), Rye Neck (NY), Bethlehem (PA), and the District of Columbia.

- * According to a new survey conducted by the American Alliance for Rights and Responsibilities of the 130 largest school districts in the country, nearly 15 percent of the nation's largest school districts require service in all their high schools, and in 44 percent of the surveyed districts, service is required in at least one school. One-fourth of all students in the districts surveyed will be affected by community service requirements.

In most districts where service is required, 78% of community service projects are conducted in conjunction with a required course. In the remaining districts, students select their projects and play a role in planning their service work.

2. How many high school students are already involved in service?

- * In 1992 44% of all high school seniors reported performing some community service in the previous two years.

- * 15% of those students reported performing service as a requirement, while 29% reported performing service that was entirely voluntary. Half (50%) of the seniors reported the requirement was in connection with a class (as opposed to court-ordered service or service related to some other type of requirement.)

(Source: NELS [National Education Longitudinal Study of 1988] 1992 follow-up report, received from NCES [National Center for Education Statistics] of the OERI [Office of Education Research and Improvement] at the US Department of Education.)

- * Volunteering and giving are pervasive activities among American teenagers 12 to 17 years of age.

- * In 1991, 61% of teenagers 12 to 17 years of age, volunteered an average of 3.2 hours per week. There were 20.5 million teenagers in that age group. (That's 12.5 million teenagers)

- * In 1991, teenage volunteers gave an estimated total of 2.1 billion hours in both formal and informal volunteering. (Formal involves regular work with an organization [1.6 billion hours]; informal involves helping neighbors or organizations on an ad hoc basis [500 million hours].)

(Source: Independent Sector - Volunteering and Giving Among American Teenagers 12-17 Years of Age. 1992.)

- * The 1995 CIRP study of entering freshmen in college reported that 57.8% of students were involved in volunteer work on a weekly basis.

- * The same study found that 20% volunteered for less than one hour per week, that 29% volunteered between 1 and 5 hours per week, and that nearly 8% volunteered between 6 and 20 hours per week.

(Source: CIRP [Cooperative Institutional Research Program] Survey of 250,000 entering freshmen in institutions of higher education, Higher Education Research Institute, 1995)

3. How many High Schools now fit the profile of "making a substantial commitment to service integrating into the curriculum?" Give some examples.

* National data on this is not available.

* In a survey of 158 High Schools in 10 states funded by the Corporation for National Service (through Learn and Serve America: School and Community-Based Programs) 49% reported that service learning was integrated into curriculum.

* Another 22% reported having a Service Learning class, while 25% reported offering service only and 4% offered a mix of curriculum and non-curriculum based service.

} seems high

(Source: "Learn and Serve K-12 - 1994-95 Program Characteristics" The Center for Human Resources, Brandeis University and Abt Associates, - 210 sites LSA sub-grantees - 50% said they integrated service into a course. 19% ran a SL course, 28% had community service, as opposed to SL. 4% was mixed.

Examples

Graceville High School students, in Graceville, Florida, tutored, read to, and mentored elementary school children, created take-home work packets for them children to work on with their parents, and taught them computer skills. GPAs of students roes by half a grade point on average, absences were reduced by over 40%, and the number of discipline referrals and suspensions dropped from five to zero. One participant was quoted as having said, "This program helped me to learn that I can do it myself. I always made excuses because I was afraid to try, but now it is OK to be scared-just try and do your best."

Malcolm Shabazz City High School in Madison, Wisconsin, an alternative school with 140 students in grades 9-12, integrates service into every classroom. Every year students learn about remote communities and their needs, and then spend ten days helping to build roads, clean parks and restore community sites. They have visited the Mississippi Delta and Appalachia. Additionally, a class called "Visions", coordinated by Jane Kavaloski, creates an ongoing vision of Shabazz High School and the students set the tone and direction of the school through structuring curriculum and working with their peers.

Hermon High School, in Hermon, Maine, is institutionalizing service-learning. Approximately 450 students and 15 teachers are involved in this process. Currently, service-learning is becoming integrated into school restructuring efforts in three ways: 1) as an interdisciplinary 9th grade class project; 2) as a required junior year exhibition in integrated English and American History courses; and 3) through further recommendations formulated by faculty teams to institute curriculum changes. Projects include: an eleventh grade math class that is creating a school store that will operate as a student-run business, involving them in all aspects from marketing to cost analysis; and several junior and senior science classes working with town officials to develop a 5-10 year management plan to revitalize Jackson Beach, an ill-maintained and underutilized environmental and recreational resource. Their teacher, Pat Buchanan, wrote the state Department of Education staff to tell them that these are the "best teaching days I have ever had!"

The White House

Office of the Press Secretary
(University Park, Pennsylvania)

For Immediate Release

May 10, 1996

Remarks By The President
Pennsylvania State University
Graduate School Commencement

Bryce Jordan Center
Pennsylvania State University

3:11 P.M. Edt

The President: Thank you very much. Ladies and gentlemen, thank you for that very warm welcome. Thank you, President Spanier. Thankyou, Mr. Arnelle, Dr. Brighton, Dr. Erickson, Mr. Hollander. I thank the University Brass for playing so well for me. It made me want to take them back to the White House.

Ladies and gentlemen, I am delighted to be here for many very personal reasons, many of which are obvious. I'm very honored to receive the University Scholars Medal and to be the first non-alumnus to receive it.

As it was said earlier, my family has a long history with this state and with this great University. Hillary's family is from Scranton and both my father-in-law and brother-in-law attended Penn State and both played football here. Back in the '30s, according to my father-in-law, he had to play offense and defense. (Laughter.) That's sort of what I do, so I understand that. (Laughter and applause.)

I have had some other good personal associations with this University, and for all those I am very grateful. I am grateful for the establishment of a scholarship at the College of Education in my late father-in-law's name. It means a great deal to my wife and to me and to our daughter. And I am grateful to be here because of what

Penn State represents.

This school was made a land grant school in the darkest hours of our nation's history, because President Lincoln and his contemporaries knew even then that our nation's future depended upon the widest possible dispersion of knowledge. Though faced with the possibility of the very union of our states breaking up, our leaders were still thinking about the future. And to all the graduates here with advanced degrees, I say, a great nation must always be thinking about tomorrow. Therefore, even as you relish this day, I ask you to join me just for a few moments in thinking about tomorrow, for you will live a great deal of your lives in the 21st century, the most remarkable age of possibility in human history.

I have been told that today every student at Penn State is given an e-mail account and that more than one million e-mail messages are sent every day. That is just a taste of the world to come -- a dazzling, new global economy, giving more and more people a chance to work with their minds instead of their backs throughout a career, many of you in jobs that you have not even invented yet. You will have incredible choices in where you live and how you work. You will be able to raise your children in greater peace and freedom and in the most diverse and vibrant democracy history has ever known. At least that's what I want our country to be like as we move into the 21st century.

Almost five years ago at my alma mater, Georgetown, I gave three speeches about my vision of America's future in the 21st century and a strategy for how I thought we ought to achieve that future. I said then and I'd like to repeat now that my vision is pretty simple and straightforward: I want an America in which all Americans, without regard to their race or their gender or their station in life, who are willing to work hard have a chance to live out their dreams. I want an America that remains the world's strongest force for peace and freedom and prosperity. And I want an America that is no longer being driven apart by our differences, but instead is coming together around our shared values and respect for our diversity.

As my wife says in her book, I really believe it takes a village of all of our people working together to make the most of our lives. To build that kind of America, we have to be able to honestly meet our challenges and protect our values. We have to find ways to create these opportunities for all Americans. We have to find ways to build strong communities and we have got to find ways to get more personal responsibility from all of our citizens. Opportunity, responsibility, community -- these are values that have made our country strong, that have built great institutions like Penn State, that guide my actions as President. I believe they must guide our nation as we prepare for the tomorrows of the 21st century.

What I want to do here and in the other commencement addresses I will be making is to talk about what has occurred in the last four years and, even more importantly, what must still occur if we are going to realize this vision -- to give opportunities to everybody willing to work for them, to keep our country the strongest force for peace and freedom, and to rebuild our sense of unity and community around a shared ethic of responsibility.

Compared to four years ago, there is clearly more opportunity, a much lower deficit, increased access to education, a renewed commitment to a clean environment and safer streets, 8.5 million new jobs, low inflation, record numbers of new exports in businesses. But we all know there are also a lot of problems in this new economy, a lot of uncertainty, and much more to do to give all our people a chance to succeed.

Compared to four years ago the world is more peaceful and safer. The nuclear threat has diminished. Peace and freedom are taking hold from Haiti to South Africa to Northern Ireland to Bosnia to the Middle East. But there is a lot more to do to make the American people safe from the 21st century threats of terrorism, organized crime and drug-running, weapons proliferation and global environmental threats.

In future speeches I'll discuss both these things at greater length. Today I'd like to ask you to kind of travel along with me as we look at America's present and its future in terms of that third objective -- inspiring a stronger, more united American community, rooted in a greater commitment to personal responsibility and community service.

What you have done here today is in and of itself an act of responsibility. By getting this advanced degree you have honored yourselves and your families, and you have helped America. We need more people -- many, many more people -- with much higher levels of education and, even more importantly, with the developed ability to learn for a lifetime. We need this kind of personal responsibility from all of our citizens, doing the best to make the most of their own lives. And we must apply the lessons of your success as individuals to our common work as a nation.

I believe we are living through a period of most profound change in the way we work, the way we live, the way we relate to each other and the rest of the world in 100 years -- since we moved from the agricultural into the industrial age. At the turn of the century about 100 years ago, people who for generations had lived their lives by the rising and the setting of the sun moved from the country to the city, where they woke to the din of the streetcar and went home to the sound of the factory whistle. That time presented enormous

opportunities, but also great challenges. A hundred years ago many people's lives were uprooted, but not improved. And for many, not only their livelihoods but the values by which they lived were threatened by the changes of the day.

In response to the challenges of that time, a gifted generation of reformers, led first by Theodore Roosevelt and then by Woodrow Wilson, worked to harness the power of our nation's government so that it could extend the benefits of the industrial era to all Americans, curb the excesses of the era, and enable our people to preserve their family and community values. They launched what we now call the Progressive Era. They brought us the antitrust laws, the earliest environment protection laws. They were all designed to harness the positive forces of the new age to give everyone a fair chance to protect the values of the American people.

Think what has happened in the 100 years since. The progressives built the foundation of what became known as the American Century -- a century in which America won two world wars and the Cold War, overcame the Great Depression, achieved decades of sustained economic growth, scientific breakthroughs, more opportunities for women and minorities, a cleaner environment, remarkable security and good health for senior citizens, and the largest and most prosperous middle class in human history. It all began in the Progressive Era.

Today we're living through another time of profound change. Like the dawn of the Industrial Age, the Information Age offers vast new opportunities. Today technology and information are dominating every form of work including agriculture, as I'm sure anyone in the College of Agriculture here can attest to.

But this time also presents great challenges -- people whose lives are uprooted, but not improved; and cherished values strained by the pace and the scope of change. I'd like to talk about that a little today.

When I was growing up, Americans could pretty much walk the streets of any city without fear of being hurt by violent crime. Having children out of wedlock was rare and a source of shame. Welfare was a temporary weigh station for widows and their orphans. It was far from a perfect time, the '40s and '50s and early '60s. Women and minorities didn't have the opportunities they have today. But in neighborhoods all across America, people knew it when you were born, cared about you while you lived, and missed you when you died.

For too many young people growing up today, that world exists only in black and white reruns on television. In our toughest neighborhoods and our meanest streets, we've seen a stunning and

simultaneous breakdown of community, family and work -- the heart and soul of a civilized society. We've seen a buildup of crime and gangs and drugs, as young people turn to things that will destroy them, ultimately, in part because they are raising themselves without enough to say yes to.

We've seen so much of this now we've almost become numb to it. A lot of us may even be resigned to it. But I want to ask you to think today about what you want America to look like in the 21st century, and I want you to say to yourself, I refuse to accept this as a normal and unavoidable and irreversible condition. I believe we can mend our social fabric. We've done it before, and we have to do it today.

If we're moving into an era in which we will be judged and our success will be determined by how well we use our minds, we must first be able to function as orderly, law-abiding, decent human beings. We have to, in short, not only meet the changes of the day, but reaffirm our enduring values.

In this, to be sure, our government still has a role to play. But it's not the same role that government had to play in the beginning of the 20th century because the problems are different. The world of today has moved away from big, centralized bureaucracies and top-down solutions. So has your federal government. Indeed, there are 240,000 fewer people working for the United States government today than there were the day I became President of this great country.

But we still need a government that is strong enough to give people the tools they need to make the most of their own lives, to enable them to seize opportunities when they are responsible. That's why I have fought so hard for things like the student loan programs, the Pell Grant programs, the scholarship programs, the research programs, because we cannot, on the one hand, tell the American people, go out and be responsible, and on the other hand, jerk the rug out from under them. We have to give people the tools they need to make the most of their own lives. (Applause.)

And whenever we fight for a strong economy, or a clean environment, or safe streets, or investment in research and technology, or give a child a chance with the Head Start program, we are doing nothing more or less than giving people an environment in which they still have to make the most of their own lives.

And so what I ask you today is to think about that. What is the role of the individual citizen in making the America of our dreams in the 21st century? What is the role of the individual citizen in making sure that we will move into this global society, with everyone

having the chance to live up to his or her dreams? It is clear to me that government alone cannot solve this problem. (Applause.)

If you look at any society's most fundamental requirements -- strong families and safe streets -- and you ask yourselves, what are all the causes for the stresses on those things in our country, you may come up with a whole laundry list of things that government can do about them. I know I have. But in your heart of hearts you know that many, many of the things from which we suffer are caused by the lack of personal responsibility on the part of millions of American citizens.

The teen mother who leaves school for a life on welfare, a father who walks away from or abuses a family, a criminal who preys upon the rest of us, the neighbors who turn their backs on the children in need -- I say to you we cannot tolerate this anymore if you really want your vision of the 21st century to become real. We have to be willing to give people a chance to escape lives that are destructive for them and costly for the rest of us. That is our responsibility. But we must also insist that people help themselves and assume responsibility for making their own lives and the life of this great nation better.

If you just take the welfare system, for example, you can see the point I'm trying to make. I took office believing that a lot of people on welfare were dying to get off it and were trapped in it. I still believe that. It's a system that is too weighted toward a lifetime of dependency instead of demanding responsibility; too willing to let fathers bring children into the world, turn their backs and walk away and load all the burden onto the young mothers who are left behind; too willing to give the young mothers a check to move out on their own if they have a child instead of staying at home, staying in school and strengthening the family.

For 15 years, going back to my service as governor, I have sat in welfare offices, talked to people on welfare, asked them what it would take to turn their lives around, asked them what had happened. I have worked to reform and change welfare from a system that encourages dependency to one that encourages independence, from one that does not encourage work to one that insists upon work, but also supports responsible parenting.

If you look at all these people here with their advanced degrees, why are we so proud of them? Because we believe they will be able to succeed not only in the world of work, but they will be good role models for the American society. Their children will be able to succeed. They will be able to look at their children and their children will be able to look at them, and they will be able to do great things together. That is what we should want for people on welfare -- the simple ability to succeed at work and to succeed at

home, to be able to contribute their portion of the American Dream.

Now, in the past three years, by executive actions, we've been working on what The New York Times called "a quiet revolution on welfare." We've cut red tape for 37 states and now let 75 percent of the people in this country on welfare be a part of welfare reform experiments with little fanfare and no new legislation. We've done things like impose time limits and require work, and we've worked much harder to enforce the national government's role in child support enforcement across national lines.

And you know what? The welfare rolls have dropped by more than a million. The food stamp rolls are down by a million and a half. Child support collections are up 40 percent to \$11 billion a year. And the teen pregnancy rate has even started to go down a bit. (Applause.)

What does all this have to do with you? They are part of your country. If their children wind up in your prisons, you will pay for them instead of investing more money in scientific laboratories at Penn State, or giving children a chance to work in a program to earn a scholarship, or otherwise building our future. When others regularly and systematically violate the values we all say we share, it weakens America and it weakens the future of your vision and your dreams.

We still have a lot to do. Nearly a third of our babies today are born out of wedlock; a whole lot of them end up on welfare.

A few days ago, we took an action which should force more responsibility. Every state will have to require teen mothers to stay in school and to sign a personal responsibility contract and to stay at home unless the environment is abusive, so that they must work to turn their lives around if they want to keep those benefits.

I'm still working with members of Congress in both parties to pass legislation to overhaul the entire welfare system. And I hope we can do it even though this is an election year. There's really no call for a work stoppage, and by the time November comes around you'll have more politics than you can stand. Meanwhile, you ought to be working to give those people what we want for ourselves -- independence, work and responsible parenting. (Applause.)

But what I want to say to all of you -- you say, well, what's that got to do with me? I'll never be on welfare, I've got a Ph.D. today. (Laughter.) They are your fellow Americans. Those children are your future. And what I want to say is, it doesn't matter what laws we pass or what programs we put in place, we cannot reverse decades and patterns of behavior unless more of our citizens are willing to take some responsibility for other people's kids in the near-term. (Applause.)

We have to inspire our communities to support programs and adults to participate in programs that we know now will dramatically reduce teen pregnancy. They're out there, they're just not in every community. The hard truth is, too many of our young people don't have the kind of discipline or love, guidance or support that it takes to grow up into responsible adults. Church groups and neighbors and parents all need to send a clear message to all children, not just their own: We care about you, but you have to take care of yourself. Don't get pregnant or father a child until you're ready to take responsibility. But if you do, we'll help you as long as you are responsible. (Applause.) And you can't walk away from that responsibility. If you do, we'll make you assume it. (Applause.)

Let me say that, in addition to welfare, I have the same view of the crime problem, and it's remarkably similar. Only if we take responsibility for our own communities can we really achieve our objective in crime. We'll never thoroughly transform human nature, but even if you have a Ph.D., you don't want to be a victim of a crime; you don't want your children to be unsafe going to and from school; you don't want to have to worry your heart out if your kids drive to a city to see a play; you don't want to have any kind of country other than one in which crime is an exception.

Someone said to me the other day, Mr. President, you talk about all this all the time, but you will never eliminate crime. I said, that's not my goal. My goal is to create an America so that when people turn on the evening news and they see a report of a serious crime, they are surprised and shocked, instead of yawning about it. (Applause.)

Now, there are things that government can do. There are things that government can do. In 1994, we passed a crime bill and a Brady Bill. The Brady Bill has already stopped 60,000 felons and fugitives with criminal records from getting handguns -- 60,000. (Applause.) We took 19 deadly assault weapons off the street and not a single hunter in Pennsylvania or in my native state of Arkansas missed a deer season or a duck season or had to have a different weapon. They didn't lose anything. (Applause.)

We said to repeat violent criminals, three strikes and you're out. We said if you kill law enforcement officials, the death penalty is there. (Applause.) But we also said what every police officer in America knows, the best way to fight crime is to reach young people before they turn to crime in the first place. (Applause.)

Now, you all clap for that, but if you believe it, what it means is that you cannot leave the work of making our streets safe to the police alone. Citizens have the responsibility. Citizens have a responsibility. You can take advantage of opportunities provided in

our education bills to keep schools open late so teens have someplace to go besides the streets; or to launch community drug courts to give nonviolent offenders a chance to get off drugs before they end up in jail; or to make community policing work, something that's making the rounds in Pennsylvania today.

Our crime bill fulfilled a commitment I made to the American people to put 100,000 new police officers on the street in community policing. It's an old-fashioned idea, really. It means put the police back on the street, in the neighborhood, working with neighbors to spot criminals, shutting down crack houses, stopping crime before it happens, getting to know children on the street and encouraging them to stay away from crime. But community policing only works by definition when there is a community for the police to work with. (Applause.)

Now, whenever this happens crime comes down. Violent crimes have dropped in this country for three years in a row now because we're finally getting enough police out there on the street and because people are working with them. In Lancaster County, a two-hour drive from here, our community police program put 12 new officers into the downtown area -- listen to this -- they patrolled on foot, bicycle and horseback, they worked with the community, the crime dropped by 67 percent. Pretty soon they'll be surprised when they hear a report of crime. (Applause.)

This can be done. But I have to tell you, there's a big hurdle up the road and it can't be solved without more citizen help. Because in spite of the fact that the crime rate had dropped for three years in a row, the violent crime rate by people under 18 is still going up. And any of you who are in education know that there is a huge group of young people under 18, now coming into grade school, coming up through our system of education -- a higher percentage of them than any previous generation, born out of wedlock, born without the guidance of two parents, born into difficult family situations, out there having to raise themselves.

So even if you have a Ph.D., you've got to care about these kids. They're your kids; they're coming home to your roost and they will affect your country and your children's future and what kind of America we live in. And we cannot solve the problem of rising crime among young people -- even with our antidrug strategy, even with our antigang strategy, even with 100,000 more police -- unless there are citizens who are willing to step into the gap in those children's lives to teach them right from wrong, to give them a good future to look forward to, to give them the character and values to walk into that future, to make it possible for them to imagine that one day they might get a degree from a place like Penn State. You have to be willing to do that wherever you live. (Applause.)

I will just give you one simple example. There are 20,000 neighborhood crime watch groups in America -- 20,000. If 50 people join each one of these groups we would have a citizen force of a million new community activists to work with those 100,000 police officers -- not just to catch criminals, but to keep kids away from crime. Fifty people in every group, a million Americans reaching out to children, stopping crimes, catching criminals. If that happened -- and no government program can make it happen -- if that happened in community after community after community in the United States, people would be surprised when they heard at night a news report of a serious crime. And America would be a better place. We'd be a lot closer to our shared vision of America in the 21st century. (Applause.)

And that brings me to the last point I wish to make. We have a lot of challenges as a people to rebuild the strength of our communities and our national community. We're still too divided over racial matters. We're still too divided over religious disputes. We still have other problems that are simply unmet that can't be met by government. Helping children on welfare to move off of welfare, helping communities to reduce the crime rate -- these are not the only areas in which we desperately need more citizen involvement to make America the place it ought to be.

Those of you have college degrees, those of you who may earn a great deal of money will still find that in too many ways where you live the bonds of community have been weakened. There are too many places where people are working harder, moving more often, spending less time with each other and more time exhausted in front of the television. Even prosperous, happy neighborhoods often find that not everybody knows their neighbors.

So I say to you: With this wonderful, precious commodity of a fine education, I hope you will go out into your community and find some way to give back some of what your country has given to you. No matter what you do or how busy you are, there is always a way to serve a larger community. The story of your generation should be the story of we restore broken lives and shattered promises through citizen service.

We're going to balance this budget over the next six years. We're going to have a big fight about how to do it, as you know. (Laughter.) But don't let that obscure the fact -- this deficit is less than half of what it was four years ago. And it's coming down. Don't obscure the real fact. (Applause.) And that's very important because as we move to balance the budget, we can keep interest rates down and we can keep investment and create jobs for the American people -- and get incomes rising again, which has been the source of constant anxiety in places like Pennsylvania where people lost really good jobs and couldn't get other jobs paying at the same or better

wages. It's an important thing to do.

I will do my best to protect our investments in education, in the environment, in the quality and character of the Medicare and Medicaid programs. But make no mistake about it: As we shrink government, until we balance the budget, there will be even more reliance on citizen servants to meet the needs of the American people because we can't shrink from our challenges on the grounds that we're shrinking the deficit.

There's an emerging consensus in Washington, believe it or not, across party lines that we ought to do more to help charities and religious institutions and families and individuals to step in where government can't anymore or where it shouldn't. I'll give you just a few examples. Leaders in both parties, from Senator Joe Lieberman, a Democrat of Connecticut, to Senator Dan Coats, a Republican from Indiana, have proposed reforms to encourage private citizens to assume responsibilities that are not and cannot be fulfilled by government agencies alone. For example, making sure every child has a loving home is a national priority. But government doesn't raise children, only good parents can do that. That's why earlier this week -- (applause) -- earlier this week I urged Congress to enact one of these bipartisan proposals, a \$5,000 tax credit to help families, working families, adopt children. (Applause.)

And just a few hours ago, that proposal passed with an almost unanimous vote in the House of Representatives. It is going to become the law of the land. (Applause.)

We created AmeriCorps, the national service program, in 1993, so we could give our young people a chance to earn their way through college by giving something back to their community and their country. Since that time AmeriCorps has given more than 40,000 young people all across this country a chance to serve, to work with troubled teenagers, immunize children, help seniors who don't have enough support, clean up the environment, do countless other things. I have met so many of these young people around the country who tell me that the experience literally changed their lives, and they'll never spend another year of their life without taking some time to rebuild their community. That is the kind of spirit we need to create in all of America.

I want to thank your former Senator, Harris Wofford, for agreeing to head the AmeriCorps program and for ensuring its continuation. (Applause.)

I want to thank our constructive critics, like Senator Charles Grassley of Iowa, the Republican Senator from Iowa, who worked with Senator Wofford to strengthen the AmeriCorps program and to

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Penn State speech

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Let me just suggest three other things that we could do to get more young people involved. First, I've asked Congress to increase funding for work-study programs for students so that we can have a million students earning their way through college by the year 2000. (Applause.) Today I'd like to ask Penn State and every other institution of higher education in the country to consider using more of this money to promote service -- to put thousands of college students to work in community service. If it's good for students to earn money by putting books back in library shelves or working in the Dean's Office, surely it makes sense for them to earn money helping teen mothers handle their responsibilities, helping older people get around, helping young people to look to a brighter future. (Applause.)

Second, I challenge every high school in America to make service a part of its basic ethic. Every high school student who can do so should do some community service. There are some schools, both public and private, that require community service as a part of their curriculum. I say, good for them. Commitment to community should be an ethic we learn as possible so we carry it throughout our lives. (Applause.)

And third, I challenge every community to help those high school students answer the call of service. Today I'm prepared to make an offer and challenge any school district or civic organization in the country to match it: If you will raise \$500 to reward a high school student who has done significant work to help your community, the federal government will match your \$500 and help that student go on to college. (Applause.) That would cost us, by the way, about \$10 million if every high school in the country did it. It would be the best \$10 million we ever spent. We would get hundreds of millions of dollars -- of improved quality of life and service to people as a result of it. (Applause.)

This fall I'll announce the winners of a nationwide competition to identify schools that have done the best job in encouraging this kind of service. Students at those schools will become National Service Scholars. A year from now I want it to be even bigger. I want every principal in America to be able to stand up before a graduating class and announce the name of a National Service Scholar. We should make service to the community a part of every high school in America and a part of life of every dedicated citizen in the United States. (Applause.)

So, my fellow Americans, in spite of all we have to do to create more opportunity, we also must find a way to urge, cajole, plead, generate, demand more responsibility for ourselves, our families, our communities and our country.

This summer in Atlanta we will celebrate the centennial of the Modern Olympics. It's a great honor to host those Olympics in the United States. But I ask you to think when you see these young people come out about more than medals and who will win and lose. The real meaning of the Olympics is what miracles happen to people when they make a deep and profound commitment to take personal responsibility for just becoming the best that they can be, and when they're willing to work with teammates to make their common endeavors even greater. That is the great strength of America. (Applause.)

You know, the president mentioned earlier that -- or maybe it was the chairman of your board -- about Pennsylvania's role in starting this country. And I want you to think about this as I close. Our founding fathers, who did so much of their work right here in Pennsylvania, would not be surprised that in this new era, with all of its possibilities, there are still a lot of tough problems. They were very smart. They knew there would never be a perfect problem-free time. They wouldn't be surprised at all. But they would be very surprised and bitterly disappointed if we were to give into pessimism about these problems, deny their existence and walk away from them. They knew -- you can read it in the Federalist Papers, you can read it in the founding documents -- they knew that freedom requires responsibility and service for personal prosperity and for the common good.

You graduates have been blessed with the richest educational experience the world can offer. As Americans, you've been blessed to inherit the greatest country on Earth. Now you have to honor that debt by asking yourselves, what do I want my country to be like in the 21st century and what am I prepared to do to make it a reality?

I will do all I can to give you the opportunities to make the most of your lives, but you must do all you can to assume responsibility for yourselves, your families and your communities. If you do that, I believe your life will be a lot happier and richer, and you will surely make the 21st century America's greatest days.

Thank you. God bless you, and God bless America.
(Applause.)

End

3:25 P.M. Edt

MEMORANDUM

To: Bruce Reed
Ken Apfel
Gene Sperling
Pam Van Wie

From: Shirley Sagawa

Re: President's Speech on Service and Education

Date: May 8, 1996

This is a sketch of the proposals we discussed yesterday. We are working on the examples and will forward a revised version later this afternoon.

1. High School
- a. Leader Schools

Because service is a proven strategy to reduce absenteeism, teach citizenship, and motivate students, high schools that make a substantial commitment to involving students in service will be designated "National Service Leader Schools."

Evidence of substantial commitment may include:

- service as a graduation requirement;
- a required course using service-learning;
- involvement of students in service that involves an education component;
- providing training to teachers in service-learning methods;
- partnership with community organizations to involve students in solving a serious community problem as evidenced by a plan with measurable goals; or
- development of a program for high school students to tutor middle school or elementary school students, including a plan with measurable goals

- b. National Service Scholarships

The President challenges schools and community groups to reward young people who make have given to the community through significant service. The President will propose funding to be provided on a dollar for dollar matching basis toward \$1,000 scholarships for 20,000 high school students who best exemplify commitment to service.

2. College Work Study

The President has proposed a significant increase in College Work Study and will ask Congress to insure that half of the proposed increase will be earmarked for community service placements, in addition to the current earmark of five percent. But colleges shouldn't wait for Congress: The President challenges colleges and universities to restore the Work Study program to its original mission -- providing community service opportunities to students.

3. I Have A Dream

All middle school students should have the opportunity to dream of a college education. I Have A Dream, founded by Eugene Lang, has proven that if young people receive one-on-one mentoring accompanied by the promise of funds for college, they are far more likely to succeed than their peers.

The President challenges all colleges and universities to adopt a middle school class or school that has a high percentage of children who are underrepresented in the college population. Using resources like college work study and AmeriCorps education awards, colleges can pair their students with the young Dreamers and help prepare them for college.

Better yet, college students can lead these middle school students in service that will connect them to their communities and expose them to career possibilities.

The Government's Challenge: To match each dollar raised, up to \$500.

The College's Challenge: To consider the scholarship as an indication of leadership potential in the admission process.

The Student's Challenge: To perform significant service through community groups, schools churches or synagogues.

Illustrative Example: The Junior League of Washington now gives college scholarships to the high school student in the District of Columbia who volunteers the most hours. The National Service Scholars program would increase the number of such awards.

Goal: By next year, high schools throughout America would announce National Service Scholars.

Serving Your Way Through College

The Strategy: To more effectively focus College Work Study positions on community service activities.

The Government's Challenge: To support President Clinton's proposal to increase funding for the College Work Study program by 10% per year for the next five years, allowing colleges to redirect the focus of the College Work Study program more toward serving community needs.

The College's Challenge: To direct the focus of their College Work Study funds more toward serving community needs. Applying one-half of President Clinton's proposed increase in work study funds each year to community service opportunities would increase the number of such opportunities from the current 36,000 to more than 200,000 by the turn of the century.

The Student's Challenge: To help not only themselves but their communities as they work their way through college.

Illustrative Example: Ohio Wesleyan University has work-study students tutor and mentor disadvantaged middle school students as part of a Columbus, Ohio, initiative, a program based on the acclaimed "I Have a Dream" model.

Goal: To align student opportunity with responsibility -- to make college more affordable, connect schools and their students with the surrounding communities, and serve community needs through student work study service.

cc Bruce Reed
Mike Cohen
Bill Kincaid
From Diana Fortman



Learn and Serve America

CORPORATION
FOR NATIONAL
SERVICE

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

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

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

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

Students who participated in the service-learning programs studied:

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

than the comparison group of students in the study.

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

Jill Sander
Office of Public Affairs
202-606-5000 ext. 293

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

DRAFT

EXECUTIVE SUMMARY

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

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

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

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

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

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

The major findings in the Interim Report are as follows:

PARTICIPANT IMPACTS

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

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

STUDENT ASSESSMENTS OF THE PROGRAM EXPERIENCE

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

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

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

SERVICE IN THE COMMUNITY

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

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

CONCLUSIONS

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

SUMMARY OF PARTICIPANT IMPACTS*

(Continued on next page)

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

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

SUMMARY OF PARTICIPANT IMPACTS, CONTINUED*

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

- * +/- indicates positive or negative impact. + is statistically significant at the 0.10 level; ++ at the .05 level; +++ at the .01 level (two-tailed test).
- ^b Core GPA is calculated as the average of English, Math, Social Studies, and Science Grades.
- ^c Three (3) programs excluded from the analysis of days absent due to incomplete reporting: Hillside HS, Taos HS, and Nocona MS.
- ^d Seven (7) programs excluded from the analysis of days suspended due to incomplete reporting: Hillside HS, Scotia-Glenville HS, Hempstead HS, Nathaniel Rochester MS, McDowell HS, Caprock HS, and Wanamaker MS.

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



PEACE CORPS

DIRECTOR

MEMORANDUM

To: Diana Fortuna
Steve Silverman

From: Harris Wofford and Mark Gearan

Re: Presidential Radio Address – National Service Week

Date: April 3, 1997

Over the past several days, the Corporation and the Peace Corps have been working collaboratively to determine some of the more tangible service activities underway by Americorps members, Americorps alumni and returned Peace Corps Volunteers during National Service Week. A draft description of these projects is attached.

Most of these projects have already been planned, and, as we've indicated in previous discussions, represent a sample of the myriad service projects that Americorps members and returned Peace Corps Volunteers carry out every day.

That said, we also believe that the President can announce a tremendous "value added" to these service activities being planned across the country. In an effort to both encourage and provide young people with an opportunity to serve – the fifth goal of the Presidents' Summit – Americorps members, Americorps alumni and returned Peace Corps Volunteers across the country will reach out to youth in their communities, to join them in planned service projects during National Service Week. With Americorps and Peace Corps organizing activities in more than 15 states, and in hundreds of communities, we could expect an estimated 3,000 to 4,000 youth to be newly engaged in service during National Service Week.

We also recommend that the President announce the establishment of a service site on the White House web page, to enable people interested in service to gather information on existing service projects, and to connect into service activities in their communities.

We believe that Saturday, April 12 is the most appropriate date for the President to announce these initiatives, closer to the start of National Service Week. However, we would be pleased to join the President, with Americorps and Peace Corps service leaders, at a radio address on April 5.

attachments

cc John Gomperts
Andre Oliver

RPCV service activities during National Volunteer Week

Colorado

On April 12, a group of Colorado RPCVs will be assisting in an urban reforestation project called Denver Digs Trees. The program is sponsored by a foundation called The Park People, which raises money for Denver's parks and public trees. RPCVs will distribute and plant trees along urban streets where elderly property owners are physically unable to do it themselves. The project director of Denver Digs Trees is an RPCV named Gertie Grant, who was a PCV in Malaysia between 1967-69.

Connecticut

On April 19, over 20 RPCVs in Connecticut will be helping to restore a Red Cross Family Housing shelter by painting, cleaning, gardening, and constructing shelves. The shelter, located at 107 Daddario Road, Middletown, houses approximately 14 homeless families at any given time, and it also runs an after school program for the sheltered children. The event is being organized by Lucy McMillan, the director of the shelter, who was a Peace Corps Volunteer in Togo between 1986-1989.

Northern California

- For the past 5 years, RPCVs in Northern California have been helping to restore trails at Point Reyes National Seashore, north of San Francisco. This April 26, about 20 RPCVs will continue this collaboration with the National Park Service, by cutting and hauling out underbrush to make trails passable for hikers.
- About 15 RPCVs in Northern California will be also assisting in Christmas in April on April 26, in Contra Costa County nonprofit group that mobilizes volunteers to paint, repair, and renovate houses in underserved communities and amongst the elderly.
- On April 12, about 10 RPCVs will be helping the California State Park Service to restore a hiking trail on Mt. Diablo, in Contra Costa County. This is part of an ongoing monthly collaboration.

Louisiana

On April 19, about 50 RPCVs will assist in an urban beautification project by razing an abandoned house situated on a scenic Louisiana bayou. The project is organized by a group called Les Reflections de Bayou, and it seeks to maintain the environmental quality of bayous in the Mississippi delta area.

Massachusetts

On May 10 and 11, the Boston Area Returned Peace Corps Volunteers are sponsoring a community service project with another all-volunteer organization in Boston, People Making a Difference through Community Service, Lori Tsuruda, director. The project will involve 20 or more RPCVs working to improve a community garden located at Washington and Rutland St. in Boston's south end. Among other things, RPCVs will be digging a long, deep trench to allow proper drainage of water run-off from an adjoining parking lot to prevent erosion of the community garden.

New Jersey

On April 19th, 1997, the Philadelphia Area Returned Peace Corps Volunteers will be volunteering to assist Habitat for Humanity in the construction of a house at 7th and Clinton St., Camden, N.J. An estimated 20 RPCVs will be participating.

New York

RPCVs of Greater New York will join local soup kitchens in providing food to the homeless. On April 10 and May 8, they will be at the Central Synagogue, at 55th Street and Lexington, and on Sundays April 13 and May 11, they will be at the St. Xavier's Church, 55 W. 15th Street, between 5th and 6th. The contact for these projects is Ingrid Buntschuh, 212-678-2380.

New York and Chicago

New York and Chicago RPCVs are involved in the Global Awareness Program, a project that is sending a student ambassador from each of 34 high schools in New York (25) and Chicago (9), representing over 16,000 students, to Navajo reservation schools in New Mexico and Arizona. Specifically, the students will be going to Wingate, New Mexico and in Arizona, to Tuba City and Dennehotso. They will be visiting the schools between April 12-22. The program has been in operation since 1986. These students are chosen based on essays they submitted as part of a selection process. In addition, the Navajo reservation will be sending representatives from their schools to New York and Chicago this year, beginning on April 6.

Ohio

On April 19, 10 to 20 Cincinnati RPCVs will be joining with assisting in general fix-up and repairs at the Kirby Elementary School, located at 1710 Bruce Ave., is part of a city-wide school restoration day organized by Cincinnati Public Schools.

Oregon

- On April 9, West Cascade RPCVs will be providing 16 volunteers for the "Chef's Night Out," a fund-raiser for Food for Lane County, the local food bank. The event will be held at the Hult Center in Eugene.

- Starting April 5, West Cascade RPCVs will be providing a volunteer each Saturday to help supervise the First Place Family Shelter, at 1996 Amazon Parkway. The RPCV group has donated \$1,000 to the center, which handles 40-50 people/day, and this marks the beginning of an ongoing collaboration whereby the group has pledged 500 volunteer hours to the shelter over the next year.

- On April 26th, about 10 RPCVs will be painting the childcare center at the First Place Family Shelter.

Pennsylvania

- The Philadelphia Area Returned Peace Corps Volunteers will be assisting the Greater Philadelphia Food Bank on Saturday, April 19, 1997. Between 10 to 20 RPCVs will be breaking down large bulk food packages, sorting and then repacking the food for distribution to the most needy citizens of Philadelphia. The work project will occur at the Food Bank warehouse at 3rd and Berks St. in Philadelphia, starting at 10:00 a.m. and continuing until 2:00 p.m.

- On April 19th, the Philadelphia Area Returned Peace Corps Volunteers will be assisting a women's shelter, the Agape House for Women, to renew and refurbish the garden/community area the RPCVs developed for the shelter last year. They will be planting, raking, adding wood chips, cleaning and painting. The Agape house is located at 2020 North Woodstock Street in Philadelphia. Approximately 20-30 RPCVs will participate, starting at 10:00 a.m. The entire garden area has become an important community center, with open space, picnic tables, and benches. The shelter, with support from the Archdiocese of Philadelphia, does a lot of community outreach including meals and activities for neighborhood children.

National volunteer week/AmeriCorps

AmeriCorps projects in states in which RPCV's are already engaged

Colorado

Denver: NCCC is already joining the RPCV urban reforestation project. And members and volunteers will converge upon the Sheridan Family Resource Center to build new plots for a community garden, to lead children in painting a mural on the garden's fence, to construct paths throughout, and to host other community groups in a service fair to attract more volunteers of all ages.

Lakewood: national service and community volunteers are building _ mile of new trail in Green Mountain Park. Repair and renovation of existing trail includes closing off "social trails" and repairing seasonal damage.

Connecticut

Hartford: national service members are hosting a volunteer fair at the State Capitol Concourse, with a focus on recruiting more youth to service.

California

Northern

San Francisco: Bay Area AmeriCorps members and volunteers will serve at the Presidio, with landscaping and the removal of non-native plants, trees, and debris at three different sites at the Golden Gate National Recreation Area. Linking San Francisco is holding a fair for 250 children who attend their after-school programs.

San Jose: AmeriCorps Members and InnVisions, a local nonprofit, will begin renovating the Julian Street Inn, a shelter for the mentally ill homeless.

|

Sacramento: for the first two weeks in April members will collect new and used books to promote literacy and develop an interest in reading among at-risk youth. Collected books will benefit several after-school tutoring and mentoring programs in the county.

Central

Salinas: AmeriCorps Members are working with the City of Salinas to clean up Natividad and Gabilan Creek bike path of debris, sand, and trash, repair damaged paving.

Southern

Los Angeles: over 250 young people are participating in a youth summit to provide recommendations to the Los Angeles delegation to the Presidents' Summit for America's Future.

Pomona: over 4,5000 elementary and middle school children will be participating in Youth Relay Days, a variety of track and field events organized by AmeriCorps members and community volunteers from the Kiwanis and Key Clubs.

Encinitas: on April 15, schools in the Encinitas Union School District will conduct a variety of literacy activities with a theme of "We are reading, we are learning we are serving". Teachers are designing a reading curriculum with cross-age tutoring, intergenerational volunteers, reflections and awards.

Louisiana

Grand Isle/Fouchon: over 200 AmeriCorps members from across the state are converging to help a USDA project to prevent coastal erosion in the Fouchon Beach area at the tip of

the toe of the state. Louisiana loses fifty square miles of land each year to erosion. Members and volunteers will plant grasses, build retaining walls, and build a 5,000 foot sand fence. Chevron Oil Company is donating funds for the materials.

New York

Pennsylvania

Philadelphia: service projects in conjunction with the President's Summit include a full cleanup of eight miles of Germantown Avenue, community murals, replacing litter strewn lots with community gardens, building community playgrounds. The NCCC is rehabilitating a former bathhouse at the Cruz Recreation Center, and turning it into a youth/community center. This new space will support the expansion of the after school tutoring program, where corpsmembers and volunteers serve daily from 3-5pm.

On April 26, 100 AmeriCorps alumni from across the country will be traveling to Philadelphia for their first national conference. Plans are underway to spend Saturday volunteering at HOPE for Healthy Kids Day performing door-to-door outreach to educate parents on health issues, including immunization, asthma and lead poisoning. Sunday alumni will volunteer at the Germantown Avenue project.

Harrisburg: high school students and AmeriCorps members are participating in a statewide service celebration. In the state capitol, students will be displaying their volunteer projects from the past year, will be recruiting new youth volunteers, and will host a college fair promoting Pennsylvania colleges which provide service as a part of the curriculum.

Ohio

Cleveland and other cities ... not yet heard back from John Poole

Texas

Houston: Serve Houston Day will construct an outdoor education center at James H. Law Elementary School with AmeriCorps, community volunteers, and employee volunteers from the Prudential. The center, more than just a park, will provide needed educational resources as well as recreational opportunities for school children and local families. Planned park improvements include planting trees and shrubs, assembling and erecting bird houses, assembling and placing the benches and stage for the amphitheater, constructing small playground equipment, and a water collection center. The Serve Houston Youth Corps is also coordinating 100 projects for the city of Houston for young people and others to give something back to their community.

San Antonio: AmeriCorps and the Y's and Scouts are volunteering for a range of projects for the city: clearing trash and raising the canopy from the creek of Los Lomos city park, renovating homes of low income senior citizens, beautifying a local national historical mission, celebrating service with orphaned children by hosting a service event with the children, leading entertainment and recreation programs for senior citizens, and a host of other projects in and around the city's schools.

Austin: the University of Texas is hosting seventy one service projects.

Washington

Hands On DC (12th) is a one day work-a-thon to repair DC public schools and to raise scholarship funds. Three thousand volunteers will be working on thirty district public

schools. And volunteers are serving with NCCC members at Jubilee Housing, renovating low income housing, and supporting the afterschool tutoring program.

other interesting projects underway with AmeriCorps that could host RPCV's

Rhode Island

Providence: hundreds of national service members and community volunteers will actively participate in a week-long reading improvement initiative across the state. Thousands of new books will be collected to fill the shelves of "community libraries". These libraries will be constructed in community centers which presently have limited or no reading resources. Ben and Jerry's will be donating the ice-cream.

Georgia

Atlanta: Hands on Atlanta is hosting a "Serve it UP" concert and service day as a kick off to national volunteer week activities. Students at Marshall Middle School are developing a service project with AmeriCorps Members ... painting murals, lockers, and landscaping the school yard. The project is being designed and implemented by the students themselves. Ben & Jerry's is providing ice cream for the 500 volunteers.

Indiana

Fort Wayne: 21st Century Scholars is an AmeriCorps program that will offer after school tutorials for youth at local libraries throughout the week. Scholars will help other youth with homework and will hold group discussions on how an education builds a strong future.

Wisconsin

Milwaukee: The YMCA is hosting a citywide clean up project and is expecting 1,000 young people to participate, all recruited from the Y's.

Michigan

Fremont/Oakland County: AmeriCorps members and volunteers will paint murals on the exterior walls of the Pike Street Boys and Girls Club. Past experience has convinced this town that murals designed and painted by young people are a deterrent to gang graffiti. The first mural painted by this partnership has remained graffiti-free for three years.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

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NATIONAL VOLUNTEER WEEK

April 13—April 19, 1997

**Serve Now
...for
America's
Future**

April 13-19 is National Volunteer Week, a time to celebrate the contributions of America's volunteers and to focus on the service that remains to be done. This year, community volunteers will join together to renovate homes, tutor children, clean parks, build playgrounds, and help out in hundreds of other service projects to get things done for America's future.

Though only seven days long, National Volunteer Week represents the valuable service that some 90 million Americans provide throughout the year. Because of the efforts of students in Learn and Serve America, people of all ages in AmeriCorps, older Americans in the Senior Corps, and others who give back to their communities, Americans are benefiting from safer streets, better schools, healthier children, and a cleaner environment.

Following National Volunteer Week, on April 27-29, President Clinton and former Presidents will issue a call to action through service at the Presidents' Summit for America's Future. This

historic event will mobilize millions of citizens and thousands of organizations to ensure that youth can live productive, healthy, and safe lives.

The Corporation for National Service and the Points of Light Foundation are the founding organizations of the Summit. National Volunteer Week provides the national service and community volunteering networks an opportunity to showcase and celebrate our commitment, creativity, and energy and to demonstrate that service is a effective strategy for helping to solve serious social problems.

By participating in National Volunteer Week, you will help make the goals of the Summit a reality.



Have an enjoyable and productive week.

From: Michael Waldman on 04/04/97 06:53:52 PM

Record Type: Record

To: See the distribution list at the bottom of this message

cc: See the distribution list at the bottom of this message

Subject: HERE IS A DRAFT OF THE RADIO ADDRESS -- COMMENTS ASAP TO MICHAEL WALDMAN x62272
or by pager

Draft 4/4/97 6:45pm

PRESIDENT WILLIAM J. CLINTON
RADIO ADDRESS ON SERVICE
THE WHITE HOUSE
April 5, 1997

Good morning. I want to talk to you today about how we can make this glorious spring a season of service all across our country. As I have said, the era of big government is over, but the era of big challenges is not. Citizen service is how we recognize that we are responsible for one another. It is the very American idea that we meet our challenges not through heavy-handed government, or as isolated individuals, but as a true community, all of us working together.

On April 25, at Independence Hall in Philadelphia, we will be convening an historic Presidents' Summit on Service. I will be joined by President Bush, by General Colin Powell and Henry Cisneros, and by thousands of citizens from around the country who are prepared to roll up their sleeves and work to serve our children and rebuild our communities. Every single person or business represented at the summit will have committed to take specific steps to help their neighbors. Our mission is nothing less than to spark a renewed national sense of obligation, a new sense of duty.

I hope that this wonderful event will make all Americans think about the duty we owe to one another. Citizen service can take many shapes -- it can mean volunteering nights or on weekends in a religious group or neighborhood association, and it can mean devoting full years of your life to service like those in the Peace Corps or the Jesuit Volunteer Corps.

It can help meet our most pressing social needs, from renewing our cities to giving young children someone to look up to. And service leads to more service -- a typical AmeriCorps member trains or recruits a dozen or more community volunteers. It can help meet our most pressing challenges.

Over the past four years, we have worked to harness this citizen energy in so many ways. I am proud that 50,000 young people have earned college tuition by serving their communities through AmeriCorps, the national service program. And our America Reads initiative will

mobilize one million volunteers to teach every 3rd grader to read independently.

Today I will issue a proclamation designating the week of April 13–20 as a national week of service. During that week, over one million young people will participate in 3,000 events across the country, cleaning up neighborhoods, working with children,

I have asked the thousands of AmeriCorps alumni and returned Peace Corps volunteers to participate as well, reaching out to youth in their communities. They will organize activities in more than 15 states and in hundreds of communities, recruiting another 3,000 to 4,000 young people to engage in service for the first time in service during the week.

Citizen service cannot be a pursuit for one week or one month. The ethic of service must extend throughout a lifetime. Nobody is too young to serve -- and as a recent study by Brandeis University shows, when you begin to serve at a young age, it's a good habit that's hard to break.

So we must find even more ways to encourage young people to serve.

I am joined here today by young men and women from Maryland, along with that State's Lieutenant Governor, Kathleen Kennedy Townsend. Maryland now requires that every high school student perform some service as a condition of graduation. One student with me gathered food and clothing for the needy . . . another, dyslexic herself, taught disabled students . . . another tutors young children at a Head Start center.

Two weeks ago, applications went out to high school principals all around the country, inviting them to select a student in that school who has performed outstanding service, making them eligible for a \$1,000 scholarship. Under this new program, which we enacted last year, the national government will put up \$500 for each student, to be matched by local communities. Already, a host of civic organizations -- including the Veterans of Foreign Wars, Moose International, Lions Clubs and the U.S. Jaycees -- have accepted our challenge to work with their local chapters to provide matching funds for these scholarships.

Public servants from agencies like the Agriculture Department will work as partners with schools. And this week, the National Association of Secondary School Principals agreed to introduce service learning to more than 2 million students nationwide.

Today I challenge schools and communities in every state to make service a part of the curriculum in high school and even in middle school. There are many creative ways to do this -- including giving students credit, making service part of the curriculum, putting service on a student's transcript, or even requiring it, as Maryland does. States and schools should decide for themselves. But every American young person should be taught the joy and the duty of serving, and they should learn it at the moment when it will have the most enduring impact.

I hope you will all join in the spirit of the Presidents' Summit on Service, and take part in the national week of service beginning April 13. Service is in our deepest national tradition.

Millions of young Americans in my generation were inspired by the call to service, issued so often from this very office, by President Kennedy. Now it is up to all of us to take up his challenge -- for every [one of us] can make a difference, and every one of us must try.

Thank you for listening.

Message Sent To:

Donald A. Baer/WHO/EOP
Ann F. Lewis/WHO/EOP
Bruce N. Reed/OPD/EOP
Diana Fortuna/OPD/EOP
Stephen B. Silverman/WHO/EOP
Nicole R. Rabner/WHO/EOP
Mary E. Glynn/WHO/EOP
Sylvia M. Mathews/WHO/EOP
John Podesta/WHO/EOP
Rahm I. Emanuel/WHO/EOP
Michael D. McCurry/WHO/EOP
Gene B. Sperling/OPD/EOP
Douglas B. Sosnik/WHO/EOP
Marcia L. Hale/WHO/EOP
Katherine Hubbard/WHO/EOP

Message Copied To:

Debbie B Bengtson/OVP @ OVP
Elisa Millsap/WHO/EOP
Kevin S. Moran/WHO/EOP
Michelle Crisci/WHO/EOP
Jason S. Goldberg/WHO/EOP
June G. Turner/WHO/EOP
Sara M. Latham/WHO/EOP
Julie E. Mason/WHO/EOP
Melissa Green/OPD/EOP



Learn and Serve America

CORPORATION

FOR NATIONAL

★ SERVICE

Study Shows Service-learning Makes Better Students—Better Citizens

April 5, 1997

A report by President Clinton today shows that well-designed service-learning programs can improve learning, strengthen civic attitudes, and promote service activities.

The report by Brandeis University's Center for Human Resources and Abt Associates Inc. for the Corporation for National Service, was intended to measure the success of well-designed, fully-implemented service-learning programs. The study provides incentives to educators to create effective service-learning programs in which students can achieve tangible benefits.

The study is important because it shows significant gains in academic achievement by high school and middle school students as a result of participating in service-learning programs.

According to the report, students who participated in the service-learning programs:

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

Service-learning combines meaningful service activities with formal educational curriculum and structured time for students to reflect on their service experiences.

The study was directed by Alan Melchior, Deputy Director, Center for Human Resources, Brandeis University.

For more information call:
Jill Sander
Office of Public Affairs
Corporation for National Service
202-606-5000 ext. 293

or

Alan Melchior
617-736-3775

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

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

Benefits of Service Learning Programs

A new study by Brandeis University and Abt Associates for the Corporation for National Service shows that well-designed, fully-implemented service learning programs improve learning, strengthen civic attitudes, and promote service activities. Students who participate in these school programs actually get better grades in math, science, and social studies. They also become better citizens -- more aware of the needs in their community, more personally and socially responsible. This report is the first national study to show significant gains in academic achievement by high school and middle school students as a result of service learning programs. The study evaluated 1,000 students (~~1,000 total, both service-learning and control group~~) in programs in 17 sites across the country during the 1995-96 school year. Service-learning combines meaningful service activities with formal educational curriculum and structured time for students to reflect on their service experiences.

Commitment to Summit by National Association of Secondary School Principals

Today the P is a mercy that

The National Association of Secondary School Principals, representing more than 40,000 school administrators, has responded to the Summit's call to action by pledging to introduce service learning to more than 2 million students, bringing the service ethic and opportunity to young people through the National Association of Student Councils, the National Honor Society/National Junior Honor Society; and the new American Technology Honor Society.

Presidents' Summit for America's Future

The President and former President Bush are honorary co-chairs of the summit *The S* and Gen. Colin Powell is General Chairman, which will be held in Philadelphia on April 27-29. The Summit is an opportunity for all Americans to answer a call to action through citizen service. The goal is to provide all children and youth with the five fundamental resources they need: an ongoing relationship with a caring adult, safe places and structured activities, a healthy start, a marketable skill through effective education, and an opportunity for young people to give back through community service. Delegations from 140 communities and 50 states will develop plans to help make this a reality.

*was first annex
@ W 14
this
Jan*

*Page Standing w/ P today
will be names -
what they've done*

Today the P is dig new of SVC, bldg on extg NWNT NYSD
and comm vob

565-2784

Fact Sheet for Radio Address -- Draft

Week of SVC

National Service and Volunteer Week

National Service and Volunteer Week (April 13-19) and National Youth Service Day (April 15) are a public-private partnership between the Corporation for National Service and the entire national service network, including the Points of Light Foundation, Youth Service America, the US Chamber of Commerce, the US Conference of Mayors, Big Brothers/Big Sisters of America (and a million other groups! how many do I have to list?). During the week, ~~more than 1 million~~ (Corp. says as many as 2 million) young people will participate in 3,000 events across the country (culminating on National Youth Service Day?).

In addition, the President has asked AmeriCorps alumni and returned Peace Corps volunteers to participate as well, reaching out to youth in their communities. AmeriCorps and the Peace Corps will organize activities in more than 15 states and in hundreds of communities, with another 3,000 to 4,000 youth newly engaged in service during the week.

Maryland and High School Service

The Maryland high school seniors at the White House today are part of the first graduating class in that state who must complete 75 hours of community service in order to graduate from high school. Community service activities can include: 1. Maryland is the only state in the nation with such a requirement, but many school districts throughout the nation (how many?) have such a requirement, as do many private schools (how many?). In most cases, community service projects are conducted in conjunction with required course work. (Any estimate of what % of high schools do this? Estimates in Corp. summary seem high.)

In Maryland, approximately 85% of high school seniors have now completed their service requirement, and school districts are actively working with those who have not yet completed the requirement. Since 1992 (ck.), when the requirement was first instituted, schools have helped students to begin their required service earlier and to link students with service opportunities. Maryland Lt. Governor Kathleen Kennedy Townsend spearheaded the idea in Maryland and founded the organization that oversees this requirement throughout the state (is this right? credit to Hornbeck, others?).

The National Service Scholars Program

The National Service Scholars program is an opportunity for schools and communities to recognize young people for outstanding volunteer service while helping them continue their education with a \$1,000 scholarship. The Corporation for National Service is offering a matching \$500 scholarship for one high school junior or senior selected by each principal. Applications went out to high school principals two weeks ago. For 1997, at least \$3 million in matching funds is available. Leaders of national civic organizations (such as the Elks...?) have come forward to sponsor this program and work with local communities to make it a success. The President's budget includes funds to make this program nation-wide next year. Communities are encouraged to provide one or more scholarships of at least \$500 to deserving students, funded by the school district, community or civil organizations, private sector institutions, or other groups.

Hrg s-l in our sch maw let a clip how reps act cit as well as aca aca

Rim 160
Steve - left's discuss ASAP. This is Melinda's list - Note she wants to send to Diana
Diana
Dan was planning to send to ~~the~~ ~~tonight~~ because he's travelling
↓
MSA
in

Commitments to submit to Newsweek

AT&T Foundation

Will provide at least 100,000 hours of mentoring, tutoring, and coaching in 40 communities through AT&T Cares program; partner with the Police Athletic League and Youth Service America to Launch neighborhood safety projects; provide information to 2 million families in support of the healthy development of their children; direct at least \$30 million in grants toward converting America's schools to their Information Superhighway by the year 2000; and sponsor Youth Service America's National Youth Service Day to encourage young people to participate in efforts to improve their communities. Also will sponsor the opening luncheon of the Summit on April 28.

IBM

IBM has committed through its Team Tech Volunteer program to provide technology and technical services to over 2,500 health and human service non-profit agencies that will directly benefit over 2.5 million young people by the year 2000. In 1997 this commitment will be \$2.4 million and will by the year 2000 be \$10 million. The effort is launched in partnership with Americorps*VISTA and United Way of America.

The Benevolent Order of the Elks are engaging their members at the local level for all five resources: will develop mentoring relationships with at least 10 at-risk kids in each of their 2,217 Lodge communities; will sponsor drug-free proms and/or graduation parties in 2,000 communities (now a model program in 300 Lodges); will donate \$34.9 million to support structured activities for young people in their nonschool hours (a \$5 million increase for programs ranging from their Hoop Shoots competition to scouting troops and sports leagues); will commit \$6.5 million in College Scholarships based on need, leadership, and scholastic ability (an additional \$1.2 million); will develop weekly after school programs at 1,000 Lodges; and will engage at least 275,000 young people as partners with members in community service projects organized through the Lodges by the year 2000

Hewlett Packard

Launching a new Diversity Partnerships Initiative providing over \$4 million to K-12 and University partnerships in urban areas that are engaging students in math and science. By the year 2000 HP has committed to provide over 190,000 employee volunteer hours and \$24 million in cash and equipment grants to K-12 schools (a 15% increase)

National Restaurant Association

Commits to expand the industry's school-to-work program from 50 schools to 500 by the year 2002, engaging 10,000 students in programs that build skills necessary for a career in the restaurant industry; introduce 250,000 youth to the "world of work" over the next five years through new partnerships with schools and civic and community organizations providing internships, scholarships, and job shadowing opportunities; commit \$250,000 over the next five years to facilitate these new efforts

Project NEAT (National Education Advancement Team)

A Silicon Valley-based non-profit which provides "internet appliances" to schools in remote areas, commits to increase from 2,000 to 10,000, the number of schools to whom they will provide these appliances. Total cost of this project in 1997 will be \$7.5 million, increased from currently planned \$1.5 million. Sega donates the appliances which are distributed locally are coordinated at the local level by the Appalachian Regional Commission, the Bureau of Indian Affairs, and the California Technology Assistance Program.

McGraw Hill

Commits to launching a new philanthropic initiative to provide economic and business information to the classroom through a combination of cash and product donations and volunteer involvement. McGraw Hill

will sponsor teacher training and classroom educational activities in ten cities contributing \$500,000 in software and \$1 million in cash contributions. McGraw Hill will develop a new employee volunteer initiative. MH will also donate \$1 million of ad space in MH publications including Business Week to summit organizers to help promote mentoring and other youth development.

Vision Service Plan

Will provide funding for eye examinations and spectacles, using their 17,000 doctors and 350 labs with whom they currently contract nationwide. This new program will fund 40-50,000 children annually, and is a donation of \$7 million.

National Center for Family Literacy

Commits to doubling their efforts from 50,000 to 100,000 the number of disadvantaged families who will receive support and literacy training through family literacy programs.

American Humane Association

The nation's oldest child protection organization, AHA will launch a new project called 'Front Porch' which will provide for 1 million ordinary citizens the tools and information to make communities a safer place for children by extending their front porch to neighbors in need. The program will be implemented in Summit delegation communities in two phases over the next three years at a cost of \$2.5 million.

VP US West will focus a major employee volunteer effort in developing marketable skills in young people. Through WOW by ONE (Widening our World by One), by the millennium, US West will have at least 5,000 employees actively involved in classrooms working with over 300,000 students as either non-technical volunteers, tech tutors, or cyber mentors. In addition to the company-technology tool kit, each employee will be supported with grants of up to \$600 for technology in the classroom. This new volunteer initiative is an extension of other programs including providing Internet connections for schools (Cable in the Classroom), the Connected Schools program which brings free dial-up or deeply discounted high speed Internet access, and the Foundation's training programs currently reaching 150,000 educators and students. This commitment of nearly \$150 million will benefit more than 10 million children in about 20,000 schools. *hold*

President The National Association of Secondary School Principals, representing more than 40,000 school administrators, pledged to introduce more than 2 million students to the concepts and "how to's" of service learning, bringing the service ethic and opportunity to young people through its core programs: the National Association of Student Councils, the National Honor Society/National Junior Honor Society; and the new American Technology Honor Society.

$y \rightarrow y$



FIVE FUNDAMENTAL RESOURCES FOR CHILDREN AND YOUTH

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

It is more important than ever for young people to have the sustaining presence of caring adults in their lives. While there are currently hundreds of thousands of mentoring and tutoring relationships, it is estimated that as many as 15 million young people would benefit from the intervention of a caring adult. Our goal is to create the additional tutoring and mentoring relationships necessary for a positive impact on the lives of these young people.

HONORARY CO-CHAIRS

PRESIDENT

WILLIAM J. CLINTON

PRESIDENT

GEORGE H.W. BUSH

GENERAL CHAIRMAN

GEN. COLIN L. POWELL

VICE CHAIRMAN

HENRY G. CISNEROS

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

Young people cannot flourish, develop and properly mature into productive citizens in a climate of fear and chaos. Our goal is to increase safe places and structured activities during non-school hours so that young people can study, play and receive the necessary guidance to reach their full potential in life.

A Healthy Start

Adequate health care and healthy behaviors are essential to every child's development and well-being. Our goal is to find new ways, in cooperation with government, health care providers and business, to assure that this is achieved.

A Marketable Skill Through Effective Education

Many young people attend school with little or no concept of how their studies will prepare them for a job or economic opportunity. Our goal is to forge new partnerships among businesses, schools and citizen volunteers to provide more young people with mentors, summer jobs, internships, and the essential skills of reading and mathematics.

An Opportunity to Give Back Through Community Service

Often young people are not encouraged, or given the opportunity, to help others. Our goal is to provide young people with the opportunity to serve, so that they become part of the solution and experience first-hand the benefit of being active citizens.



A new study by Brandeis University and Abt Associates shows that students who participate in well-designed service programs in schools actually get better grades in math, science, and social studies. They also become better citizens -- more aware of the needs in their community...more personally and socially responsible (not sure how to phrase this!).

5. New commitment to Summit:

All around the country, associations (?) and corporations are responding to the Summit's call to action. I am pleased to announce that, this week, the National Association of Secondary School Principals, representing more than 40,000 school administrators, pledges to introduce service learning (better term??) to more than 2 million students (bringing the service ethic and opportunity to young people through the National Association of Student Councils, the National Honor Society/National Junior Honor Society, and the new American Technology Honor Society).

1. National Service and Volunteer Week:

I will issue a proclamation designating the week of April 13 as a national week of service. During that week, more than 1 million (Corp. says as many as 2 million) young people will participate in 3,000 events across the country (culminating on National Youth Service Day?). In addition, I have asked (?) AmeriCorps alumni and returned Peace Corps volunteers to participate as well, reaching out to youth in their communities. Americorps and the Peace Corps will organize activities in more than 15 states and in hundreds of communities, with another 3,000 to 4,000 youth newly engaged in service during the week.

I encourage young people all across the country to make the week of April 13 a week of service.

(The following is a possible America Reads tie-in that I am asking Bruce about: I encourage middle school and high school students to do community service by being reading partners with young children, particularly on weekends and during the summer, as well as during weekdays - after school, as part of our America Reads effort. I also encourage high school students to be tutors for middle school students to learn math and science.)

2. Maryland and high school service:

I am pleased to welcome to the White House today some students who have taken part in/completed the state of Maryland's service requirement. These students have ...(describe). By introducing our young people to community service and encouraged to "give back" to their communities, they become better citizens. I challenge states to follow Maryland's lead in making service part of every high school's basic ethic, either as part of the curriculum or for credit or on the transcript or a grad requirement, and I challenge colleges to look at it as part of their admissions process.

(Steve's sentence: Sometimes young people need a little help hooking up to good opportunities to serve. That's why I'm pleased that Agriculture Secretary Dan Glickman is providing Maryland and District of Columbia high school students the opportunity to volunteer on food recovery and gleaning projects, ensuring that ...(however we describe gleaning).

3. High School Service Scholarships:

Two weeks ago, applications went out to high school principals inviting them to select a student in that school who has performed outstanding service, making them eligible for a \$1,000 scholarship. Under this new program, the Federal government will put up \$500 for each student, to be matched by local communities. I am pleased to announce(?) that civic organizations (such as the Elks...?) have agreed to sponsor this program and work with local communities to make it a success. We hope/plan to expand this program next year to every high school in the country (money to do so is in President's budget; OMB wants to say "almost every.")

4. Study on benefits of service learning:

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. email	To Diana Fortuna from WAVES Operations Center re: Confirmation: Appt. Request for Fortuna, Diana (partial, DOB, SSN) (1 page)	04/04/1997	b(7)(C), b(7)(E), b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Diana Fortuna
OA/Box Number: 12027

FOLDER TITLE:

Summit - Service Radio Address

2018-0525-S

ry2258

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]



MAILMGT @ A1
04/04/97 08:57:00 PM

Record Type: Record

To: Diana Fortuna

cc:

Subject: CONFIRMATION: APPT. REQUEST FOR FORTUNA, DIANA

FROM: WAVES OPERATIONS CENTER - ACO: (b)(6), (b)(7)c, (b)(7)e

Date: 04-04-1997

Time: 20:52:50

[001]

This message serves as confirmation of an appointment for the visitors listed below.

Appointment With: FORTUNA, DIANA
Appointment Date: 4/5/97
Appointment Time: 9:30:00 AM
Appointment Room: WW
Appointment Building: WH
Appointment Requested by: FORTUNA DIANA M.
Phone Number of Requestor: 65570
Comments:

WAVES APPOINTMENT NUMBER: U16155

If you have any questions regarding this appointment, please call the WAVES Center at 456-6742 and have the appointment number listed above available to the Access Control Officer answering your call.

TOTAL NUMBER OF NAMES SUBMITTED FOR ENTRY : 1
TOTAL NUMBER OF NAMES OF CLEARED FOR ENTRY: 1

ADDEO, TERESA

(b)(6)

Already a host of civic volunteer organizations – including the Veterans of Foreign Wars, Moose International, Lions Clubs, and the U.S. Jaycees among others – have accepted my challenge to work with their local chapters to provide matching funds for these scholarships. These organizations will work with high schools to identify one student in each high school doing outstanding community service.

456-7431

Council of Chief State School Officers

Will work with states to increase the number that include and support service learning as a key strategy for building civic responsibility, improving the quality of life in our communities, and improving academic achievement for all students. Over the next three years, CCSSO will provide resources and technical assistance to help more states develop their policies and practices, reaching twenty-five states by the year 2000.

Maryland Youth Service Action Committee

Will develop in the twelve months following the Summit a statewide network of 300+ youth service and leadership organizations across Maryland and encourage each of these to adopt community service as part of their mission.

To Diana F
From Melinda BH

The only other
accepted/renewed/cleared
commitments

Per Susan Casens

cc John G.

Announce support from civic groups (Elks, etc.) Release
Actual match: \$50 plus \$50; 3 other things in May
Winners: could do them that week if we tell them now
10-15 chapters of civic orgs that would say they've taken up challenge

crappy for radio address; but for future event could be good
call your principal, tell him you're doing this, we can reward young people
call to action at end is good

challenge states to follow Md's lead in making service part of every high school's basic ethic, either as part of the curriculum or for credit or on the transcript or a grad requirement, and challenge colleges to look at it as part of admission.

Hasn't said before; Penn state was misinterpreted; some hs even require it and to those I say
bravo; press reported mandatory, and they caught trouble

S-Service
Radio Address

THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

April 5, 1997

**RADIO ADDRESS BY THE PRESIDENT
TO THE NATION**

The Oval Office

10:06 A.M. EST

THE PRESIDENT: Good morning. I want to talk with you today about how we can make this glorious spring a season of service all across America. As I have said many times, the era of big government may be over, but the era of big challenges for our nation is surely not. Citizen service is the main way we recognize that we are responsible for one another. It is the very American idea that we meet our challenges not through heavy-handed government or as isolated individuals, but as members of a true community, with all of us working together.

On April 27th through 29th, at Independence Hall in Philadelphia, we will be convening an historic Presidents' Summit on Service. I will be joined by President Bush, General Colin Powell, by every living former president or his representative, by other prominent Americans, including former HUD Secretary Henry Cisneros and Lynda Robb. Every person, business or organization represented at the summit will have already committed to take specific steps to help to serve our children and to rebuild our communities. Our mission is nothing less than to spark a renewed national sense of obligation, a new sense of duty, a new season of service.

I hope that many activities in the weeks leading up to this wonderful event will make all Americans think about the duty all of us owe to one another. Citizen service can take many shapes -- it can mean volunteering nights or on weekends in a religious group or neighborhood association, or devoting full years of your life to service like those the Peace Corps or the Jesuit Volunteer Corps members do.

Over the past four years, we have worked to harness this citizen energy in so many ways. I am especially proud of AmeriCorps, the national service program I proposed when I ran for President, that we launched the very next year. Since its creation, 50,000 young people have earned college tuition by serving their communities, with the basic bargain of getting the opportunity to go to college in return for giving

something back to their friends and neighbors.

The success of AmeriCorps shows that service can help to meet our most pressing social needs, from renewing our cities to protecting our environment, to immunizing poor children, to giving them mentors and someone to look up to. And that service often leads to more service -- a typical AmeriCorps member trains or recruits a dozen or more community volunteers.

To focus the American people on the importance of this summit and the urgency of service, I'll issue a proclamation designating the week of April 13th through 19th as national service week in America. During that week, over a million young people will participate in 3,000 events across our nation, cleaning up neighborhoods and working with children.

I've asked the thousands of AmeriCorps alumni and returned Peace Corps volunteers to participate as well, reaching out to youth in their communities, speaking in schools, recruiting volunteers and teaching a new generation about the power of service. I'm very pleased that some of them have joined our Peace Corps Director, Mark Gearan, here with me today.

I hope that they will teach that citizen service cannot be a pursuit for just a week or a month, that the ethic of service must extend throughout a lifetime. No one is too young to serve, as a recent study by Brandeis University shows -- when you begin to serve at a young age, schoolwork improves and there is a good chance you will continue to serve in the years to come. It's a good habit that's hard to break. And no one is too old to serve, either. But we must find even more ways to encourage our young people to begin to serve.

I'm joined here today by some young men and women from Maryland, along with that State's Lieutenant Governor, Kathleen Kennedy Townsend, who has been a leader in making Maryland the first state in our nation to require that every student perform some service as a condition of high school graduation. One of the students meeting with me gathered food and clothing for the needy; another, dyslexic herself, taught disabled students; another tutors young children at a Head Start center.

Today I challenge schools and communities in every state to make service a part of the curriculum in high school and even in middle school. There are many creative ways to do this -- including giving students credit, making service part of the curriculum, putting service on a student's transcript or even requiring it, as Maryland does. This

week, the National Association of Secondary School Principals agreed to introduce service learning to more than 2 million students, and I hope they'll work to find even more creative ways to involve service. States and schools, of course, should be free to decide this for themselves. But every young American should be taught the joy and the duty of serving, and should learn it at the moment when it will have the most enduring impact on the rest of their lives.

Two weeks ago, applications went out to high school principals all around our nation, inviting them to select a student in that school who has performed outstanding service, thereby making them eligible for a \$1,000 scholarship. Under this new initiative, which we launched last year, our national government will put up \$500 for each student if it is matched by local communities. Already, a host of civic organizations -- including the Veterans of Foreign Wars, Moose International, the Lions Clubs, the U.S. Jaycees -- have accepted our challenge to work with their local chapters to provide matching funds for these scholarships. And public servants from agencies like the Agriculture Department will continue to work as partners with these schools, sending volunteers to work with teachers and acting as mentors to students.

I hope all of you will join in the spirit of the Presidents' Summit on Service, and take part in the national week of service beginning April 13th. Service is in our deepest national tradition. Millions of young Americans in my generation were inspired by the call to service, issued so often from this very office, by President Kennedy. Now it is up to all of us to take up President Kennedy's challenges -- remembering, as he said, that every person can make a difference, and every person must try.

Thanks for listening.