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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. bio	re: Jonathan Klein [partial] (1 page)	04/10/1997	b(6)
002. bio	re: Andrew Heyward [partial] (1 page)	04/10/1997	b(6)
003. fax	Andrew Friedman to Ann Stock re: SSN and DOB [partial] (1 page)	04/09/1997	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 20030

FOLDER TITLE:

D.C. Schools

2013-0534-S

rc1473

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]

File
DC Schools

WANTED!

MENTORS/FRIENDS WHO WOULD LIKE TO MAKE A REAL DIFFERENCE IN THE LIVES OF 11TH GRADE CARDOZO STUDENTS!

- WHY?** Because lack of adult encouragement and guidance has some 11th grade students wavering between graduation and drop-out.
- HOW?** By being a mentor/friend, which involves creating opportunities to hear concerns and share joys with a Cardozo student who CAN succeed if given a chance to communicate regularly.
- WHEN?** Starting right away, contact the student at least monthly (weekly, if possible) in person or by phone. Through your choice of time and activity, provide dependable friendship and guidance with continuity.
- Tutoring may be an option but is not required of any mentor/friend.

PLEASE CONTACT BLOSSOM ATHEY (x5059) FOR MORE DETAILS!

This special mentor/friend request for assistance to 11th grade students who may be at risk for dropping out is in addition to the Firm's ongoing mentoring program with Cardozo and is suggested now because this new, pressing need has recently been identified.

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IN THIS ISSUE

Saturday Academy	1
C&B Fetes Athletes	1
Of Note	2
News Items:	
<i>C&B Holiday Party</i>	2
<i>Library Book Drive</i>	2
<i>Lawyer Lecture Program</i> ...	2
<i>Tutor/Mentor</i>	2
<i>Senior Program</i>	3
Family Night a Hit	3
C&B Lawyers at Work	4
Employment News	4
Cardozo Alumni at C&B	4

Editor: Jan LeMessurier Flack
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Our Centerpiece: The Saturday Academy

The Saturday Academy at Covington & Burling continues to be the centerpiece of the firm's relationship with Cardozo High School. Now in its fifth year, the Saturday Academy provides approximately 20 students with an enrichment experience on Saturday mornings. After a very successful fall semester, the spring is proving to be an equally exciting program. Field trips combined with in-house sessions on job readiness skills, and computers and the Internet are on the agenda. A session in March was devoted to student performance talent.

Many volunteers, led by **Maggie Andruski**, make the academy possible, including: **Iraida Alvarez, Carolyn Edwards, Rob Herrick, Michael Hunston, Ted Hunt, Claire Kramer, Elizabeth Leverage, Hi-Sung Lim, Hilary McNamara, T.Ku Nelson, Robert Okon, George Rutherford, and Gale Sloan.** Added assistance is provided by the following departments: Duplicating, ITS, Security, Space Maintenance, Receptionists, Messengers, Personnel, and Marriott food service. Contact **Maggie Andruski**, x6254, if you would like to lend a hand.

C&B Fetes Athletic Teams

Covington & Burling honored the Cardozo High School DCIAA champion football team, along with the soccer team and the cheerleaders, at a lunchtime pizza party at the firm on December 19. Fifty pizzas, numerous soft drinks and a large sheet cake were consumed by the students, coaches, principal, lawyers and support staff.

The occasion provided the students with an inside look at

a large law firm and Covington personnel with an opportunity to meet some outstanding young athletes. The students enjoyed not only the food, but also renewing old ties with former Cardozo students who are now employed by the firm.

Principal Reginald Ballard publicly thanked **Jim McKay** who chairs the George Preston Marshall Foundation, for funds it donated to maintain the D.C.

Summer Passing League. The League enabled the Cardozo team to hone their skills over the summer.



The pizzas were supplied by Roma Pizzeria, run by Project Soar, which employs young people who have been involved in the juvenile justice system. This was their largest order ever! They can be reached at 202-265-9404.

THE CHILD'S APPEAL

**I am the Child.
All the world waits for my coming.
All the earth watches with interest to see
 what I shall become.
Civilization hangs in the balance,
For what I am, the world of tomorrow will be.**

**I am the Child.
I have come into your world, about which I
 know nothing.
Why I came I know not;
How I came I know not.
I am curious; I am interested.**

**I am the Child.
You hold in your hand my destiny.
You determine, largely, whether I shall
 succeed or fail.
Give me, I pray you, those things that make
 for happiness.
Train me, I beg you, that I may be a blessing
 to the world.**

Mamie Gene Cole

It was a pleasure to introduce THE KINGS OF HARMONY to Cardozo and Covington & Burling because I had worked with them throughout their childhood. In response to their street-life boredom, I organized them into a drum group known as THE MARCHING TIGERS, which they joined as soon as they were able to carry a drum (age 9-10). They reluctantly followed the rule to leave the group at age 18. Now in their 30's, THE KINGS OF HARMONY are not only excellent vocalists and instrumentalists but they are great role models for the students whose challenging inner-city experiences are identical to theirs.

The term FAMILY NIGHT was suggested to respond to the need for re-activating PTA's, which are almost nonexistent in public schools today. Those occasions provide opportunities for parents to receive report cards, confer with teachers and socialize. However, they are highlighted by programs presented for enjoyment, interpretation and self-esteem development of the enthusiastic families which attend.

Other schools, e.g., Ballou, are requesting help in organizing FAMILY NIGHTS to try to revive what used to be PTA activities.

Blossom Athey
Legal Aid Specialist
COVINGTON & BURLING
Phone: 202-662-5059

TEL: (202) 662-5059	FAX: (202) 662-6291
B. L. ATHEY LEGAL ASSISTANT LEGAL AID SPECIALIST	
COVINGTON & BURLING 1201 PENNSYLVANIA AVENUE, N.W. P.O. BOX 7566 WASHINGTON, D.C. 20044	
WASHINGTON	LONDON
BRUSSELS	

Butler

April 10, 1997

MEMORANDUM FOR HILLARY RODHAM CLINTON

FROM: Brenda Costello
SUBJECT: Briefings for Friday, April 11

Learn and Serve Event

- Briefing
- List of participants
- Press Release, 4/10/97
- Learn and Serve America background
- C&B/Cardozo Update, May 1997
- Cardozo Senior High School service learning programs
- Brandeis University Study
- Guest list

Private Meeting with Princess Aisha

- Memo
- Talking points
- Bio

Drop-by with Radio/TV Correspondents

- Bios

Remarks

- Learn and Serve Event

April 10, 1997

LEARN AND SERVE EVENT AT CARDOZO HIGH SCHOOL

DATE: April 11, 1997
TIME: 10:00 am
LOCATION: Cardozo Senior High School
13th and Clifton Street, NW
FROM: Katy Button

I. PURPOSE

To visit Cardozo Senior High School and highlight a Learn and Serve America project. The event will focus attention on Americorps and help build to the Service Summit in Philadelphia.

II. BACKGROUND

Cardozo Senior High School

Cardozo Senior High School is located at 13th and Clifton Streets in Northwest Washington and serves 1,431 students in grades 9-12. Most of the students are African-American or Hispanic; more than half receive free or reduced price lunches. Test scores and promotion rates are well below DC and national averages and over 200 of the students speak english as a second language. Cardozo also has the third worst attendance rate in the District.

Despite these obstacles, many teachers, students and community organizations are working to improve the academic environment at Cardozo. A team of Americorps volunteers, with help from Cardozo students, is currently working to paint and repair the school's hallways, and an Americorps/VISTA volunteer works full-time at Cardozo to coordinate volunteer and service-learning projects. (The volunteer, Kristin Kainer, will be a participant in the round table discussion.) The school's principal has also allowed one of his teachers, April Copes (who will also be in the discussion) to work nearly full-time in facilitating student and community service. Students work in neighborhood clean-up projects, volunteer tutor and expand recycling programs.

You will be highlighting a Learn and Serve project at Cardozo that involves students in a 10th grade ESL (English as a Second Language) class that read to 1st graders from Meyer Elementary School. The Cardozo students go to Meyer every Wednesday for an hour to read to Miss Scott's first grade class. After one semester of reading, the students write their own children's books, which the 1st graders help to illustrate. You will see some examples of their books. The program not only helps the younger students learn to read, it provides a critical opportunity for the ESL students to form relationships with native english speakers and to improve their written and spoken english.

Learn and Serve America

Learn and Serve America is a grants program administered by the Corporation for National Service. Grants support school- and community-based service learning programs that involve school-age youth in community service that addresses local needs in four national service priority areas: education, public safety, human services and the environment. "Service-learning" is a teaching method that integrates community service into the school curriculum. Service-learning programs engage young people in community activities where academic skills are used to solve real-life problems. At the same time, program activities help students understand the meaning of citizenship and their ability to help determine the quality of life in their communities.

Harris Wofford, CEO of the Corporation for National Service, will announce at tomorrow's event that Americorps has committed to placing at least one Americorps volunteer in each of the District's public high schools.

Brandeis University Study

During his radio address last week, the President announced the results of a new study by Brandeis University's Center for Human Resources that evaluated the national Learn and Serve America program. The study found that well-implemented Learn and Serve programs have significant, positive impacts on the civic and educational development of participating students. Specifically, students showed statistically significant improvements in school engagement, school grades, core grade point average and educational aspirations (wanting to graduate a four year college). Students also showed significant impacts on all measures of civic attitudes, including personal and social responsibility, acceptance of cultural diversity and service leadership. (Additional background on the study is attached.)

Covington & Burling Partnership

The Covington & Burling Law Firm has engaged in a partnership with Cardozo High School for five years. The firm's lawyers run a Saturday Academy for 8 weeks each semester offering job skills, conflict resolution classes and field trips, among other activities. The firm also hires Cardozo students each summer (about 1/3 of its summer hires), provides ongoing legal assistance with repairs, donates computers (and computer instructors), provided funds to have the school wired for the Internet and for a security system, sponsors a book and toy drive, participates in the Christmas in April fix-up of the school, and much more. Covington & Burling has also fostered parental and community involvement in Cardozo by sponsoring PTA dinners with live entertainment that have attracted record numbers of parents to the school.

Format

The event at Cardozo High School will have three segments. First, you will proceed to a classroom on the second floor where ESL students from Mr. Salas' 10th grade class and 1st grade students from Meyer Elementary School will read the books they wrote and illustrated together. The books are based on African proverbs, which the ESL students just studied. You will sit in the front of the room with the students who are reading. The

rest of the class will be seated on the floor. After the reading, you will briefly greet lawyers from Covington and Burling. Then you will proceed next door to the library for remarks and a discussion. The Assistant Principal, Mrs. Childs, will welcome and introduce Harris Wofford, who will make brief remarks and introduce you. After your remarks, you will proceed to the round table discussion (in the same room). The discussion will be moderated by April Copes, Cardozo's community service coordinator. After the discussion, you will work the ropeline and depart.

III - PARTICIPANTS

Reading

- HRC
- Sonia Medrano (ESL) and Dontisha Williams (1st grade)
- Jose Sorto (ESL) and Cesar Castillo (1st grade)
- Mr. Salas' 10th grade ESL class
- Miss Scott's 1st grade class

Remarks

- Barbara Childs, Cardozo Assistant Principal
- Harris Wofford, CEO of the Corporation for National Service
- HRC

Round table Discussion

- HRC
- Mr. Spencer Salas (ESL teacher)
- Ada Garcia, ESL student
- Guillermo Medrano, ESL student
- Kristin Kainer - Americorps/VISTA volunteer
- April Copes, Cardozo Community Service coordinator
- Dr. Marilyn Smith, Director, Learn and Serve America
- Dr. Karin Cordell, Director of Curriculum, DC Public Schools

Audience

- Approximately 70 people, including students from Cardozo and representatives from DC Public Schools, Covington & Burling, Mentors, Inc., Fund for the Community's Future, DC City Council (Frank Smith), and the Corporation for National Service.

IV - SEQUENCE OF EVENTS

- HRC arrives Cardozo High School

Greeters:

- General Julius Becton, CEO, DC Public Schools
- Barbara Childs, Assistant Principal, Cardozo High School
- Arthur Linder, Assistant Principal, Cardozo High School
- Polly Brown, Assistant Principal, Cardozo High School
- Major Carlos Rosario, Assistant Principal, Cardozo High School
- HRC proceeds to Classroom 206 and is greeted by Mr. Spencer Salas, ESL teacher, and Miss Scott, 1st grade teacher
- HRC enters Classroom 206 and proceeds to seat between two 1st grade children (lavaliere mic will be on chair)
- Cesar Castillo and Jose Sorto read their book
- Sonia Medrano and Dontisha Williams read their book
- Upon conclusion of reading, HRC holds in classroom and greets lawyers from the Covington & Burling law firm while the press repositions in the library
NOTE: One of the lawyers, Elizabeth Leverage, is the daughter of former OFL volunteer Miriam Leverage.
- HRC proceeds to Library
- Accompanied by Mrs. Childs and Harris Wofford, HRC proceeds to chair at left of podium
- Mrs. Childs welcomes and makes brief remarks
- Harris Wofford makes brief remarks and intros HRC
- HRC makes remarks
- HRC proceeds to chair at round table discussion
NOTE: HRC is seated next to Mrs. Salas, ESL teacher, and Ada Garcia, ESL student
- April Copes, moderator, opens the program and moderates the discussion
- HRC makes brief closing remarks
- HRC works ropeline and departs Library
- HRC proceeds to school entrance for a photo with a group of Americorps volunteers
- HRC departs

V - PRESS

Open Press

VI - REMARKS

Remarks to be provided by June Shih

Bios of Round Table Participants
Cardozo High School
April 11, 1997

April Copes is the Community Service-learning Coordinator at Cardozo Senior High School. She has been teaching reading at the high school for three years. Ms. Copes has a masters degree in education from Howard University and a bachelor of science in speech communication from Syracuse University.

Spencer Salas is an English as a Second Language Art/English teacher at Cardozo High School. Mr. Salas came to D.C. Public Schools through a scholarship program with George Washington University where he earned a masters degree in secondary education and did his student teaching here at Cardozo. Mr. Salas's work in the field of service-learning with the Cardozo Book Project earned him recognition as One of Northern Life Insurance Education's Unsung Heroes.

Dr. Marilyn Smith is the new Director of Learn and Serve America at the Corporation for National Service. Prior to coming to the CNS, Dr. Smith was the Executive Director of the Maryland Governor's Commission on Service. Her doctorate is in education policy from the University of Maryland, College Park, and her dissertation was on service-learning.

Dr. Karin Cordell is the Director of Curriculum at D.C. Public Schools. Prior to this position, Dr. Cordell was with the Delaware Department of Public Instruction and a founding member of the Delaware State Service Commission. Dr. Cordell has a doctorate in curriculum, instruction, and bilingual education from George Mason University.

Kristen Kainer is the Americorps Vista volunteer placed at Cardozo working with students and teachers to increase the opportunities for community service and service-learning. She is sponsored by the Funds for the Community's Future. Kristin is a graduate from the State University of New York at Geneseo and is looking forward to attending graduate school in the near future.

Ada Garcia is a former student of Mr. Salas and participated in Cardozo Book Project last year. She moved to Washington, D.C. from El Salvador. Now in the 11th grade, Ada is an active member of ROTC and has participated in a number of service projects.

Guillermo Madrano is a 10th grade student in Mr. Salas's class who participated in the Cardozo Book Project. He moved to Washington D.C. two years ago from El Salvador. Guillermo enjoys basketball, sports, and school.

FOR IMMEDIATE RELEASE
April 10, 1977

CONTACT: Bill Barrett
202-606-5000, ext. 267

**FIRST LADY TO VISIT SERVICE-LEARNING PROGRAM
AT CARDOZO SENIOR HIGH SCHOOL**

**Will Observe Model Program, Join Roundtable Discussion and Announce
AmeriCorps Effort to Expand Service-Learning in District**

**CORPORATION
FOR NATIONAL
SERVICE**

WASHINGTON -- First Lady Hillary Rodham Clinton will visit a model service-learning program in the library at **Cardozo Senior High School, 13th and Clifton Streets, NW, in Washington, D.C., on Friday, April 11, at 9:45 a.m.**

The service-learning program involves high school students who help first-graders build reading skills by sharing stories they have written based on African proverbs. Mrs. Clinton also will participate in a roundtable discussion on service-learning and join Harris Wofford, chief executive officer of the Corporation for National Service, in announcing an AmeriCorps initiative to expand on-going service-learning programs in the District.

Coordinated by Funds for the Community's Future, a community-based organization, the initiative will place AmeriCorps*VISTA members in every District of Columbia high school next year to strengthen and enhance service-learning efforts.

The roundtable discussion of service-learning will include Mrs. Clinton; Dr. Marilyn Smith, director of Learn and Serve America; Dr. Karin Cordell of the District of Columbia Public Schools; April Copes, community service coordinator at Cardozo; Spencer Salas, an ESL teacher at Cardozo; Kristen Kainer, an AmeriCorps*VISTA who serves with Funds for the Community's Future at Cardozo; and two Learn and Serve students who participate in Cardozo's service-learning projects.

Service-learning programs incorporate meaningful service into educational curricula and provide structured time for students to reflect on their service experience. A new study announced by President Clinton in his April 5 radio address, shows that students who participate in effective service-learning programs earn higher grades and are more committed to their communities. The study was conducted by Brandeis University's Center for Human Resources and Abt Associates, Inc.

Mrs. Clinton also will greet a team of AmeriCorps*National Civilian Community Corps members who are helping renovate Cardozo.

Parking for press is available in the lot at the 13th St. entrance to Cardozo. Media set-up begins in the library at 8:00 a.m.

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

--30--

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



LEARN AND SERVE AMERICA

School - and Community - Based Programs

Learn and Serve America

Administered by the Corporation for National Service, Learn and Serve America is a federal grants program that seeks to promote youth as resources in their schools and communities through service-learning. Funds support school-based and community-based programs that engage youth in grades K-12 as well as out-of-school youth ages 5 through 17. Schools and community organizations collaborate to plan, implement, or replicate existing programs as well as to sustain service-learning through training and adult volunteer programs. Learn and Serve America programs engage youth in service activities that meet local needs in the areas of education, public safety, the environment, and other human needs.

What is Service-Learning?

Service-learning is the integration of service activities in the community with classroom learning and youth programming. Youth participants take the lead in designing, planning, and implementing activities that harness their skills, knowledge, and abilities as resources in addressing real-life problems. Programs combine service and learning through carefully constructed formal and informal curricula with clear learning outcomes that provide both opportunities for youth and benefits for the community.

School-Based Programs

In elementary and secondary schools, service-learning is an educational method that integrates service with the academic curriculum, stretching the learning arena of students from the classroom to the world beyond. School-based programs are funded locally by state educational agencies, Indian tribes, U.S. territories, and nonprofit organizations.

Community-Based Programs

In nonprofit and community-based organizations, service-learning is an approach to youth development and positive community change whereby youth enhance personal skills and self-esteem while improving the quality of life in their communities. Community-based programs are funded locally by state commissions on national and community service and by nonprofit organizations.

PROGRAM PROFILE

In fiscal 1996, Learn and Serve America:

- reached more than 750,000 youth participants nationwide;
- funded 156 grantees in 50 states, District of Columbia, Indian tribes, and U.S. territories; and
- awarded \$32.25 million in grants.

For more information or an application, call 202-606-500 x136.

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C&B / CARDOZO UPDATE



May 1997

Vol. 5, No. 1

A Partnership between Covington & Burling and Cardozo Senior High School

IN THIS ISSUE

Saturday Academy	1
C&B Fetes Athletes	1
Of Note	2
News Items:	
<i>C&B Holiday Party</i>	2
<i>Library Book Drive</i>	2
<i>Lawyer Lecture Program</i> ...	2
<i>Tutor/Mentor</i>	2
<i>Senior Program</i>	3
Family Night a Hit	3
C&B Lawyers at Work	4
Employment News	4
Cardozo Alumni at C&B	4

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The pizzas were supplied by Roma Pizzeria, run by Project Soar, which employs young people who have been involved in the juvenile justice system. This was their largest order ever! They can be reached at 202-265-9404.

C&B's Holiday Party Includes Cardozo Students

The firm's annual holiday party, at the Willard Intercontinental Hotel on December 11, featured a special party room for the Cardozo students who attend the firm's Saturday Academy. They enjoyed a sumptuous buffet and their own DJ and karaoke entertainment. The room was decorated with poster-sized photographs of the Saturday Academy students.

Several impromptu performances by C&B personnel and Cardozo students alike sparked the evening's fun.

Tutor Becomes Mentor

When senior partner **Dave McGiffert** signed on to tutor a student at Cardozo, he found that he was assigned to "star" pupil **Shermaine Mitchell**, who used their weekly after-school meetings more as an opportunity to discuss the literature she is studying in her Advanced Placement English class than as a remedial session. Dave is enjoying this association with a young person whom he might not have met otherwise.

Anyone interested in getting to know a Cardozo student in a tutoring or mentoring capacity should contact **Blossom Athey**, ext. 5059.

Library Plans Book Drive for Cardozo

April 14-18 is National Library Week. The C&B library will again receive your donations of current fiction and non fiction to enhance the Cardozo school library. Many of us belong to book clubs or frequent bookstores and our acquisitions pile up. Why not pass the books you have recently read on to a Cardozo student? If each of us donated just one book, we have the potential to gift CHS with almost 1000 books!!



Lawyer Lecture Program

On March 12, **Tracy Thomas** visited two of **Ms. Hawkins'** classes and got a very enthusiastic reception to her discussion of sports law and 25 related careers in the sports field.

Wendy Feng will speak to the Student Council on Citizenship Procedures and Requirements on a date to be set.

Kathy Frick is coordinating the Lawyer/Lecture Program. Call her on x5764 to volunteer to visit the school and talk to the students on a legal topic of your choice.

Of Note

Principal **Reginald Ballard**'s father is a graduate of Cardozo, class of 1941.



Assistant Principal **Arthur Linder** was selected the D.C. Assistant Principal of the Year by the National Association of Secondary School Principals. The award will be presented on April 26 in Illinois by McDonald's, the sponsoring organization.



Senior **Cristina Barrios**, who received a \$5,000 college scholarship, attended C&B's Saturday Academy for two years, where she often functioned as Spanish/English interpreter.



The Cardozo boys' basketball team finished second in the DCIAA this year.

Family Nights a Big Hit at Cardozo

Family Night at Cardozo High School is fast becoming a much anticipated community night out. After three successful dinner parties at the school, parents, teachers, students, administrators and C&Bers are eagerly anticipating the next one, to be held on April 24. These gatherings provide the opportunity for parents to pick up their children's report cards and confer with their teachers.

Covington & Burling has provided incentive to the huge turnout, which averages 350 people, by providing a dinner cooked by the Marriott food service, under the direction of **Dale Foulkes**. A local band of musicians, *The Kings of Harmony*, has provided the entertainment during the last two dinners. A drawing was held at the conclusion of the meal for ten prizes of \$25 Safeway coupons, also donated by the firm. These fabulous community events were thoroughly enjoyed by all who participated.



The Kings of Harmony entertain . . .



Parents, teachers and students turn out for Family Night.

Successful Senior Program

The school has requested volunteers to pair with 11th grade students to see them successfully through their senior year and graduation. If you would like to participate in this program, and are willing to have regular (weekly) contact, either in person or by phone, with a student, call **Blossom Athey**, x5059.



Cardozo's Principal Reginald Ballard and C&B's Executive Director Ralph Justus oversee the festivities.

Cardozo Alumni at Covington & Burling

The following employees at the firm are graduates of Cardozo High School. The () denotes participation in the Saturday Academy:*

Marlon Banks
*Gideon Brown
*Maria Paz Chavez
Cecil Dryden
Quionne Green
*Michelle Holmes
*Adrian King
Leroy Martin
*Teresa Neely
*T.Ku Nelson
Tony Tonic
Albert Warren
Billie Watts

Two other Academy students are full time employees of the firm:

*Chris Hall (Eastern)
*Fred Speight (Ballou)

Part time Cardozo Student employees are:

*Natasha Fagbemi
*Ebony Jackson
*Andrea Jones
*Kenya Makins (Eastern)
*Willie Starks



C&B Lawyers at Work for Cardozo Community

School Building Conditions

Phyllis Thompson and Michael Dawson, through a series of negotiations on behalf of the Cardozo Parent Teacher Student Association, were able to bring about dramatic results to the problem of Cardozo's leaking roof and other building defects.

Clifton Terrace

Clifton Terrace is a public housing project which is home to many Cardozo students. A team of Covington & Burling lawyers consisting of Bing Leverich, Joyce Payne Yette, Ellen Chubin, Angela Cooper, Michael Long, Martin Wald, and paralegal Dahlia Fetouh represented the Clifton Terrace Tenants Association in a HUD takeover of the property. We are now assisting the tenants in forming a cooperative to own and operate the building when HUD completes the renovations.

Musical Group

Covington & Burling is assisting the musical group, *The Kings of Harmony*, who performed at two Cardozo family night dinners, in setting up a nonprofit corporation and with recording contract advice. David Brown and Michael Catoe are providing the advice.

Summer Hires

The firm will again this year reserve one third of its summer job slots for Cardozo students. Since we began our partnership with Cardozo five years ago, the firm has hired an average of eight CHS students to work at the firm for the summer in such areas as the library, telecommunications, space maintenance, mail messenger, computer and accounting departments. As shown in the sidebar, participation in the Saturday Academy can lead to full time employment at C&B!

Employment

If you hear of any jobs available, keep Cardozo students in mind! Call the school at 673-7385 if you have a job to offer.

*Newsletter Production & Design: Marolyn Caldwell
C&B Duplicating Department*

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DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Francis L. Cardozo Senior High School
13th and Clifton Streets, N.W.
Washington, D.C. 20009

(202) 673-7385
(202) 673-2232 (fax)

April 9, 1997

Dear Ms. Hallerman,

This correspondence is in response to your inquiry about our school's service learning program.

The following service learning programs are currently underway at Cardozo Senior High School:

Green Thumbs - Students from several science classes meet (at least biweekly) to learn about horticulture/landscaping, entrepreneurship through "green" endeavors, and urban environmental concerns. They attend a wide variety of related field trips, from the U.S. National Arboretum to farmers conferences to environmental agencies. This school year they have beautified school grounds through flower plantings; helped to organize a school-wide aluminum and paper recycling campaign; and visited the Blue Plains Water Treatment Facility, City Hall, the U.S. Botanic Garden Conservatory, and the Mary McCleod Bethune Council House. *Kristen Kainer, Vista from FCF attends most GT meetings, and has done ice breakers at the beginning of a few meetings. She has not been able to attend field trips, but she has helped to sell several GT shares of stock.*

Mattingly Memorial Gardens Project - This Cardozo alumni initiated project involves the transformation of our school's two courtyards (on either side of our cafeteria) into beautiful gardens. Faculty representing various academic disciplines are engaging students in this project. Thus far, math students have measured the area, and drawn maps on graph paper, of one of the courtyards. This spring, art and math students will work with one of our art teachers and a professional architect (provided by a local firm) to prepare architectural designs to scale, and with keys, for the courtyard renovation. Green Thumbs, students from several science classes, are doing gardening and landscaping in the courtyards this spring - starting on Saturday, April 12, 1997. A student council is also being formed, to involve a cross-section of our student population in decision-making about the renovation. Plans will add an outdoor dimension to education here at Cardozo; they may include the development of outdoor habitats to allow for data analysis (eg., a fish pond, butterfly and bird gardens,

geometric designs, rock studies, etc.), map drawing, compass use, writing activities, government/civic issues (e.g., upkeep) and other academic activities. *Vista attends most Mattingly Gardens meetings, prepared minutes for a meeting with community resource persons, has met with key staff persons regarding work to be done in the courtyard for Hands on DC, and has requested supplies for this work from Hands on DC.*

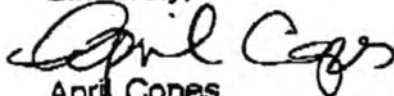
Multicultural Awareness: Program (MAP) - MAP is a service learning project which addresses the education of the study body about good nutrition, international foods and appreciation for international arts. Three teachers, representing Science, Home Economics, and English-as-a-Second Language (ESL), are implementing MAP. They are collaborating with a number of community agencies whose work relates to their theme; two of the primary project partners are the Capital Area Community Food Bank and WOSE Dance Theater. Thus far, students have conducted research on the human body and the digestive system and are presently studying foods, nutrition and African dance. *Kainer is not involved with his project.*

Recycling Team - This project is spear-headed by a chemistry teacher and engages science students in the development and administration of a school recycling program. Thus far students have participated in recycling, conservation and recycling-related chemistry activities. Art students have painted large receptacles for the collection of plastic and aluminum recyclables. *Kainer has attended one or two of their planning sessions.*

Storm Drains - This project involves reducing water pollution in the Washington Metropolitan area. This month, students are studying surveys of animal kingdoms, biodiversity, and visiting Rock Creek Park to conduct water quality testing. Students culminating products will be the painting of "No Dumping, Drains into ..." signs on storm drains, to inform communities about the body of water into which the drains empty; and the development of a brochure to inform community members about inner city water quality and ways to improve it. This month, students will also participate in a satellite telecast, during which they will discuss environmental concerns with leaders from environmental agencies and interest groups. The project is being implemented by a chemistry teacher, a biology teacher and a social studies/ESL teacher. *Kainer is not involved in this project.*

Let me know if you have questions or suggestions about any of these projects.

Sincerely,



April Copes

Community Service Learning Liaison

cc: Beverly O'Bryant, Director, Community Service and Service Learning, DCPS
Reginald C. Ballard Principal

CORPORATION
FOR NATIONAL
★ SERVICE

FOR IMMEDIATE RELEASE
April 9, 1997

CONTACT: Jill Sander
202-606-5000 ext. 293
or
Bill Barrett, ext. 267

**STUDY SHOWS THAT STUDENTS WHO SERVE
MAKE BETTER GRADES AND BETTER CITIZENS**

A new study shows that students who participate in meaningful service activities as part of their school experience make higher grades and gain a greater sense of commitment to their communities.

The study by Brandeis University's Center for Human Resources and Abt Associates, Inc., found that students who participated in middle and high school service-learning programs had higher grades in social studies, math and science; were more committed to service and more aware of community needs; were more socially responsible and accepting of cultural diversity; felt better about their school experience and were more likely to want to attend four-year colleges.

Announced by President Clinton in his weekly radio address, the study measured the success of well-designed service-learning programs that incorporate meaningful service into educational curricula and provide structured time for students to reflect on their service experience.

The study was conducted for the Corporation for National Service, which sponsors Learn and Serve America, a school, community and college-based service-learning program that involves more than 750,000 students in service activities.

--30--

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

SERVICE-LEARNING LEADS TO POSITIVE RESULTS

Well-designed service-learning programs can strengthen civic attitudes, promote volunteer activity, and improve learning in young people according to a three-year national evaluation of the federally-funded *Learn and Serve America* program. These are the findings from an interim report submitted to the Corporation for National Service by Brandeis University's Center for Human Resources and Abt Associates Inc. Learn and Serve America is a federally-funded program administered by the Corporation for National Service that supports school and community-based efforts to involve school-aged youth in community service.

The Learn and Serve evaluation is studying the impact of service-learning programs in 7 middle schools and 10 high schools in nine states. The programs in the study were selected to represent well-designed, "fully-implemented" service-learning programs. All are school-based programs that involve students in regular volunteer service (an average of 77 hours per student) linked to written and oral discussion (called reflection) and a formal course curriculum.

The interim report details the program impacts for students who participated during the 1995-96 academic year. The final report for the evaluation will examine longer-term, follow-up impacts and will be completed in early 1998. Major findings to date include the following:

The Learn and Serve program had a positive impact on the civic attitudes and volunteer behavior of program participants. Participants scored significantly higher on measures of personal and social responsibility, acceptance of cultural diversity, and service leadership than a comparison group of students in the study.

The Learn and Serve program had a positive impact on measures of educational engagement, aspirations, and achievement. Service-learning participants had higher grades in Social Studies, Math and Science, were more likely to want to go to a four year college, and rated their school experience more positively than a group of comparison students. The positive impact on school grades was particularly strong for middle school students, with a 16% difference in core Grade Point Average (the average of English, Math, Social Studies and Science grades), a 25% difference in math grades, and a nearly 30% difference in social studies grades.

Service-learning programs benefited a wide range of youth. White and minority students, males and females, educationally and economically disadvantaged students all showed positive impacts. Students with previous involvement in service also continued to benefit from involvement in a formal service-learning program.

The Learn and Serve programs also received positive assessments from the students who participated in the local programs and from the community agencies that they served. More than 95% of the students reported that they were satisfied with their community service experience. 99% of the community agencies where students provided service rated their overall experience with the program as "good" or "excellent".

For more information on the Learn and Serve evaluation, contact Jill Sander at 202-606-5000, extension 293.

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).

INFORMATION

MEMORANDUM FOR MARGARET WILLIAMS

FROM: GLYN T. DAVIES

SUBJECT: Background and Talking Points for the First
Lady's Use with Princess Aisha
Friday, April 11, 1997 - 3-3:15 p.m. Meeting - Map
Room

King Hussein's twenty-eight year old daughter, Lieutenant Colonel Her Royal Highness Princess Aisha Bint Al Hussein, is in Washington to participate in a conference sponsored by the Defense Advisory Committee on Women in the Services. She is giving a keynote speech on Friday at the conference on Women in the Jordanian Armed Forces. The Princess is being accompanied by a DoD official on Friday and is likely to want to discuss women in the military during her visit with the First Lady.

The Princess leads the Directorate of Women's Affairs of the Jordanian Armed Forces, is very active in women's issues and is a mother of two children [her children are in town with her]. She accompanied the King on his recent visit to Israel to meet with the families of the victims of the shootings at Al Baqurah. She has not met the First Lady before.

Please note that Princess Aisha is the daughter of the King's first wife, Antoinette Gardner, who divorced the King in the mid-70s and moved to the United States.

Attachments

Tab A Talking Points

Tab B Biographic Information

TALKING POINTS FOR THE FIRST LADY'S MEETING
WITH LIEUTENANT COLONEL HRH PRINCESS AISHA BINT AL HUSSEIN

- I'm delighted to meet you. I understand that you studied in Washington as a child.
- Are your children travelling with you? [She has a girl and a boy, ages nine months and four years.]
- Tell me a little about the work you have been doing.
- I understand you accompanied your father to Israel to meet the families of the victims of the incident at al-Baqurah. His Majesty deserves tremendous respect for such a warm human gesture.
- Perhaps you could explain a bit more about the role of women in the military services in Jordan. As I'm sure you are aware, there is a continuing debate in the United States about the appropriate functions women can or should carry out in the military.

**LIEUTENANT COLONEL HER ROYAL HIGHNESS PRINCESS
AISHA BINT AL HUSSEIN
DIRECTOR
DIRECTORATE OF WOMEN'S AFFAIRS
(DWA)**

PERSONAL INFORMATION: Lt Col Aisha Bint Al Hussein was born on the 23rd of April in Amman Jordan. She was educated in Amman until the age of eight. The next ten years were spent in the United States of America, beginning in Washington D.C. and ending with graduating from the Dana Hall High School in Wellesley, Massachusetts in 1986. While on summer holiday in Amman, before starting her senior year at Dana Hall, Lt Col Aisha became the first female in the Middle East to complete five military parachute jumps and receive her wings. Aisha then enrolled in the Royal Military Academy Sandhurst, in the United Kingdom, her officers' training course ending in April 1987. She was the first female from the Middle East to attend Sandhurst. Lt Col Aisha then continued her education by completing her under graduate course in modern Middle East history and politics at Pembroke College in Oxford University. In 1990 Aisha was married to Zeid Saafedine Juma in Amman. They have a boy, Aoun, born 27 May 1992, and a girl, Muna, born 18 July 1996.

PROFESSIONAL EXPERIENCE: After graduating from the Royal Military Academy Sandhurst, Lt Col Aisha spent three months on a special course set by the British Army, which included visits to all the female military establishments within Great Britain. The purpose of which was to gain information on forming a professional Women's Army in Jordan. While on break from the University Lt Col Aisha worked with the Special Forces, completed and graduated from parachute courses. From 1993 until 1994 Lt Col Aisha was a founder-researcher of the office of HRH Princess Aisha. In 1994 Lt Col Aisha became the director of the Directorate of Women's Affairs, Jordan Armed Forces. In 1995 Lt Col Aisha completed a security and protection training course with the Royal Guard.

AWARDS AND HONORS: In 1988, she received her first medal for hanging under a helicopter with members of the Special Forces during a fly by at a military parade for His Majesty King Hussein. Other military awards include: The Order of Merit level 4, The Decoration of Independence level 3, the Medal of Administrative Competence, and the King Hussein Medal for Excellence for taking first place in handling and firing the M16 on the Royal Guard Course.

HOBBIES AND INTERESTS: Lt Col Aisha has always been interested in women's rights, and enjoyed breaking new ground on behalf of women in Jordan. She is also interested in supporting women in finding new roles within Jordan and believes that with the right qualifications, women in Jordan are capable of holding positions on all levels, whether in the government, private sector, or institutions such as the armed forces. Lt Col Aisha does patron official functions supporting the various charities, schools and universities within Jordan. She is interested in reading and sports.

LTC HER ROYAL HIGHNESS PRINCESS AISHA'S INTERESTS

1) Expanding Jordan Armed Forces (JAF) women's roles into nontraditional fields.

a) Women in the Jordan Armed Forces (JAF) participate in traditional positions such as Administrative and Medical

b) Expanding women's roles into the Intelligence and Military Police fields. The briefings she is going to receive at the Pentagon include information on the structure of both the Intell and MP fields, how women fit in, the positions that women are excluded from, career progression, types of tasks which are performed in those fields, and good news stories. HRH will be visiting Ft. Huachuca's Intelligence School and Ft. McClellan's Military Police School.

2) Integrated Basic Training. Briefing information will include the number of women accessing and completing basic training, and the number of female drill sergeants. HRH will be visiting Ft. Jackson to observe integrated basic training.

3) Exchange programs in the educational arena for both students and instructors.

4) Military women's health care.

5) Violence against women, in particular, victim assistance programs.

6) Active duty child care.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. bio	re: Jonathan Klein [partial] (1 page)	04/10/1997	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 20030

FOLDER TITLE:

D.C. Schools

2013-0534-S

rc1473

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]
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- 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]

APR 10 '97 09:34AM CBS BEFORE YOUR EYES 2129751913

P.2

**CBS NEWS**

620 WEST 57 STREET NEW YORK, NY 10019-2888

JONATHAN KLEIN**Executive Vice President, CBS News**

Jonathan Klein was named Executive Vice President, CBS News in January 1996. In that position, he is directly responsible for overseeing 60 MINUTES, 48 HOURS and COAST TO COAST, the six-week primetime series produced by CBS News.

Klein most recently served as Executive Producer and Director, BEFORE YOUR EYES, the innovative and critically acclaimed two-hour broadcasts produced by CBS News since 1993. The BEFORE YOUR EYES concept, created and developed by Klein, explores pressing national issues in a unique, dramatic form, capturing events as they actually unfold in the lives of ordinary people. The series has won many awards, including four U.S. International Film and Video Festival Awards, the New York Festival Finalist Award (1994) and the Chicago International Film Festival's Special Achievement in Directing Gold Plaque (1994).

In 1985, Klein became a producer at 48 HOURS, the CBS News primetime hour, where he and his colleagues won a 1989 Peabody award for coverage of the Operation Rescue abortion clinics sit-ins in Atlanta. A 48 HOURS broadcast he produced about the trial of a homeowner accused of murdering a teen-aged vandal received an Ohio State Award, the Society of Professional Journalists Sigma Delta Chi Award and the American Bar Association Certificate of Merit (1994), and another edition of the broadcast Klein produced on Hurricane Hugo won an Emmy Award (1989).

Klein became broadcast producer of the CBS EVENING NEWS, weekend editions, in 1986 and won an Emmy Award for coverage of the Reykjavik Summit between Presidents Reagan and Gorbachev.

He joined CBS News in 1982 as a writer on the overnight broadcast, "Nightwatch." He became producer of that program in 1984 and, later that year, was named broadcast producer of the CBS MORNING NEWS with Bill Kurtis and Diane Sawyer.

Klein also served as senior producer on various CBS News broadcasts including Persian Gulf War coverage, "America Tonight With Charles Kuralt and Lesley Stahl" and "Verdict."

Since 1986, he has also been a professional screenwriter, having developed and sold scripts to Touchstone Pictures, Hollywood Pictures, Paramount Pictures and MGM.

Klein was born (b)(6) 50013 He was graduated with an A.B. in history, magna cum laude, from Brooklyn College in 1961. He is married to Jennifer Small, an anchor and reporter for WPLG-TV Miami.

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. bio	re: Andrew Heyward [partial] (1 page)	04/10/1997	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 20030

FOLDER TITLE:

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2013-0534-S

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- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]



CBS NEWS

524 WEST 57 STREET NEW YORK, NY 10019-3000

Biography

ANDREW HEYWARD (President, CBS News)

Andrew Heyward was named President, CBS News, on Jan. 8, 1996. He had been Executive Producer, CBS EVENING NEWS WITH DAN RATHER, and Vice President, CBS News, since October 1994.

Prior to that, he had been executive producer of the CBS Newsmagazine "Eye to Eye with Connie Chung" since February 1993. Before that, Heyward was responsible for developing and launching 48 HOURS, the Network's primetime news hour, which premiered in January 1988. Under his leadership as executive producer, 48 HOURS achieved critical acclaim and wide recognition for its innovative style of reporting and won such prestigious honors as the George Foster Peabody Award, two Ohio State Awards, the Overseas Press Club Award and an Edward R. Murrow Brotherhood Award. Heyward has won 11 national Emmy Awards.

He was senior broadcast producer of the CBS EVENING NEWS WITH DAN RATHER (May 1986-October 1987). Prior to that, he was a senior producer of the CBS EVENING NEWS (1984-86), having joined the broadcast as a field producer in March 1981.

Heyward was executive producer of "The Six O'Clock Report," the evening news broadcast on WCBS-TV, the CBS Owned television station in New York (1978-81). Earlier, as producer of the broadcast, he won a local Emmy Award in the Outstanding News Program category. He joined the station in 1976 as a news writer.

[002]

Heyward was born (b)(6) He was graduated magna cum laude from Harvard University in 1972 with a B.A. in history and literature and is a member of Phi Beta Kappa. He and his wife, Jody Gaylin, reside in Hastings-on-Hudson, N.Y., with their three children.

Karen Hallerman CNS

Learn + Serve

604-5000 x485

DC Street Academy - HS in NE

Alt. program for those tossed out of other schools

Edward Frazier - coming to learn more

Woodson HS in NE - 1 Americorps going on there

- neighborhood cleanup - class on youth

- English class writes letters to a seniors ctr.

Kramer - ~~nothing there~~

Brown JHS + Eliot JHS

Cardozo - best → ESL + special ed class

Learn +
Serve

→ substitution, painting, space club - HCCC

→ repair 14 schools

→ Livingston Partnership

(Dilutes Service Learning message.)

Green Thumbs -

Beverly O'Bryen - D.C.P.S.

Inoue → to

Pro

Dave - computer

401-2002

FACSIMILE TRANSMITTAL SHEET

CORPORATION
FOR NATIONAL
SERVICE

TO: Melanne Verveer
LOCATION: O.E.O.B.
FAX #: 456-6244 PHONE #: _____
FROM: John Gomperts/ Marilyn Smith
FAX #: (202) 565-2784 TELEPHONE #: (202) 606-5000, Ext. 191

COMMENTS:

I am faxing the Study & Basic
Rhetoric Background about Learn &
Serve America. A courier will
bring over a full package, following this
NUMBER OF PAGES (INCLUDING COVER SHEET) 11 box.

IF THERE IS ANY PROBLEM WITH THIS TRANSMISSION, PLEASE CALL THE EXTENSION NOTED ABOVE.

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



4/3/97

Dear Melanne,

I have enclosed a summary of the Brandleis study on service-learning and general background materials on service-learning and particular program examples.

I look forward to working with you.

Thanks,

Marilyn Smith
(I am the new Director of
Learn + Serve America)
at the Corporation



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

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

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).



Learn and Serve America

S c h o o l - a n d C o m m u n i t y - B a s e d P r o g r a m s

Learn and Serve America

Administered by the Corporation for National Service, Learn and Serve America is a federal grants program that seeks to promote youth as resources in their schools and communities through service-learning. Funds support school-based and community-based programs that engage youth in grades K-12 as well as out-of-school youth ages 5 through 17. Schools and community organizations collaborate to plan, implement, or replicate existing programs as well as to sustain service-learning through training and adult volunteer programs. Learn and Serve America programs engage youth in service activities that meet local needs in the areas of education, public safety, the environment, and other human needs.

What is Service-Learning?

Service-learning is the integration of service activities in the community with classroom learning and youth programming. Youth participants take the lead in designing, planning, and implementing activities that harness their skills, knowledge, and abilities as resources in addressing real-life problems. Programs combine service and learning through carefully constructed formal and informal curricula with clear learning outcomes that provide both opportunities for youth and benefits for the community.

School-Based Programs

In elementary and secondary schools, service-learning is an educational method that integrates service with the academic curriculum, stretching the learning arena of students from the classroom to the world beyond. School-based programs are funded locally by state educational agencies, Indian tribes, U.S. territories, and nonprofit organizations.

Community-Based Programs

In nonprofit and community-based organizations, service-learning is an approach to youth development and positive community change whereby youth enhance personal skills and self-esteem while improving the quality of life in their communities. Community-based programs are funded locally by state commissions on national and community service and by nonprofit organizations.

PROGRAM PROFILE

In fiscal 1996, Learn and Serve America:

- reached more than 750,000 youth participants nationwide;
- funded 156 grantees in 50 states, District of Columbia, Indian tribes, and U.S. territories; and
- awarded \$32.25 million in grants.

For more information or an application, call 202-606-500 x136.

FACT SHEET

THE WHITE HOUSE
WASHINGTON

OFFICE OF THE FIRST LADY

TO Katy

FROM Jen

FAX # 6-6244

PHONE # _____

OF PAGES (including cover) _____

COMMENTS _____

DC Contacts

Carol Thompson Cole - OMB
Lewis Long - OMB (WH Fellow)
Bill Tidball- Becton's CoS (w) 724-5687 (h) 737-2269
Karen Bates - Becton's ombudsman 724-3722
Karen Hallerman - Corp. for National Service 606-5000 x485
Sandy Battle - Educ Dept. Mike Smith's office, career 401- 8183
Iris Toyer and Rod Boggs - Washington Lawyers' Cmte 835-0031

America Reads 401-8888

Carol Rasco 401-1132
Debbi Fine 401-2993
Janet Green 401-1120
Nishith 401-9965

Prescription for Reading

See list of people invited to meeting with HRC for names and numbers

WH Conference and Early Childhood Development

See grid with all Administration contact names and numbers
Michael Levine - Carnegie Corp. 212-207-6318
Ellen Galinsky - Family and Work Institute 212-465-2044
Carol Berman, Mathew Melmed - Zero to Three 638-1144

OFFICE OF THE DIRECTOR OF
PROGRAM COORDINATION
AND
SPECIAL PROJECTS

CORPORATION
FOR NATIONAL
SERVICE

TO: Katy Button

LOCATION: _____

FAX#: 456-6244 PHONE #: _____

FROM: Karen Hallerman

FAX#: (202) 565-27⁹⁴~~33~~ ~~OR 565-2732~~
TELEPHONE#: (202) 606-5000, EXT 485 (Karen Hallerman)

COMMENTS: Per your request. —

NUMBER OF PAGES (INCLUDING COVER SHEET) 7

IF THERE IS ANY PROBLEM WITH THIS TRANSMISSION,
PLEASE CALL (202) 606-5000, EXT.

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

Will POTUS announce
this on Sat. in
radio address?

MEMORANDUM

TO: Katy Button, Office of the First Lady

FR: Karen Hallerman, Planning and Program Integration

RE: Ideas for Service Learning visit

DT: April 2, 1997

Marilyn Smith
Service Learning Dir.

Per your request, I am forwarding a few ideas for Service Learning site visits in the District of Columbia. In addition, I am attaching the new study that the First Lady or President might be interested in releasing. If we want to visit these schools on Friday, I know that Eastern prefers that we arrive sometime between 8:30AM-9:30AM.

Eastern Senior High School:

17th and East Capitol, N.E. (Principal: Mr. Reeves)

The Greenhouse project: Miss Peters, the Assistant Principal, recognized the potential use of a once beautiful greenhouse at Eastern High School that had fallen into disrepair after years of non-use. Working in partnership with the US Fish and Wildlife Services and the Potomac Job Corps, Eastern students and teachers have recently completed an extensive renovation which has enabled them to establish a fully-functioning greenhouse and fishery. Students are currently planting seeds and plan to sell flowers in the spring that will be reinvested in the school. The biology teacher, Mr. Martin, has fully integrated the greenhouse in his biology class curriculum.

Possible First Lady's Role: tour the green house site, assist with the planting of seeds, etc.

Cardozo Senior High School:

13th and Clifton, N.W. (Principal: Mr. Ballard)

Two options:

The Courtyard Project: Cardozo math students and alumni have partnered with a number of community-based organizations in this effort to renovate two courtyards at Cardozo. The math teacher, Yvonne Morris, has had her students measure the area and design sketches (to scale). Students, alumni (primarily from Cardozo classes '42, '43 and '47) have been meeting with CBO's to discuss possible uses of the space. Alumni and other community residents plan to raise the necessary dollars for this renovation.

Possible First Lady's Role: review the sketches, facilitate a discussion with students on possible uses of the space. (Other tasks are currently being explored.)

The ESL Project: Mr. Spencer Salas, an ESL teacher, has had his students involved in a number of service learning projects. Currently, his students read to elementary school children (K-3) and have written their own children's books-including all artwork and writing. These books are then given to the children they tutor. In addition, these students

Vista volunteer works
at school.
goes to training.

Page 2

have been working on their English while working beside the AmeriCorps*National Civilian Community Corps. Twelve members of AmeriCorps have been renovating the 2nd and 3rd floors of Cardozo since December of this year.

Possible First Lady's role: Examine the children's books, read one to a group of children, work alongside the NCCC and ESL students renovating Cardozo.

Please contact me if I can be of any further assistance: (202) 606-5000 ext. 485. Take care.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

1997 PARTNERS

Senior High Schools

ANACOSTIA

BALLOU

Adolescent Health Center/S.E. Comm.
 Alpha Phi Alpha Fraternity, Inc.
 Anacostia/Congress Heights Partnership
 Arts Enterprise Zone
 Ballou Alumni Association
 Because We Care Inc.
 Book Projects
 Immigration and Naturalization Agency
 JAGS (Jobs for American Graduates)
 Key Club Kiwanis
 Library of Congress
 NASA
 NBC-Channel 4
 U.S. News and World Report
 Wall Street Journal
 Washington Informer
 Women in Communications Inc.
 WUSA-TV

BALLOU STAY

Funds for Community Futures

BANNEKER

Alpha Kappa Alpha - Xi Zeta Omega Chapter
 Corporation for youth Education Services
 Howard University
 National Science Foundation

BELL MULTICULTURAL

1st National Bank
 * ~~Amtrak~~ Fox
 Association of Naval Services
 ATT
 Bell Atlantic
 Career Planners International
 Center for Asian Americans
 Cities Restaurant
 Communications A.
 Computer Systems Dev. Corp.

Bell Multicultural Cont.

English Speaking Union
 Environmental Protection Agency
 Federal Aviation Administration
 Giant Foods
 Greater D.C. Cares
 Hands on D.C.
 HOECHST Celanese
 Honeywell Inc.
 IRS
 Isabella Inter.
 ITT Industries
 LISBOA Associates
 Marriott International
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 N. Hispanic Leadership & Policy Dev. Inst.
 Nations Bank
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CARDOZO

AMTRAK
 Clark Construction
 Columbia Heights Development Corporation
 COMTO, DC/Metro Area Chapter
 COMTO, National Chapter
 * Covington and Burling
 D.C. Department of Public Works
 Federal Aviation Agency
 Federal Highway Administrator
 Federal Transit Administration
 Funds for the Community's Future
 George Washington University Teacher Training

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

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- MAUTC
- Morgan State University
- National Academy of Science
- Northwest Airlines
- Project Action/National Easter Seals
- The Kellogg Foundation
- Transportation Research Board
- U.S. Department of Transportation
- UDC
- United Planning Organization
- University of Maryland
- Washington Metropolitan Area Transit Authority

COOLIDGE

- American Assn of Colleges for Teacher Ed.
- Bell Atlantic
- Chesapeake & Potomac Telephone Company
- Dr. Eunice Newton
- Educational Developmental Resources, Inc.
- Federal Trade Commission
- Holocaust Museum
- Howard University School of Education
- National Library of Medicine at (NIH)
- NEA Office/DC Affairs
- Parent Advisory Council
- Phi Delta Kappa
- The John F. Kennedy Center
- The Triad Group
- UDC Systematic Teacher Prep. Prog.
- Walter Reed Army Hospital
- Washington DC Consortium of Colleges & Universities
- Washington Teachers Union

D.C. STREET ACADEMY

- Arc Program
- Arena Stage
- Bell Atlantic
- Canon Corporation
- Carl T. Rowan Foundation
- Carr, Goodson, Lee, & Warner, P.C.
- Catholic University of America
- City at Peace

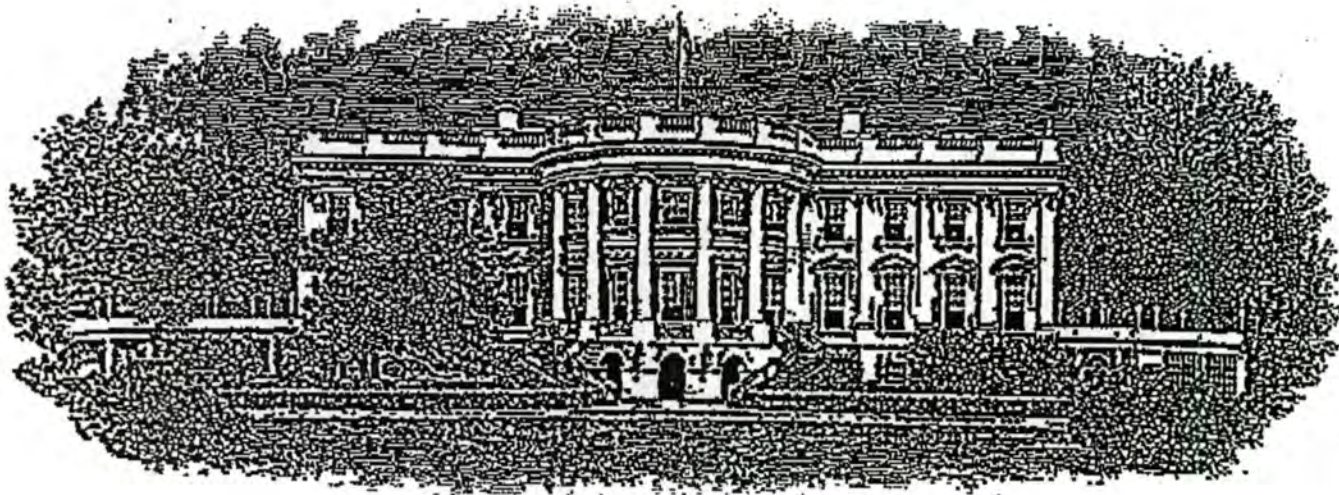
D.C. Street Academy Cont.

- Classic Framing
- DCSA Board of Directors
- DOES
- Dr. Cheryly Lee, DD P.C.
- Educational Opportunities Center
- Emerge Magazine
- Everyday Theater
- Foundation Seminars
- Four Eyes
- Georgetown University Law Internship Program
- Henderson Walker & Associates
- Howard University
- Hugh O'Brian Youth Foundation
- Hughes Aircraft
- Industrial Bank of Washington
- Jack H. Olender & Associates, P.C.
- JIL Company
- Kelly's Ellis Island Restaurant & Pub
- Mayor's Youth Leadership Institute
- MCET/Healthlinks
- Michigan Park Christian Church
- NASA
- National Cathedral
- Nineteenth Street Baptist Church
- Pigskin Club Inc.
- Presidential Classroom
- Riggs Bank
- Smithsonian Institution Adopt A Library
- Superior Court of the District of Columbia
- TEDI
- The Peter Schwartz Foundation
- The Washington Post
- United Black Fund

DUNBAR

- Arena Stage
- Army Corp of Engineers
- Government Printing Office
- Howard University
- PEPCO
- Secret Service Vice Presidential Detail

The White House



DOMESTIC POLICY

FACSIMILE TRANSMISSION COVER SHEET

TO: Katy

FAX NUMBER: _____

TELEPHONE NUMBER: _____

FROM: Pauline

TELEPHONE NUMBER: _____

PAGES (INCLUDING COVER): 4COMMENTS: We should invite Jan. Flach.
She came to Cleveland as well.

COVINGTON & BURLING

1201 PENNSYLVANIA AVENUE, N. W.

P.O. BOX 7566

WASHINGTON, D.C. 20044-7566

(202) 662-6000

TELEFAX: (202) 662-6291

TELEX: 80-883 COVLING WSH

CABLE: COVLING

JAN LEMESSURIER FLACK

COORDINATOR OF PUBLIC SERVICE ACTIVITIES

DIRECT DIAL NUMBER

(202) 662-5044

LECONFIELD HOUSE

CURZON STREET

LONDON W1Y 0AS

ENGLAND

TELEPHONE: 44-171-495-3000

TELEFAX: 44-171-495-3101

BRUSSELS CORRESPONDENT OFFICE

41 AVENUE DE CARTE

BRUSSELS 1040 BELGIUM

TELEPHONE: 32-2-512-0820

TELEFAX: 32-2-502-1500

February 12, 1997

BY HAND

Ms. Pauline Abernathy
The White House
Second Floor, West Wing
Washington, D.C. 20502

Dear Ms. Abernathy:

I enjoyed discussing Covington & Burling's public service activities with you last Friday, in particular our partnership with D.C.'s Cardozo High School. I am pleased to enclose some materials which further describe these activities. Should you require further information, please let me know. If you would like to schedule a visit to our Saturday Academy, you would be most welcome. I have also told Reginald Ballard, Principal of Cardozo, of your interest. I am certain that he would be happy to discuss our partnership from his viewpoint.

As I mentioned to you in our telephone conversation, we feel that by increasing its involvement with young people, the business community can impact positively on their future. When law firms and other businesses open their doors to students through partnerships with high schools, they provide them with a chance to experience the workplace atmosphere first-hand. This exposure leads to the experience and confidence necessary to gain future employment. Partnerships also provide an excellent vehicle for adults to interact with the city's young people. We are very proud of our partnership with Cardozo and encourage others to become associated with the public schools in the District of Columbia. I am certain any efforts on the part of the Clinton Administration in this regard would bring welcome attention to this endeavor.

Covington & Burling has always had a deep commitment to public service. Recently, as a response to the D.C. Bar's call to increase the pro bono work of all large law firms, C&B launched the Child Welfare Initiative described in the enclosed materials. We currently handle over a dozen individual custody and adoption cases, and provide legal assistance to approximately fifteen

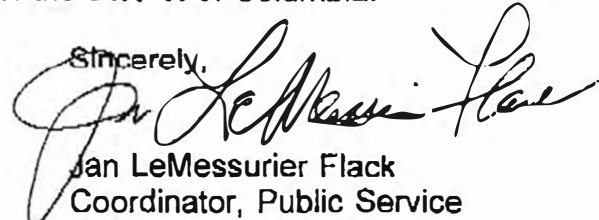
COVINGTON & BURLING

Ms. Pauline Abernathy
February 12, 1997
Page 2

organizations that represent children's interests. Additionally, we have created a second rotation program to complement our 27 year-old program at Neighborhood Legal Services. We now send two attorneys to work for six month rotations at NLSP and one to the D.C. Corporation Counsel's office to prosecute child abuse and neglect cases.

Please count on us to assist in any way we can in bringing attention and assistance to the children and youth of the District of Columbia.

Sincerely,



Jan LeMessurier Flack
Coordinator, Public Service
Activities

Enclosures

SCHOOL	PARTNER	CONTACT	ACTIVITIES
Garnett-Patterson	Crowell & Moring	Susan Hoffman (202) 624-2591	C & M Law Club; Saturday Morning Enrichment; Beautification Project; Grocery Receipts Collection Program; Christmas for G-P Families in Need; Parental Participation Projects; Library/Gymnasium Development Project; School Uniform Contribution Drive; Furniture and Equipment donations
Cardozo SHS	Covington & Burling	Jan Flack (202) 662-5044	Saturday Academy; employ 8 to 9 students each summer and several students afterschool during the year. Provide speakers, Mentors, Mini-Courses, Teacher Partners, Enrichment Activities, Computer Assistance, School Beautification Projects
Malcolm X Elementary School	Greater Washington Area Council of Female Attorneys (GWAC)	Kathy Ellis (292) 686-5896	Mentoring and tutoring to approximately thirty 5th & 6th grade girls. Meet w/ 'little sisters' every Tues. 6-7:30pm at the school. Provide individual counseling using life experiences; and exposure to cultural events.
School Without Walls	Fried Frank Harris Shriver & Jacobson	Karen Grisez (202) 639-7000	Conducts Street Law program (2month intensive course instruction Feb/March - May). Conducts classes and assists students with preparation for mock trial competition. Provides opportunities for visits to the firm, the local courts and Lorton complex. (Participates via project of National Institute of Citizens in the Law (NICIL))

DRAFT**EXECUTIVE SUMMARY****Interim Evaluation Report
Learn and Serve America School and Community-Based Programs**

In 1994, the Corporation for National Service selected Brandeis University's Center for Human Resources and Abt Associates Inc. to evaluate the national Learn and Serve America program. 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 student, teacher, and community agency surveys and school record data, as well as 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 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. Specific findings are as follows:

*Brandeis University, Center for Human Resources
and Abt Associates Inc.*

Learn and Serve Evaluation/Interim Report

1

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, Seola-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).

Summary of Participant Impacts

	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	++		++

Brandeis University, Center for Human Resources
and Abt Associates Inc.

Learn and Serve Evaluation/Interim Report

4

- 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;
- 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.

- ★ ● 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.
- Program participants were also significantly more likely to have been involved in some form of volunteer service and to have contributed more hours of service than students not enrolled in the programs. On average, participants provided 2.6 times as many hours of service as comparison group members.
- ★ ● Program participants scored significantly higher than comparison group students on four out of nine 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 two additional measures: 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, non-white, 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.

- 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.

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.

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DATE: April 9, 1997TO: Ms. Katy ButtonFROM: Andrew H. Friedman, Esq.ROOM: 815B3 Pages (including cover)

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Melanne Verveer
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FOLDER TITLE:

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TELEFAX: 32-2-502-1508

April 9, 1997

VIA FACSIMILE

Ms. Ann Stock
The White House
Washington, D.C.

Re: Cardozo High School Visit

Dear Ann:

Thank you so much for offering to arrange for three of our employees to accompany the First Lady on her visit to Cardozo High School this Friday. Following is the information you requested:

Miriam Elizabeth Leverage

DOB: [REDACTED]

SS#: [REDACTED] [003]

(b)(6)

Ralph James Justus

DOB: [REDACTED]

SS#: [REDACTED]

(b)(6)

Margaret Andruski

DOB: [REDACTED]

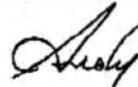
SS#: [REDACTED]

(b)(6)

In addition to these attendees, several people from the Firm will be attending separately at the invitation of Cardozo. Katy Button of your office asked us to supply the names of those people as well. That list is attached.

Please let me know if you require any additional information. Thank you again.

Sincerely,



Andrew H. Friedman

Attachment

cc: Ms. Button

Cardozo Attendees

Iraida Alvarez
Blossom Athey
Jan LeMessurier Flack
Ted Hunt
Claire Kramer
Hilary McNamara
Robert Okon

Service-Learning

In Maryland, we envision service as a vehicle through which our citizens gain knowledge, skills, and understanding, and share our learning with others. For the purposes of Maryland's funded programs, Service-Learning is defined as:

A method under which students learn and develop through active participation in thoughtfully organized service that:

- (1) is conducted in, meets the needs of, and utilizes the resources of a community and is coordinated by the program;
- (2) helps foster civic responsibility;
- (3) is integrated into and enhances the educational components of the program/curriculum in which the participants are enrolled;
- (4) provides the training, skills, and knowledge necessary to perform the tasks required in their respective service projects;
- (5) includes structured time for participants to reflect upon their service experiences; and
- (6) encourages participants to share the learning derived through service.

OFFICE OF THE DIRECTOR OF
PROGRAM COORDINATION
AND
SPECIAL PROJECTS

CORPORATION
FOR NATIONAL
★ SERVICE

TO:

KATY BUTTON

LOCATION:

FAX#:

456-6244

PHONE #:

FROM:

Karen HallermanFAX#: (202) 565-2736 ⁹⁴ ~~OR 865-2732~~

TELEPHONE#: (202) 606-5000, EXT 485 (Karen Hallerman)

COMMENTS:

Final List — We'll be at
Cardozo until 11:00pm & will arrive in the
morning at 7am. Should you need me
in between, I'll be at home: 202 667-9942

NUMBER OF PAGES (INCLUDING COVER SHEET)

4

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

First Lady/Cardozo Event
April 11, 1997

CNS

Harris Wofford
Marilyn Smith (Roundtable)
Gene Sofer
Fred Peters, Acting Director NCCC
Larry Bevan, Acting Director AmeriCorps*VISTA
Brad Lewis, Learn and Serve (DC)
Chuck Helfer, Evaluation

CNS Event staff:

Karen Hallerman
Jill Sander
Michael Berning
Mark Miller
Sylvia Hacaj
Stu Loesser
Ann Bushman
Sandy Scott
Kerry Galea

DCPS

General Becton (rope)
Karen Bates, CEO staff
Loretta Harge, Communications
Dr. Karin Cordell, Director Curriculum Branch (Roundtable)
Beverly O' Bryant, Director of Service Learning
Sharon Cochraham, Assistant to Dr. Cordell
Marjorie Davis, Community Service Coordinator- McKinley
George Gaudette, Community Service Coordinator- Ballou
Vernita Jefferson, Community Service Coordinator- Banneker
Sheena Reid, Community Service Coordinator- Eastern
Ralph Neal, Assistant Superintendent of Senior High Schools

Invitation List continued...

FCF

David Milner (rope)
Maureen Holla
Greg Taylor (rope)
Waayl Shadid
John Brill
Susan Alexander
Carol Wheeler
Bill Pitts, ABC/Capitol Cities
Deidre Swinson-Morton
Calvin Smith
Derek Kowalczyk
Rosa Torres

White House Invites:

Mayor Marion Barry (rope-aisle)
Frank Smith, DC Council Member (rope)
Miriam Leverage, Covington & Burling (photo)
Ralph Justus, C & B (photo)
Margaret Andruski, C & B (photo)
John Blake, C & B
Traida Alvarez, C & B
Blossom Athey, C & B
Jan Le Messurier Flack, C & B
Ted Hunt, C & B
Claire Kramer, C & B
Hilary McNamara, C & B
Robert Okon, C & B

Cardozo

Mrs. Childs, Assistant Principal
Spencer Salas, ESL Teacher (Roundtable)
Ishmael Childs
Class Presidents (4)
Student Body President (1) (rope)
ESL Students (15) (2 for Roundtable)

Invitation List continued

AmeriCorps*VISTA's

Tasha Galloway

Kristen Kainer (Roundtable)

Joseph Walthour

Dionne Kingsbury

Jonathon Stith, Jr.

Other

Peter Konwerski, GW University Learn and Serve Higher Ed Grantee

Honey Hashman, GW University/DC Commission

Alan Melchior, Brandeis Study

Joanne Jastrab, Brandeis Study

Mitch Barnett, Northern Life Insurance (rope)

Brad Corbin, Northern Life Insurance (rope)

Charles Geer, Northern Life Insurance

Tim Murray, Northern Life Insurance

Luke Riff, Northern Life Insurance

Peter Hundley, Mentors Inc.

Jonathan Blake, Mentors, Inc. (rope)

Michele Booth Cole, Mentors Inc.(rope)

Barbara Gomez, Council on Chief State School Officers

Laura Martino, The Foundation on Economic Trends

Diane Berreth, Association for Supervision and Curriculum Development

Shirley Sagawa, Institute of Education Leadership

Jennifer Nolf, Greater DC Cares

Barbara King Lyles, Principal Meyer Elementary

September 8, 1997

Office of the First Lady
Attention: Katie Button
Old Executive Office Building
Room 100
Washington, D.C. 20500

Dear Katie:

Attached is a copy of the original letter that was sent to the First Lady's Office in July. Per our conversation, you indicated that Mrs. Clinton would prefer to host the event after the first of the year. A good time for us would be early February or March.

Also, you mentioned that the First Lady's Office has a limited amount of funds for an event of this type and would need our assistance funding the reception. If you could let me know how much we need to contribute and suggest several dates of availability on the First Lady's calendar, it would be appreciated.

Thanks so much for your time and attention to date and I sincerely look forward to working with you on this endeavor. Should you have any questions, please feel free to contact me at 202-289-4314.

Sincerely,



Alan K. Chambers
Executive Director

cc: Bill Milliken

July 10, 1997

Office of the First Lady
Old Executive Office Building
Room 100
Washington, D.C. 20500

Dear Mrs. Clinton:

I want to thank you for meeting with Bill Milliken and me on June 13, 1997. I would like to extend my deepest appreciation for the opportunity to discuss the current activities of Communities In Schools in the District of Columbia.

I am especially grateful for your offer to host a reception for Communities In Schools at the White House to inform leaders and opinion makers about our DC Reads Initiative, modeled after the President's America Reads Initiative.

If at all possible, the ideal time frame in which to host such an event would be in late September or early October. However, we are amenable to any other suggestions you might have.

The children at Garrison Elementary School are still buzzing from the visit you and the President paid in February. The impact of the visit was so great that we have been asked to expand the program to 15 additional elementary schools in the District.

I sincerely look forward to working with you on this endeavor. Should you have any questions, please feel free to contact me at 202-289-4314.

Sincerely,

COPY

Alan K. Chambers
Executive Director

cc: Bill Milliken