

PHOTOCOPY
PRESERVATION

Volunteer Summit

Service

GOAL 5: AN OPPORTUNITY TO GIVE BACK

DRAFT

The Issue

- Young people are the focus of goals 1-4. We must include youth serving so we don't create the perception that youth are part of the problem, not part of the solution.
- Service answers two of society's critical needs: the need that all young people, rich and poor, have for practical experience, responsibility, self-esteem, discipline, a sense of belonging and an understanding of democratic values in action; and the need communities have for a range of valuable public and human services.
- Service may also help school performance—service learning programs improve attendance, motivation, amount of homework done, etc.
- The sixty million of young people from kindergarten to college represent a powerful resource to communities, e.g. if every college student mentored a young child; if every high school 11th and 12th grader was trained to tutor 2nd graders, as has been successfully demonstrated in 20 Philadelphia schools, etc.
- People who were introduced to service at a young age are likely to serve throughout their lives.
- A study recently released by Independent Sector showed that young people who were asked to serve were 3-4 times more likely to do so than their peers who were not asked. Of the 51% of teens who were asked in 1996, 93% volunteered. Of the 49% of teens who were not asked in 1996, 24% volunteered.

The Goal

We need to find ways to:

- Ask and inspire young people to serve.
- Find ways to introduce young people to service experiences at a young age.
- Expand the number of opportunities for sustained service of 1,000 hours or more.
- Enhance the quality of the service by strengthening the benefit to those served, the development of the server, and the ties that bind the community together.
- Recognize, reward and celebrate the young people who serve and the organizations that make service opportunities available.

Baseline Information

- According to Independent Sector's recent study, 59% percent of young people ages 12-17 volunteered in 1996 and 38% of young people ages 18-24 served during 1996.
- For 12-17 year olds, 2,420.6 million volunteer hours were tabulated. The average teen volunteered 3.5 hours each week in 1995. The average hours volunteered annually were 182.0.

Note: These figures are self-reported by young people and reflect a very broad definition of service. There is a question as to whether they are realistic.

- 750,000 young people are involved in service learning programs in K-12 and Higher Education institutions across the country.
- 25,000 young people are involved in full-time national service through AmeriCorps.

Basic Design and Strategy

• **Recognition:** Develop a recognition program for individuals and organizations that contribute to the achievement of the above goals. Be sure to "brand" the name and find ways to make it a household phrase. The recognition program will be based on two levels of service—the "introduction to service" (a one-time or short-term service experience that can "hook" a young person.); and "significant service" of 1,000 hours or more (no time limit.) Significant service should meet the three quality criteria (help others, help self, build community). An essay or statement by the young person after completing 100 or 1,000 hours should reflect on the way the service met the three quality criteria. Recognize sectors:

- **Young People:** Would be recognized for reaching levels 1 or 2.
- **Elementary and Secondary Schools:** Would be recognized if x% of students reached level 1, with x% going on to level 2.
- **Colleges and Universities:** Would be recognized for number of students participating in service activities, as well as for a 50% increase in work study jobs focused on community service. (Goal: at least 100,000 students serving as tutors as part of the America Reads program.) They would also be recognized if they were to include service as an admissions criterion, and for the number of alumni engaged in community service activities.
- **Youth Service Organizations:** Would be recognized if they increased the number of youth in level 1 and level 2 service by 100%.
- **Nonprofit, Youth Serving, Government and Adult Volunteer Organizations:** Would be recognized if they accept the idea that youth are resources and agree to provide level 1 or 2 service opportunities to young people.

- State Service Commissions:** Would be recognized if they field a certain number of part or full-time national service members and if programs in their states leverage a certain number of youth volunteers.

- Businesses:** Would be recognized for taking service experience into consideration when hiring and for providing recognition rewards to young volunteers.

- Foundations:** Would be recognized for making youth service a criterion in grantmaking programs related to Summit Goals 1-4.

- Media, Entertainment and Sports Industries:** Would be recognized for using their influence to encourage young people to serve.

- Personal Commitment Pledge:** The idea of a pledge of at least 100 hours of service should be fully considered.

- National Service Scholarships:** Spread this idea to every school in the country.

**Testimony Regarding FY 1998 Appropriations for the Corporation for National Service
before the Subcommittee on VA, HUD, and Independent Agencies
of the Senate Committee on Appropriations**

March 4, 1997

Harris Wofford, Chief Executive Officer

Mr. Chairman and members of the Subcommittee, I appreciate the opportunity to appear before you today to review the Corporation's progress over the last year and to report about our plans for the future.

The total FY 1998 budget request from this Subcommittee for programs authorized under the National and Community Service Trust Act is \$546,500,000. In addition to this amount, we are seeking a separate appropriation of \$2,500,000 from this Subcommittee for the Office of the Inspector General.

These funds will provide for approximately 29,500 AmeriCorps members through grant programs and approximately 1,600 AmeriCorps members through the National Civilian Community Corps (NCCC) program. (Participants in the AmeriCorps*VISTA program, funded through the Subcommittee on Labor, HHS, Education, and Related Agencies, will bring the total to 35,000 AmeriCorps members.)

The amounts requested represent an increase of \$146,500,000, or 36 percent over the FY 1997 funds appropriated by this Subcommittee for national service. The increase is targeted to the America Reads initiative, the challenge to Americans to help all children read well and independently by the end of the third grade. National service's role will be specifically outlined in legislation to be presented to the Congress later this month.

The budget request will cover the costs of making the current District of Columbia NCCC deployment site a permanent campus, expanding other campuses, and establishing a new campus in a region of the country not currently served by the NCCC. In addition, these funds provide an increase in support to service-learning initiatives in K-12 schools, community organizations, and institutions of higher education through the Learn and Serve America program.

For three years, national service has had proven, positive results in improving America's communities. National service programs have been "getting things done" and expanding educational opportunities, improving the environment, enhancing public safety and meeting other human needs. Outside experts have found that representative programs have achieved positive cost-benefit ratios that merit and justify your continued support.

Getting Things Done

In the three years since the program was created, 70,000 AmeriCorps members have served in over 1,800 non-profit operating sites.

A 1996 independent evaluation of AmeriCorps programs by Aguirre International – headed by President Ford’s Commissioner of Education – examined the activities of one out of every ten AmeriCorps members then serving. Aguirre found that this small-but-representative sample of individuals:

- Taught, tutored, or mentored almost 64,000 students.
- Collected, organized, and distributed 974,000 pounds of food.
- Helped 2,550 homeless people find shelter.
- Developed and distributed 38,500 sets of information about drug abuse, HIV/AIDS, street safety, health care, and other issues.
- Ran violence-prevention after school programs for 50,000 youth.
- Performed energy audits for more than 18 million square feet of buildings.
- Planted more than 210,000 trees.

AmeriCorps members had similar achievements in every state over the last year.

The 78 AmeriCorps sponsored by the Montana Conservation Corps repair the homes of elderly and low-income residents, restore and protect natural resources, improve the habitat of wildlife, and increase the public’s access to natural sites. The AmeriCorps members also mentor at-risk youth while engaging them in service.

The Fort Belknap Community Council’s New Vision Youth Serve is a program supported by a Learn and Serve America K-12 grant, run by and for this Montana tribe. The Fort Belknap Tribal Education Department, College Safe Future Program, Housing Authority, Youth Council, and Tribal Health Department are developing a network of community service centers on the tribe’s reservation to address public safety, human and environmental needs.

The Blue Hills AmeriCorps program engages 18 AmeriCorps members in partnership with the Kansas City, Missouri Police Department to help close drug houses, reduce crime by reporting drug activity, establish safety corridors, and train youth and adults in conflict resolution. This year, Blue Hills AmeriCorps members recruited and trained 734 volunteers to serve as school bus stop guards at 62 school bus stops. Over the last three years, more than 50 drug houses were closed down, some of which have been taken over by the city and are being rehabilitated as affordable single-family housing for low income families.

In Birmingham, Mobile, and Montgomery, Alabama – and 17 other cities in nine southern states – the Alliance for Catholic Education (ACE) provides teachers and other resources for under-resourced parochial school systems through a Learn and Serve America: Higher Education grant. ACE and the University of Notre Dame are matching every Corporation dollar with 13 dollars

for the 1996-7 program year. ACE Learn and Serve members are graduates of several top institutions of higher education, including Notre Dame, Duke, Georgetown, and Boston College.

The 28 AmeriCorps members sponsored by the American Youth Foundation's St. Louis Partners for Service Education tutor and assist teachers in developing projects related to literacy, the environment, first aid, and substance abuse prevention. The AmeriCorps members have recruited more than 100 parents to assist in classrooms and other educational support activities.

Twenty AmeriCorps members sponsored by the Notre Dame Mission Volunteer Program and the Sisters of Notre Dame are serving at eight schools, community centers, and soup kitchens across Baltimore, Maryland. Sharonne Henderson, a Notre Dame - AmeriCorps member who tutors children at City Springs Elementary School, recognized that one of her students had significant trouble seeing. The child was tested, diagnosed as having a cataract, and fitted with glasses. Ms. Henderson's presence, attention, and concern led to the early detection and treatment of this very serious condition. The Notre Dame Mission Volunteer program also sponsors 48 other AmeriCorps members who serve in Boston, Massachusetts, Cincinnati, Ohio, and Apopka, Florida.

The 173 AmeriCorps members of the United Youth Corps of Maryland maintain and restore 15 state forests, parks, and wildlife management areas. Members rehabilitate abandoned houses and construct community parks in low-income Baltimore neighborhoods, tutor students with special needs, and serve as teachers' aids.

In Alaska, AmeriCorps members serve in more than 30 communities to improve environmental education, recycling, sanitary waste management, early childhood education and tutoring. Members serve in rural areas such as Hooper Bay and Nulato.

Students at the Cape May County (New Jersey) Technical High School in New Jersey are working with Habitat for Humanity in a program sponsored by Learn and Serve America K-12. The students build houses on the school property which are then transferred to lots throughout the area. The program was recently named a Best Practice/Star School in the category of Public Engagement by the New Jersey Department of Education – the only one of 1,000 programs under consideration to win that distinction.

Twenty-four AmeriCorps members sponsored by Vermont's Northeast Kingdom Initiative Program are serving youth, unemployed or under-employed adults, and the elderly in a three-county area – one of the poorest and most rural areas in the nation.

Twenty-two Kern County School District AmeriCorps members in California's Central Valley are tutoring 600 students in the 1996-7 school year. Over half of the students tutored are now reading at or above the standard for their grade levels.

Twenty-two AmeriCorps members in the Idaho TRIO AmeriCorps program have leveraged the assistance of 369 volunteers to tutor 1,997 at-risk K-12 students. Seventy percent of the students tutored showed improvement of their school performance by at least one grade. The AmeriCorps

members have also advised 863 students regarding career choices and assisted 338 Idaho teachers through in-class and other support. AmeriCorps members were able to encourage AmeriCorps host agencies to contribute more than 2,169 hours to support the service of members. One student said of the program, "I can feel good about myself. I'm proud of myself. I feel even better about my dream to go to college."

Now in its third year of operation, twenty AmeriCorps members in the Iowa Coalition Against Domestic Violence Program, a statewide AmeriCorps program, have made 12,464 contacts with victims of domestic abuse (250 percent of their goal), assisted over 1,000 women in obtaining pro se protective orders (133 percent of their goal), and provided 371 educational programs for Iowans ranging from elementary school children to senior citizens (77 percent of their goal). This program has been very effective in engaging another 400 non-AmeriCorps volunteers to provide 160,000 hours of additional services to victims of domestic violence. AmeriCorps members serve in similarly effective programs across the country, including the New Hampshire Coalition Against Domestic and Sexual Violence's AmeriCorps Victim Assistance Program. This program, and others, in New Hampshire prompted former Governor Stephen Merrill to state that "the national service program has been a great success in the state of New Hampshire and I anticipate it will continue to be in the future . . . These motivated individuals make AmeriCorps work for New Hampshire and I am pleased to be a partner in this process."

In addition to environmental and disaster relief work across the region, AmeriCorps National Civilian Community Corps (NCCC) members based at Colorado's Lowry Air Force Base have achieved significant results in Denver schools. Over the last year, the 14 corpsmembers who served at Denver's Capitol Hill Children's Center helped kindergarten students improve their language-skills test scores by an average of two years. Thirteen other corpsmembers served as mentors to the first- through fifth grade students at the Smith Renaissance Academy. Together, the students and corpsmembers produced a school newspaper, which allowed the students to develop reading, writing, and research skills while preparing stories about their community. An additional 14 AmeriCorps*NCCC members served at the Columbine Elementary School, where they helped set up a new school building designed to house a program focusing on the first- and second-grade students' literacy skills. These NCCC members tutored students who needed special assistance and designed an after-school program for primary students and their parents.

These examples quantify the immediate effects of national service. While we can measure the value of the bridge AmeriCorps members helped repair or estimate the cost to society had AmeriCorps members not tutored children in need, some benefits of the Corporation's programs are not immediately measurable. By instilling a sense of pride in a community, by establishing community volunteer programs, and helping prepare children for their first days of school, AmeriCorps members help to crack the atom of civic indifference creating a chain reaction whose effects transcend quantification and are felt in a myriad of ways.

Demographics

The strongest links in this chain are the AmeriCorps members. AmeriCorps members mirror the diversity of the communities in which they serve and look like a cross-section of 21st century American cities. Preliminary demographic information on current participants in AmeriCorps grants programs and the NCCC are similar to those of the first and second years of the program. Approximately one in two AmeriCorps members are white, slightly less than one in three is African American, and one in six is Hispanic. Initial data shows approximately four percent of these current AmeriCorps members are of Native American, Asian or Pacific Islander heritage.

Data about the levels of education already achieved by AmeriCorps members suggests an important trend: in each of the three years of AmeriCorps, the percentage of participants who already earned their bachelor's degree, spent some time in graduate school, or earned a graduate degree has increased. In the 1994-5 program year, these three categories comprised 29 percent of AmeriCorps members. The sum grew to 35 percent in 1995-6, and preliminary data for the 1996-7 program year indicates another increase, to 36 percent.

AmeriCorps expands opportunity in exchange for responsibility for the broad middle class. In the 1995-6 program year, 56 percent of the AmeriCorps members came from households with annual incomes of less than \$30,000. (The Corporation receives no information about the household family income of AmeriCorps members until the end of the program year.)

The Subcommittee should note that for the current, 1996-7 program year, all of these figures may reflect a shift in the balance between urban and rural communities because the Corporation has eliminated AmeriCorps grants to other federal agencies. Some rural programs that utilized AmeriCorps members and worked with local offices of the United States Department of Agriculture or other agencies no longer exist. The Corporation is making a concerted effort to restore and increase rural representation in the AmeriCorps program.

Expanded Opportunity

Over the last three years, AmeriCorps has enabled 70,000 Americans to serve their communities in exchange for expanded opportunity. Approximately 45,000 of these individuals were participants over the first two years of AmeriCorps, and are eligible to earn national service education awards. The remaining 25,000 – who are currently in the midst of their year as AmeriCorps members – will earn education awards when they complete their terms of service. Those who have completed their terms of service have seven years within which to use their education awards.

The National Service Trust has already made over 26,000 payments totaling approximately \$44 million to over 6,000 education and loan-holding entities. Currently, the Trust is averaging over \$600,000 in payments weekly. This number will increase as more and more members avail themselves of their education award.

Cost - Benefit

Independent evaluators have repeatedly proven that national service yields a positive return on investment. The authors of each study have cautioned that their findings probably underestimate the benefits of national service significantly, because the full value of safer streets, stronger schools, cleaner rivers, and the like are difficult to quantify and not seen immediately.

- In the *Cost-and-Benefit Study of Two AmeriCorps Projects in the State of Washington*, the Northwest Regional Educational Laboratory concluded that every dollar invested in these Washington State projects yielded a return up to \$2.40 in addition to less-easily measured benefits.
- To analyze their significant investments as AmeriCorps private sponsors, the Charles A. Dana, IBM International, and James Irvine Foundations commissioned a team of noted conservative “Chicago School” economists to examine more than 70 AmeriCorps sites in Austin, Texas; Columbus, Ohio; Atlanta, Georgia; Charlotte, North Carolina; New York City; and northern California. In their report called *The Benefits and Costs of National Service*, Kormendi/Gardner Partners predict that for every dollar AmeriCorps invests, the public will realize up to \$2.60 or more in direct, measurable benefits.
- The University of Minnesota, in the *Youthworks-AmeriCorps Evaluation First Year Report* on projects across Minnesota, found benefits up to \$3.90 for each dollar invested in these programs.
- A study of the Learn and Serve America: K-12 completed by Brandeis University and Abt Associates concluded that “on average, the programs in the intensive study sites produced about \$3 in direct community benefits for every dollar in program costs.”

When Massachusetts Governor Bill Weld swore in his State’s AmeriCorps members this fall, he explained how “every taxpayers’ dollar we spend on AmeriCorps comes back threefold, when we add up the value of your innovative ideas, your physical labor, and all of the skills you’ll bring to the workforce when you finish your education.” That’s why he calls AmeriCorps “one of the most intelligent uses of taxpayer dollars ever.”

America Reads

These demonstrated successes led President Clinton to give national service a major role in the America Reads Challenge. The America Reads Challenge is a national campaign to ensure that every child can read well and independently by the end of the third grade. The President has proposed that money from the Corporation's budget be used so members of AmeriCorps may play a key role in recruiting, training, and organizing the new army of 1,000,000 volunteers who will tutor young children.

The increasing complexity of today's jobs and society amplifies the importance of literacy. Research shows that if students cannot read well by the end of third grade, their chances for later success are significantly diminished – including a greater likelihood of dropping out of school and other delinquent behavior.

Poor literacy skills are one of our nation's most serious problems. Recent testing by National Assessment of Educational Progress found that 43 percent of America's fourth grade students in public schools scored below the basic reading level. Education outside the classroom is essential to improving reading skills. A U.S. Department of Education study, "Reading Literacy in the United States", found that fourth-grade average reading scores were 46 points below the national average where principals judged parental involvement to be low, but 28 points above the national average where parental involvement was high – a difference of 74 points. Reading is a skill that is developed not only in the classroom, but also outside of school in the home. To this end, America's Reading Corps will mobilize tutors to work with reading teachers, principals, libraries and community-based organizations to provide individualized after-school, weekend and summer reading tutoring for more than 3 million K-3 students and their parents.

There are several parts to the America Reads Challenge, including: the Reading Corps, which will tutor children in grades K-3 who need extra help; the Parents as First Teachers program, which will assist parents in helping their children; expansion of Head Start programs; and a challenge to the private sector to work with schools as they have with the Department of Education's Partnership for Family Involvement in Education and the READ*WRITE*NOW! initiative. The Reading Corps, the heart of the program that is proposed to be funded at almost \$2.5 billion over 5 years, will provide reading specialists and tutor coordinators to train and supervise the tutors.

The President has asked for national service's participation because we are well equipped to handle this challenge. Many of our programs have strong track records helping children improve their reading skills and assist parents in becoming an essential part of their children's education.

For example, the Home Instruction Program for Preschool Youngsters (HIPPO) has had a remarkable record of preparing children for success in school before their first day of kindergarten. AmeriCorps Members in 16 States and 43 HIPPO Sites serve as resources for parents, especially single mothers on welfare. They make home visits every two weeks to help young mothers improve their basic parenting skills and provide their children with an enriched preschool experience. In doing so, AmeriCorps Members often instill in parents an interest in their children's education, and this interest spurs them to be more effective partners with their children's classroom teachers. Programs like HIPPO that ensure children have basic learning skills before entering the classroom make it more likely that the children will be able to read well by the end of third grade.

In another program, Parents and Children Together in Learning (PACT), Learn and Serve America members through Harcum College, in Bryn Mawr, Pennsylvania bring parents back to school to teach them how to help their child read. Working with School District of Philadelphia, PACT trains inner-city parents to be volunteer tutors in their children's classrooms. PACT

enrolls parents who participate in the program in Bryn Mawr classes for two weeks to teach them how to be a tutor. As a result, nearly 450 parents have improved their own skills while tutoring more than 4,000 children. The parents earn college credit for participating in the program.

In Simpson County, Kentucky, 25 AmeriCorps members work directly with elementary school students to boost reading comprehension and nurture a love of books. The program is called SLICE ("Service Learning Impacting Children's Education") and it gets results. By the end of the first year of the program more than 100 of the 122 tutored students in the county had improved their reading scores by at least two grade levels.

The SLICE program exemplifies some less obvious benefits of AmeriCorps literacy programs. The program has been successful in improving the reading ability of students, and has helped develop community involvement in the process. Small business owners, local members of the American Association of Retired People (AARP), a retired teachers group, and even the entire staff of the local city hall have pitched in on the reading effort. Each SLICE AmeriCorps member recruits an average of 16 unpaid volunteers.

By fostering community support, SLICE has achieved what we strive for in every national service program – a sustainability that is not dependent on any one individual or even a core group of original volunteers. This is how service can take root and grow to become a natural part of the life of a community.

National Service Scholars Program

The President announced the National Service Scholars Program in his June, 1996 commencement address at Pennsylvania State University. To qualify for the National Service Scholars Program, students must be juniors or seniors in high school who have performed community service for at least a year and who have been nominated by their principals. Recipients will receive a check for at least \$1,000 for college costs, of which \$500 will come from the National Service Trust and at least \$500 will come from local scholarship sponsors.

The Administration's 1998 suggested appropriations language sets aside \$10 million for the National Service Scholars program. This is consistent with the mission of the National Service Trust, which was established as a repository for education awards for participants in national service programs.

In accord with our commitment to reinventing government, a private 501(c)(3) foundation, the Citizens' Scholarship Foundation of America, will administer the National Service Scholars Program. A competitive announcement was made in the Federal Register for this cooperative agreement, and the Citizens' Scholarship Foundation of America was chosen from a pool of seven highly qualified applicants. The Foundation has a 35-year history of encouraging and rewarding community service by youth through its Dollars for Scholars and other programs. Last year, the Citizens' Scholarship Foundation of America distributed close to \$40 million in scholarships. The Corporation for National Service is pleased to rely on the talents of the

Citizens' Scholarship Foundation of America to administer the National Service Scholars program.

The Presidents' Summit for America's Future

The Presidents' Summit for America's Future will, with the sponsorship of private foundations, bring together people from all over the nation who are committed to stimulating service and community volunteerism to ensure our youth have access to the resources that will help them lead healthy, fulfilling, and productive lives. It is a bipartisan endeavor convened by President Clinton and former President Bush as honorary Co-Chairmen, retired General Colin Powell as Chairman, and former Secretary of Housing and Urban Development Henry Cisneros as Vice Chairman.

Summit sponsors include the Robert Wood Johnson Foundation, the Ewing Marion Kauffman Foundation, the W.K. Kellogg Foundation, the David and Lucille Packard Foundation, and the Pew Charitable Trusts.

Community delegations from more than 100 cities and rural communities, state delegations led by the nation's governors, and leading citizens from the public and private sectors will come to this summit with concrete commitments to increase young people's access to one or more of five critical resources:

- An ongoing relationship with a caring adult: mentor, tutor, or coach;
- Safe places and structured activities during non-school hours to learn and grow;
- A healthy start;
- A marketable skill through effective education;
- An opportunity to give back through community service.

Commitments that have already been made include:

- Big Brothers / Big Sisters has committed to doubling their mentoring relationships, reaching 200,000 matches through the year 2000. More important, service will become an integral part of the mentoring relationship and a key activity for current and future "Bigs and Littles."
- LensCrafters will provide one million needy people, especially children, with free vision care by the year 2003.
- AT&T has committed \$150 million to connect the country's 110,000 public and private elementary and secondary schools on the Information Superhighway by the year 2000.
- The United States Army is taking the lead in encouraging a joint effort among the military services to expand opportunities for active-duty, reserve, and retired military personnel to volunteer their time as mentors and tutors in their local communities.
- The National Association For Equal Opportunity in Higher Education (NAFEO) has promised that half of the approximately 140,000 students enrolled in 117 Historically and Predominantly Black Colleges and Universities will volunteer as tutors and mentors.

- The presidents of 21 colleges and universities, including San Francisco State University, the Vermont State Colleges System, the University of Montana, the University of Maryland College Park, the Community College of Denver, and the California State University System have committed half or more of their increases in work-study funds to community service initiatives focusing on youth literacy.

The Corporation for National Service is working alongside the Points of Light Foundation in initiating and planning the Summit to promote the goals of the National and Community Service Trust Act, the mission of the Corporation, and the vision set forth in the Corporation's Strategic Plan.

The Presidents' Summit for America's Future has already created a surge of interest from the media, community service organizations, and corporate sponsors nationwide. We are looking forward to working alongside those who will participate in the efforts coordinated at this Summit to increase youth's access to fundamental resources and real opportunity.

Management Concerns

As Chief Executive Officer, my top priority – shared by the Corporation's Board of Directors – is putting our financial house in order. We are making steady progress in doing so. Our new Chief Financial Officer, Donna Cunninghame, and her staff are in the process of improving business processes and implementing appropriate management controls.

Ms. Cunninghame is a Certified Public Accountant. She and her staff have experience in both public and private sector accounting. Ms. Cunninghame served as the first full-time Chief Financial Officer of the Resolution Trust Corporation, and achieved three clean financial audits from the United States General Accounting Office (GAO) during that time. As Chief Financial Officer of the University of Maryland System, Ms. Cunninghame was directly responsible for all of its treasury, accounting, and financial operations. Ms. Cunninghame's staff also has expertise developing and implementing the type of corrective action necessary to resolve the Corporation's problems.

The Corporation's Inspector General, based on the work done by two independent auditing firms, found our FY 1994 financial statements to be inauditable. The difficulty stemmed from the unusual creation of the Corporation, which merged existing service programs with the new service initiatives. The Corporation inherited organizations that had never before been required to present their financial data in the manner now required under the Government Corporation Control Act. The difficulties we had are common to most federal entities required to produce auditable financial statements in a corporate style. Though initial inauditability may be common, it is unacceptable. We are aggressively working to produce auditable books.

Arthur Andersen, hired by the Corporation's Inspector General, produced an audibility report

which identified 99 problems. Arthur Andersen reviewed our efforts to implement their recommendations – they looked at our progress on 62 issues and found 28 to be completed.

By the time the written report of the review was issued in December of 1996, Ms. Cunningham, based on her experience producing clean audit reports, determined that 57 items were then corrected or in the process of implementation. The remaining 5 of the 62 reviewed items were related to activities that require substantial time and effort to complete. We are working on correcting those problems.

By March 1, 1997 we expect to have corrected or be in the process of implementing an additional 31 of the 99 items. Ms. Cunningham has expressed to me her expectation that by May 1 of this year, all but two of the 99 problems will be corrected or in the process of implementation. One of those two corrections is the implementation of the new financial management system which we are preparing to do in 1998. The second is a minor item that is difficult to correct now but will be easy to correct when the new system is in place: a process by which the budget obligation to pay for a purchase is entered into the system before a purchase order is entered. When implemented, this will be an automatic part of the process.

I can report that the Corporation is making steady progress in establishing financial order. We are eschewing "quick fixes" in favor of systematically cleaning up data integrity problems while implementing appropriate managerial controls. By the time we install our new financial management system in 1998, the goal is that the underlying data will be scrubbed and reliable, business practices will be improved and effectively controlled, and fully auditable statements reflecting the Corporation's financial status should become routine.

Cutting Costs & Other Changes

When I spoke with you last year, I outlined an early version of the Corporation's agreement with Senator Grassley to reduce costs and address other issue of concern to our critics. Working together, we improved AmeriCorps by reducing expenditures and expanding the number of individuals who will benefit from the opportunity to serve. The Corporation has committed itself to lowering its cost-per-member in the AmeriCorps grants programs by \$1,000 in each of the next three years, starting with the programs set to begin this fall. The AmeriCorps budgeted average cost for programs supported with FY 1998 funds will be \$16,000, including the education award. By the fall of 1999, the cost will be down to \$15,000 per member.

This figure includes all Corporation costs, including the Corporation's share of members' living allowance and benefits, the grant for program support, and the administration directly attributable to AmeriCorps grants by the Corporation and our support of the Governors' Commissions on National Service. (These numbers are indexed for inflation and assume that there will be funds appropriated to support no fewer than 25,000 AmeriCorps members each year.)

Over the last year, the Corporation has made many other changes to improve our efficiency. We have made improvements in our grant review process and increased the control the Governors'

Commissions on National Service have over program decisions.

The Corporation has also increased our collaborations with national non-profit organizations, particularly by expanding the AmeriCorps “education-award-only” program.

In this program, the Corporation provides education awards to individuals who are serving in traditional non-profits and whose service qualifies them for education awards. These non-profits include religious organizations, colleges and universities, and other institutions which have applied to the Corporation and shown they are able to provide living allowances and other resources for the AmeriCorps members.

For example, the Boys and Girls Clubs of America are now supporting 800 AmeriCorps members in this way, using them to engage the youth in Boys and Girls Clubs in community service. Currently, 2,000 AmeriCorps members are sponsored through this program, and the Corporation plans to announce agreements with non-profits which will sponsor up to 3,000 more AmeriCorps members in coming weeks.

The Cap on National Directs

Currently, 43 national non-profits sponsor 2,500 AmeriCorps members through National Direct grants. Millard Fuller, founder and President of Habitat for Humanity International, explained that “as AmeriCorps members gain in construction skill, our Affiliates are able to expand the number of occasional volunteers through increased capacity to supervise and manage volunteers.” Fuller later announced at a Washington, DC press conference that “I want you to know that we at Habitat for Humanity feel privileged and honored to have the AmeriCorps people with us, and we want more of them, as time goes on. We love to be partners with you in this work, and I salute all the AmeriCorps people.”

Under the Corporation’s authorizing statute, one third of the AmeriCorps grants funds are directed to National Direct programs. In FY 1997, this corresponds to \$71.7 million; for the proposed FY 1998 budget, this corresponds to \$98.7 million. If the FY 1997 \$40 million cap on national directs is not removed, the shortfall of funds will prevent as many as 13 of these non-profits from sponsoring AmeriCorps members this fall. All current national direct programs – including Habitat for Humanity, the US Catholic Conference, the National Council on Aging, the I Have a Dream Foundation, the Enterprise Foundation, and City Year – will have to compete against each other for the remaining funds. No new AmeriCorps national direct grants to national non-profits – such as Big Brothers/Big Sisters – will be possible.

We are requesting that the FY 1997 cap be eliminated and that no cap be put in place for FY 1998.

Reauthorization

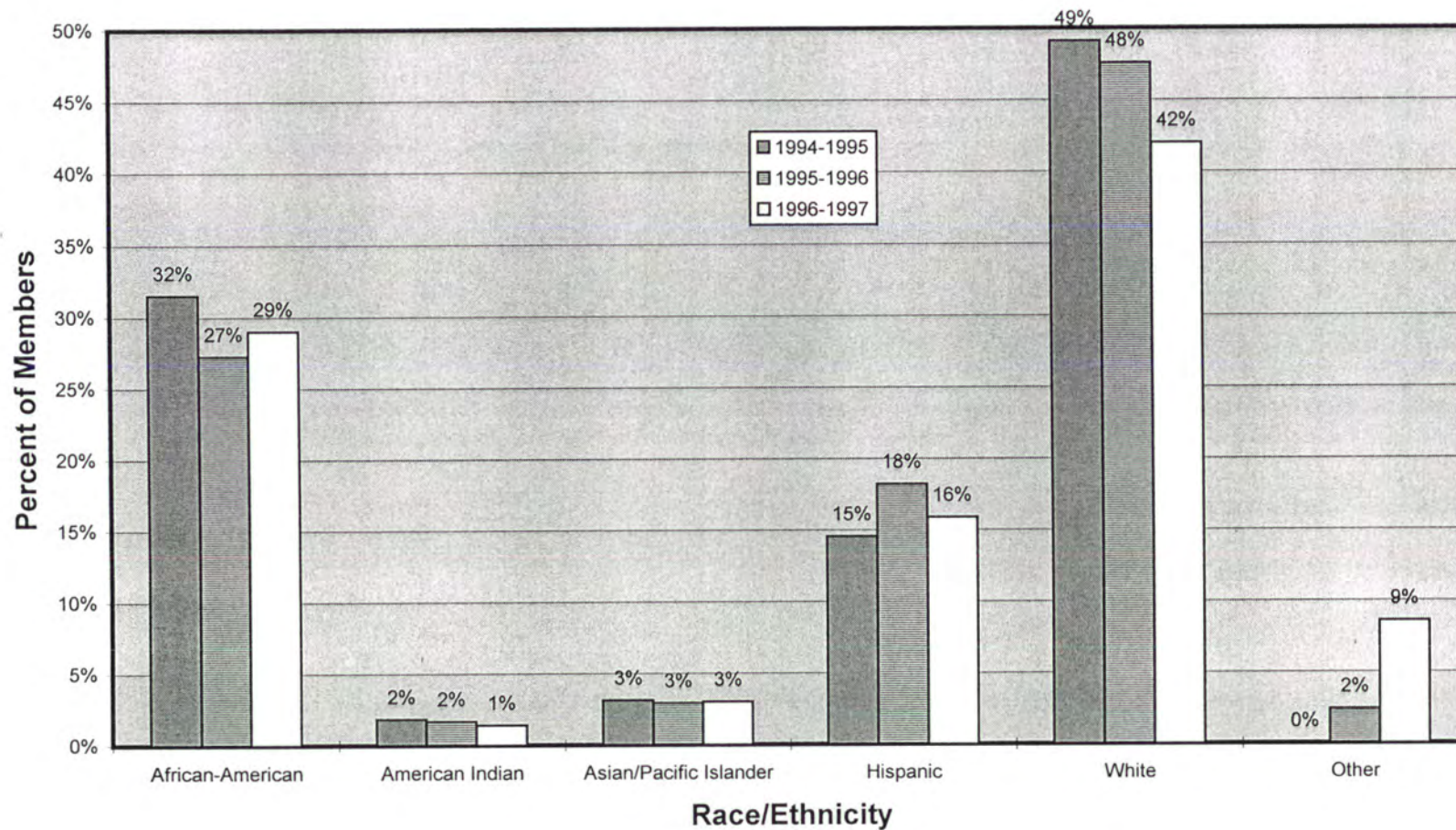
The Corporation for National Service's authorization expired on September 30, 1996. We are now operating under the authority of the General Education Provisions Act (GEPA) that will expire at the end of September, 1997. I have met with Chairman Goodling and representatives of the House Committee on Education and the Workforce to begin the formal reauthorization process, and am scheduled to meet with Chairman Jeffords and members of the Senate Committee on Labor and Human Resources in coming weeks.

Though it is too early to outline specific details about reauthorization, I expect that any plan to improve national service through this process will build on the key principles of the current national service network: flexibility, including the ability to redirect resources to meet new needs using proven techniques; stream-lining, including the importance of constantly improving efficiency; coordination, including maximizing cooperation among programs in a community; and devolution, including significant state-and local-control.

I look forward to working with the Congress through both appropriations and reauthorization to make national service a program in which all Americans can take pride.

I will be happy to answer your questions.

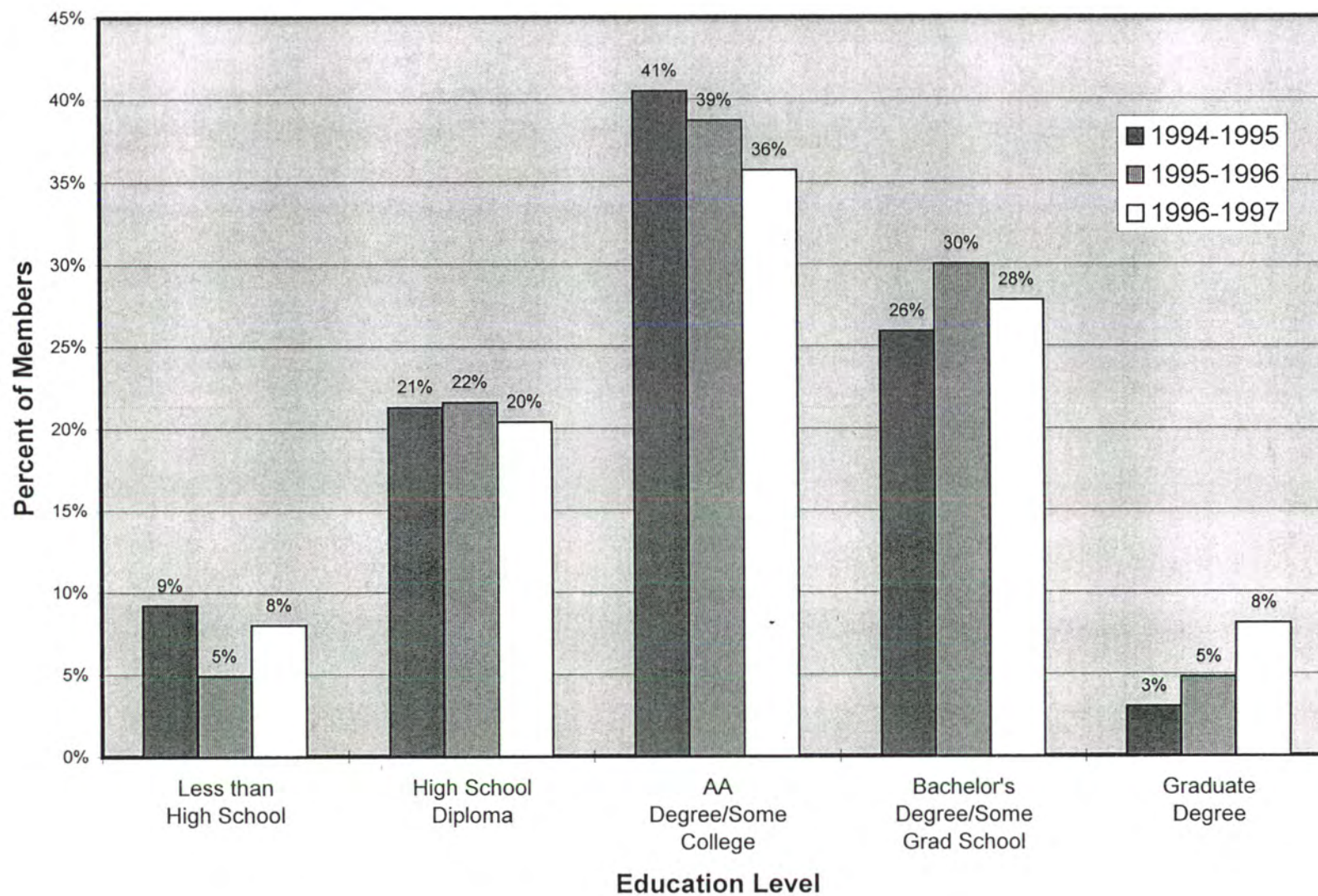
AmeriCorps Members by Race/Ethnicity, 1994-1997*



*1996-1997 enrollment is still underway, therefore, those data are incomplete.

Corporation for National Service, Office of Evaluation, 2/19/97

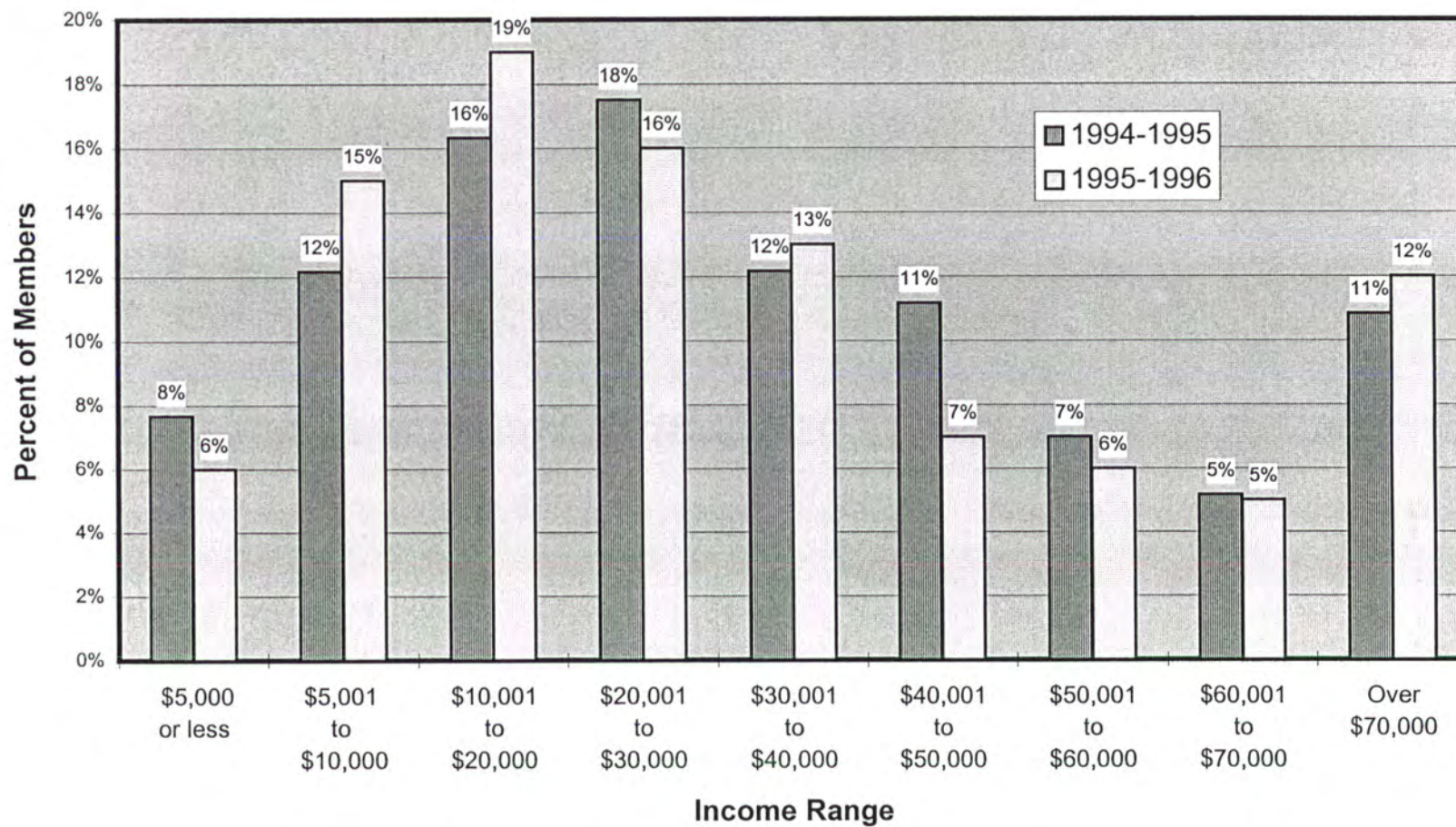
Educational Attainment by AmeriCorps Members 1994-1997*



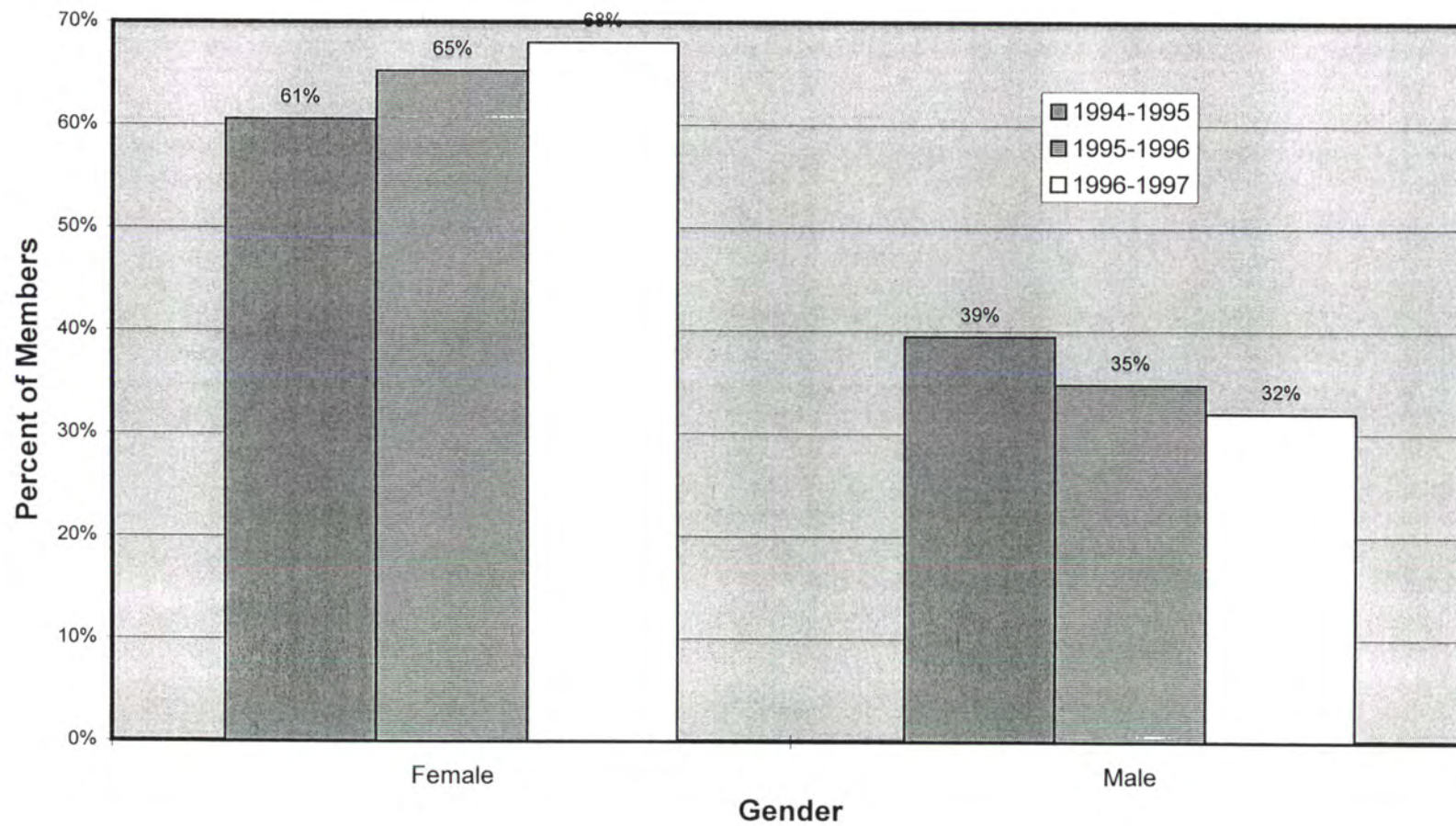
*1996-1997 enrollment is still underway, therefore, those data are incomplete.

Corporation for National Service, Office of Evaluation 2/19/97

Household Family Income of AmeriCorps Members, 1994-1996



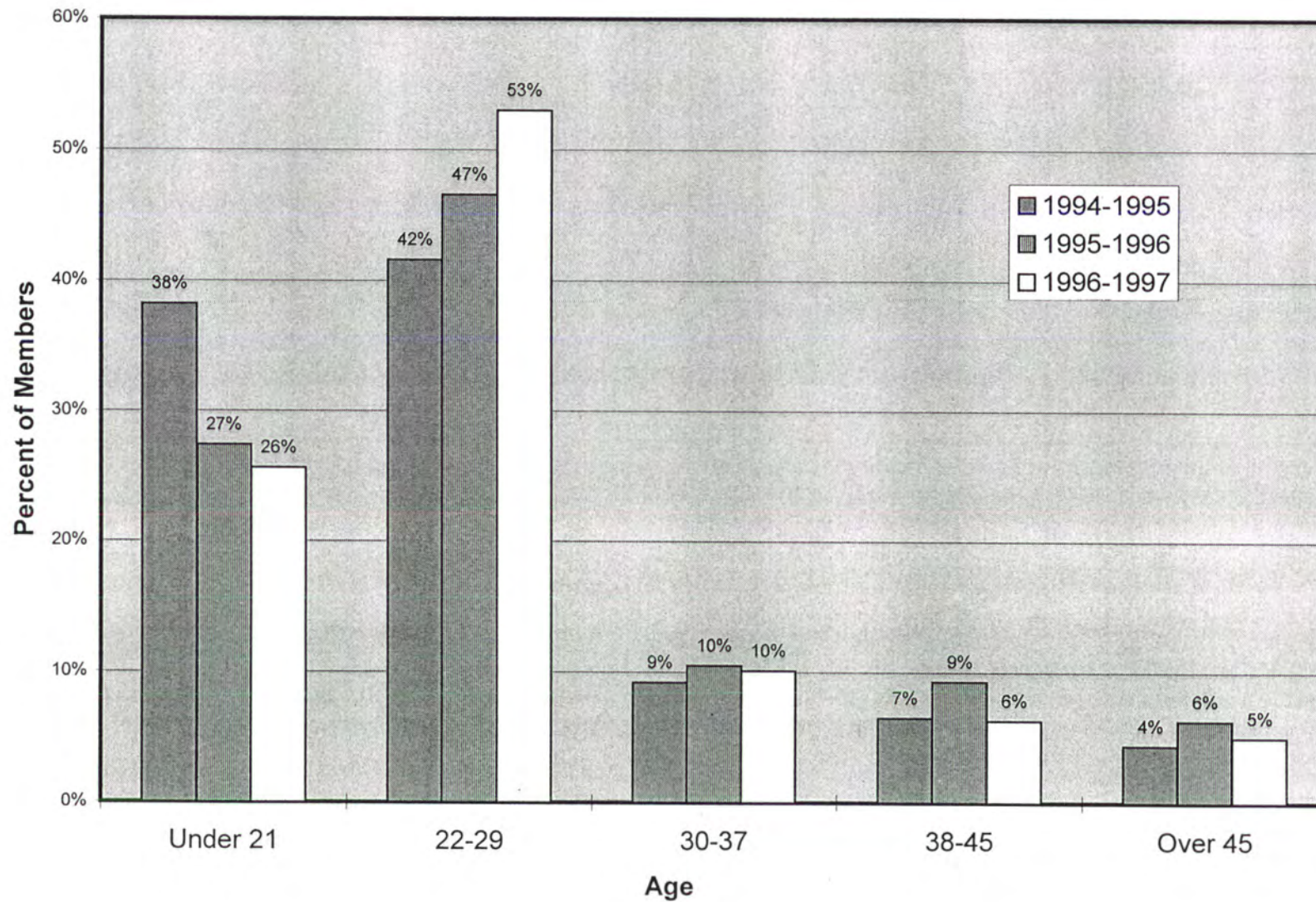
AmeriCorps Members by Gender, 1994-1997*



*1996-1997 enrollment is still underway, therefore those data are incomplete.

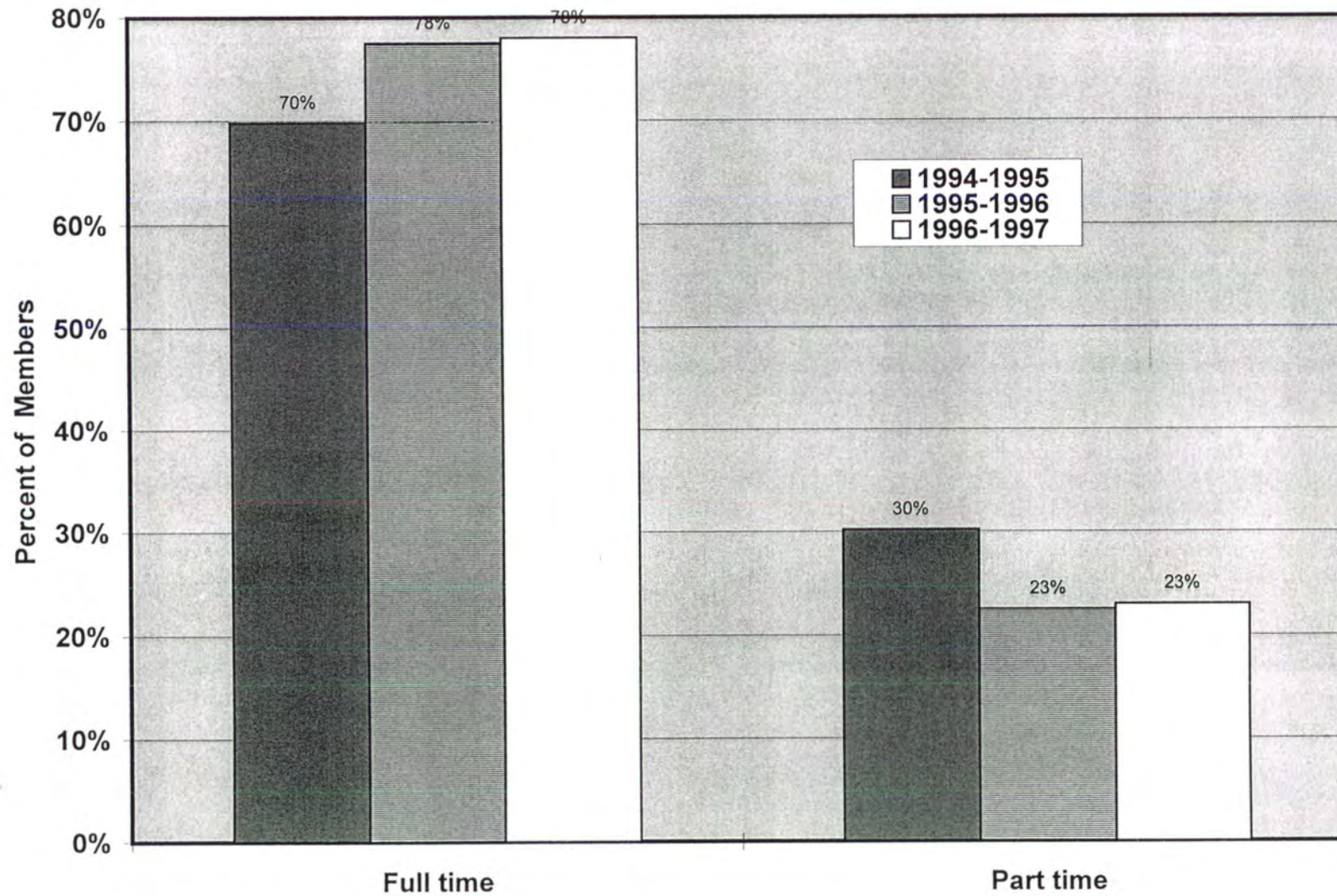
Corporation for National Service, Office of Evaluation, 2/19/97

AmeriCorps Members by Age, 1994-1997*



*1996-1997 enrollment is still underway, therefore, those data are incomplete.

Full- and Part-Time Terms of Service, 1994-97*



*1996-1997 enrollment is still underway, therefore, those data are incomplete.

Corporation for National Service, Office of Evaluation, 2/19/97

DRAFT

Summit for America's Future

March 1997

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Summit for America's Future

April 1997

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THE WHITE HOUSE
WASHINGTON

March 3, 1997

MEMORANDUM FOR DISTRIBUTION

FROM: BRUCE REED 
STEVE SILVERMAN 

CC: KITTY HIGGINS
DIANA FORTUNA

SUBJECT: Summit Task Forces

Planning for the Administration's involvement in the "Summit for America's Future," scheduled for April 27-29 in Philadelphia is under way. The first White House working group meeting will take place Wednesday, March 5 at 3 pm in room 180. At that meeting we will begin to discuss the role of the principals, objectives, message/communication, and service/volunteer commitments. However, before that meeting your attention is needed on the following issue.

"Summit for America's Future" organizers are setting up a series of "Summit Objectives Task Forces" which will coordinate substantive follow-up from the Summit. We have received the attached proposed list of Summit Objectives Task Force Chairs and Co-Chairs from the organizers. While AmeriCorps, led by Harris Wofford, has been consulted on this list, the White House has not yet had an opportunity to comment. Sylvia suggested that we forward the list to you for comment. Organizers have suggested that these announcements could be made this week.

Thus, your attention to this matter as soon as possible is vital. Please call Steve (x6-2572) or Bruce (x6-6515) with your comments and suggestions by tomorrow afternoon and we will forward them.

Distribution:

Erskine Bowles
Sylvia Mathews
John Podesta
Ron Klain
Melanne Verveer
Craig Smith

Proposed Task Force Leadership
for the Presidents Summit for America's Future

Goal 1: Mentoring	CoChairs: Geoff Boisi, Chairman of the Board, One-to-One Gloria Estefan Singer Vice-Chairs: Lynn Swann Board of Big Brothers/Big Sisters; former NFL football player
Goal 2: Safe Spaces	CoChairs: <u>former Senator Bill Bradley</u> <u>CoChair to be identified</u> Vice-Chairs: Roxanne Spillett President of Boys and Girls Clubs USA
Goal 3: Health	CoChairs: Irwin Redliner co-founder, Children's Health Initiative Steve Schroeder President, Robert Wood Johnson Foundation Vice-Chairs: Antonia Novello
Goal 4: Marketable Skills:	CoChairs: Jill Barad CEO, Mattel Inc. Bill Marriott Executive Vice-President, Marriott. Vice-Chairs: Jim Hayes President, Junior Achievement Jack Kemp Empower America
Goal 5: Youth Service	CoChairs: Rosabeth Moss Kanter Harvard Business School Tim Shriver CEO, Special Olympics International Inc. Vice-Chairs: Alan Khazei Co-founder City Year Shirley Sagawa Phillip Wu AmeriCorps Alum

PROPOSED TASK FORCE FOR GOAL 5

Co-Chairs

Rosabeth Moss Kanter, Harvard Business School
Tim Shriver, Special Olympics

Vice Chairs

Alan Khazei, City Year
Shirley Sagawa
Phillip Wu, AmeriCorps Alum

Proposed Task Force Members

- Harris Wofford, Corporation for National Service
- Robert Burkhardt, Eagle Rock School, CO
- Stan Litow, IBM Foundation
- Robert Coles, Harvard University
- Clare Gaudiani, Connecticut College
- Richard Lovett, Creative Artists Agency
- Marcia Bullard, USA Weekend
- Sarah From, Maryland Youth Action Committee
- Phillip Wu, AmeriCorps Alum
- Michael Sanchez, Do Something
- Millard Fuller, Habitat for Humanity
- Bill Bentley, Florida Commission on National and Community Service
- Linda Forsyth, California Commission on National and Community Service

Other Possible Members:

- Jeff Swartz, Timberland Co.
- Wayne Meisel, Bonner Foundation
- Michele Engler, First Lady of Michigan
- Mike Buscemi, Quest International
- Johnetta Cole, Spelman College
- Tom Erlich

Possible Candidates

Proposed CoChairs:

Possible Candidates:

Corporate

Alan Greenspan, Federal Reserve
Jack Welch, General Electric
John Pepper, Procter and Gamble
Ralph Larsen, Johnson & Johnson
Ken Lay, Enron
Bob Allan, ATT
Leslie Wexner, The Limited
Rob Walton, Walmart
Bob Crandall, American Airlines
Charles Schwab, Charles Schwab
Doug Ivester, Coca Cola Company
Mike Quinlan, McDonalds

Media

Rick Smith, Newsweek
Michael Eisner, Disney
Stephen Spielberg, Dreamworks
Jerry Levin, Time Warner
Peter Jennings, ABC News
Tom Brokaw, NBC News
Dan Rather, CBS News
Tom Johnson, CNN

Celebrities

Michael Jordan
Bill Cosby
Denzell Washington
Paul Newman
Tony Bennett
Barbara Walters
Cal Ripken, Jr.
Whitney Houston
Sandi Patti
Gloria Estefan
Meryl Streep
Elton John
Elizabeth Dole

Religious and Moral Leaders

Billy Graham
Cardinal John O'Connor
Bill Bennett
Maya Angelou
Elie Weisel
Robert Coles
Tony Campolo
Rabbi Harold S. Silver

Experts on Children and Youth

C. Everett Koop, Former Surgeon General
Marion Wright Edleman, CDF
James Dobson, Psychologist & Radio Host
Antonia Novello, Former Surgeon General
David Elkind, Tufts University
James Comer, Yale University

Additional Possible Candidates for Task Forces by Sector

(Others to be Identified)

	Mentoring/Tutoring	Safe Spaces	Healthy Start	Marketable Skills	Service	Education
	Anne Moore Patricia Goodrich Goldman Sachs Reuben Mark Richard Cavanaugh Tony Robbins	Phil Knight Gerry Layborn Don Williams	Roy Vagelos Dave Drosan Tommy First	Stan Litow	AT&T Vernon Jordan Roberts Jones	John Pepper
NON-PROFIT	Jay Winsten Kent Amos * Mark Friedman (PPV) Mary Rose Main Norm Drown * Marlene Mattleman	Phil Colloff Bill Richardson Jack Calhoun Richard Brownlie Sis. Mary R. McGeedy Margaret Graham Isabel Stewart Christine Dancro	Russ Acoff Priya Haj. Carrie Moffett AMA President * Marian Wright Edelman Angela Blackwell Isabelle Sawhill	Bill Gray Evan Kemp Bernadette Chi Ted Sizor Wendy Kopp LISC CDC	Michael Brown Alan Khazie Michael Sanchez Catherine Milton * Jeremy Rifkin Chuck Supple Dob Woodson	
RELIGIOUS		Natl. Council of Churches Doug Coe Jewish Orgs.		Rev. Charles Strick		
EDUCATION		Anne Bryant	Sheila Burke Dianna Walsh Bill Butler	Jim Pitofsky Ben Barber Harry Doyte	Julien Phillips Robert Cotes Robert Puyton	Romon Cortinez Ted Sizor Frank Newmann David Hornbeck AASA NASSP, NAESP NEA, CSSO
OTHER	Alan Page Hoover Herrera	William Finney		Dick Celeste	Ellie Ferndon	

Mentoring/Tutoring	Safe Spaces	Healthy Start	Marketable Skills	Service
Anne Moore	Bart Harvey, Enterprise	Darla Moore	Steve Mariotti	Jeff Schwartz, Timberland
Patricia Goodrich	Dorothy Stoneman, Youthbuild	Antonía Novello	Hillary Pennington	Wayne Meisel, Bonner Found
Mark Friedman, PPV	Hugh Price, Urban League	Sheila Burke		Michele Engler
Matilda Cuomo	Bill Milikin, CIS	Ronald Dozortez, Options Healthcare		Mike Buscemi, Quest
Jan Kreamer				Johnetta Cole
Elaine Bennett, Best Friends				Tom Erlich

1420 K Street, N.W.
10th Floor
Washington, D.C. 20005
Phone 202. 371-0200
FAX 202. 371-0490
FAX 202. 371-2858

Public Relations Worldwide
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InnovPracplan

5 calls to Action

COACH →

Celebration of Service

Sunday April 27, 1997

Preliminary Event Rundown (Assumes TV)

*Center at
Service
Project?*

SEGMENT	ITEM	SEGMENT TIME	CUMULATIVE TIME
1	Opening Video Module "Here's to the Heroes"	2:30	2:30
2	(Reveal) Choir on Stage Message Song - TBD	3:00	5:30
3	VO Intro MC (Oprah Winfrey)	:30	6:00
4	Oprah Welcoming Remarks and Intro Colin Powell (playon-TBD)	1:30	7:30
5	Powell Remarks	3:00	10:30
6	Oprah set up concept of 5 <u>Fundamental Resources (FR)</u> & Intro 1st FR (Healthy Start) Intro Kid Care (w/VTR?) & Corporate Commitment	1:00	11:30
7	Carol Porter & Corp. Commitment 1	3:00	14:30
	Bumper - Committers		
8	Commercial Break	2:00	16:30
	Bumper - Committers		



9	Oprah Intro Toni Braxton or: Boyz 2 men Hootie & The Blowfish Jewel Babyface Pattie LaBelle	:30	17:00
10	Toni Braxton Song #1	3:00	20:00
11	Toni Braxton Remarks	:30	20:30
12	Toni Braxton Song #2	3:00	23:30
13	Oprah Intro FR #2 (Safe Place to Learn & Grow). Intro Untouchables & Corp. Commitment	1:00	24:50
14	Bill Cleveland (w/VTR?) & Corp. Commitment 2	3:00	27:30
	Bumper - Committers		
15	Commercial Break	2:00	29:30
	Bumper - Committers		
16	Oprah Intro JFK Jr. - Spirit of Peace Corps or Billy Crystal Whoopi Goldberg Robin Williams	:30	30:00
17	JFK Jr. Remarks	2:30	32:30
18	Oprah Intro FR #3 (Ongoing Relationship w/a Caring Adult) Fishing School & Corp. Commitment	4:00	33:30
19	Tom Lewis (w/VTR?) & Corp. Commitment 3	3:00	36:30

RSS
JFK Jr.
Eunice
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?

CAA

Ann M. Schreyer

20	VO Intro John Travolta or: Denzel Washington Robert Redford & Paul Newman Al Pacino & Robert DeNiro George Clooney Will Smith	:30	37:00
21	Travolta remarks & Intro Northeast Performing Arts Group	1:00	38:00
22	NEPAG performance	3:00	41:00
23	Oprah Intro FR #4 (Marketable Skill/Effective Education) Intro Granville Academy & Corp. Commitment	:30	41:30
24	Granville Representative (w/VTR?) & Corp. Commitment 4	3:00	44:30
	Bumper - Committers		
25	Commercial Break	2:00	46:30
	Bumper - Committers		
26	VO Intro Larry Bird & Magic Johnson	:30	47:00
27	Bird & Johnson Remarks & Intro. FR #5 (Giving Back to the Community) Intro TBD & Corp. Commitment	2:00	49:00
28	TBD (w/VTR?) & Corp. Commitment 5	3:00	52:00

29	Oprah Intro Barbra Streisand or: Whitney Houston - "Greatest Love of All" Madonna Bette Midler - "Wind Beneath My Wings" Mariah Carey Gloria Estefan	:30	52:30
30	Streisand Remarks Into "People"	3:30	56:00
31	Oprah & Powell thank yous & joined on-stage by celebrities, participants and delegates, kids, etc.	1:00	57:00
32	Closing Song Together - TBD Crawl of Corp. Committers	1:30	58:30

*Note - Those Levels of Corporate Committer Recognition

- A - Fundamental Resource Segment
- B - Bumpers
- C - Crawl

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Plenary Session/Presidents' Event
Monday April 28, 1997
Preliminary Event Rundown

CNN
C-SPAN

SEGMENT	ITEMS	SEGMENT TIME	CUMULATIVE TIME
	Preshow Music - U.S. Army Band	15:00	
1	VO Intro Park Director	:30	:30
2	Park Director Welcome Remarks & Intro Henry Cisneros	3:00	3:30
3	Cisneros Call to Order & Intro Colors	1:00	4:30
4	Presentation of Colors By Phil. Joint Scouting Colorguard (USA Band)	2:00	6:30
5	Cisneros Intro Pledge of Allegiance	:30	7:00
6	Pledge - TBD	1:00	8:00
7	Cisneros Intro Star Spangled Banner	:30	8:30
8	Star Spangled Banner - TBD	:30	8:30
9	Cisneros Intro Invocation	:30	12:00
10	Invocation - TBD	1:00	13:00

Atlanta Chicago Dallas Houston Los Angeles New York Sacramento San Francisco Silicon Valley Washington D.C.
Beijing Brussels Dublin Frankfurt Guangzhou Hamburg Hong Kong Kuala Lumpur London Madrid Melbourne
Mexico City Milan Montreal Paris Seoul Shanghai Singapore Sydney Taipei Tokyo Toronto



11	Cisneros' Opening Remarks Including Video (The Challenge)	7:30	20:30
12	Cisneros' Intro Mayor Rendel	:30	21:00
13	Mayor Rendel Welcome & Remarks (w/VTR of Phil. volunteers)	5:00	26:00
14	Mayor Intro Gov. Ridge	:30	26:30
15	Gov. Ridge remarks	5:00	26:00
16	Cisneros' Orientation Information	13:30	45:00
17	Cisneros' Intro Phil performance group - TBD	:30	45:30
18	Message Song - <i>Learn Me</i> ie. "He Ain't Heavy"	3:00	48:30
19	VO Intro Colin Powell	:30	49:00
20	Powell remarks including Video (The Response)	10:00	59:00
21	Powell Intro Pres. Bush	:30	59:30
22	Bush remarks including Hero VTR	10:00	1:09:30
23	Bush Intro Hero & Wave	1:00	1:10:30
24	Powell Intro Nancy Reagan	:30	1:11:30
25	Reagan remarks including hero VTR	5:00	1:16:00
26	Reagan Intro Hero & Wave	1:00	1:17:00

27	Powell Intro U.S. Army Band (Premier of "Service to America March")	:30	1:17:30
28	Performance - "Service to America March"	4:00	1:21:30
29	Powell Intro Pres. Carter	:30	1:22:00
29	Carter (VTR or remote?) remarks including Hero VTR	5:00	1:28:00
31	Carter Intro Hero & Wave	1:00	1:29:00
32	Powell Intro Pres. Ford	:30	1:29:30
33	Ford remarks including hero VTR	6:00	1:35:30
34	Ford Intro Hero & Wave	1:00	1:36:30
35	Powell Intro Pres. Clinton (Band - "Hail to the Chief")	1:00	1:37:30
36	Clinton remarks including hero VTR	12:00	1:49:30
37	Powell Intro Poet - TBD (poet laureate or child?)	:30	1:50:00
38	Poem (original?)	2:00	1:52:00
39	Clinton leads Presidents in signing declaration (with photo ops)	5:00	1:57:00
40	Powell closing	1:00	1:58:00
41	U.S. Army Band - "Service to America March" Reprise	2:00	2:00:00

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Public Relations Worldwide
EDELMAN

Monday Eve

*Powell / Larry King
Live*

Presidents' Service Awards

SEGMENT	ITEM	SEGMENT TIME	CUMULATIVE TIME
1	Entrance Music	15:00	15:00
2	Informal (Cold) Welcome - Bob Goodwin	1:00	16:00
3	Dinner (w/Music)	60:00	1:16:00
4	VO Intro Host Bob Goodwin	:30	1:16:30
5	Host Remarks (promo performer)	5:00	1:21:30
6	Host Intro Hillary Clinton	1:00	1:22:30
7	Mrs. Clinton Remarks	5:00	1:27:30
	Awards (Goodwin announces, Mrs. Clinton presents Awards)	30:00	1:57:30
9	Goodwin Intros: Tony Bennett Patty LaPone Patty LaBelle or other TBD	30:00	2:27:30
10	Goodwin Goodnights	2:20	2:30:00

*President
We hope*



1420 K Street, N.W.
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Public Relations Worldwide
EDELMAN

Closing Session
Tuesday April 29, 1997
Preliminary Event Rundown

SEGMENT	ITEMS	SEGMENT TIME	CUMULATIVE TIME
1	VO Intro Henry Cisneros (Recap Summit) & Intro "Reactions" VTR	5:00	5:00
2	"Reactions" VTR	1:30	6:30
3	Cisneros Intro Rebecca Rebecca <i>Rimmel</i> ^{1:30} <i>(New)</i> F		7:00
4	<i>Rimmel</i> Rebecca remarks	5:00	12:00
5	VO Intro Bill Cosby	:30	12:30
6	Cosby Remarks	7:00	19:30
7	Cosby Intro Powell	:30	20:00
8	Powell Remarks (The "Charge")	8:00	28:00
9	Powell signs & displays Declaration & announces that <u>copies will travel U.S.</u> <u>for vols to sign</u>	1:00 <i>DeV</i>	29:00
10	Intro Ray Charles	1:00	30:00
11	Ray Charles - "America the Beautiful"	4:00	34:00
12	Powell goodbyes	1:00	35:00

+ Richardson Volberg F



DRAFT

Summit for America's Future

April 1997

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday																																																	
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6 Learn and Serve Event w/FLOTUS in DC (during week) VP announces Commitments (during week)	7 Dowell/Erskine Mtg. (T)- photo w/POTUS drop-by (?) Race Speech	8 Chretien State visit	9 Foreign Policy Speech	10	11 ASNE Speech (T)	12																																																	
13 <i>See on children</i>	14 Cabinet roll-out Foreign Policy 5-10 p.m. Roundtable Kick-Off, 2:00 p.m. Oval Ofc.	15 <i>Youn. Service Day</i> Kicks Butts NYC Nat'l Service Scholars Event Youth Service Events Empowerment Zone Conf., Detroit, MI	16 Peace Corps/AmeriCorps Alum Event	17 Early Childhood Conference	18 Commitment Announcements National Teacher of the Year POTUS Volunteer Week Event-tentative	19 POTUS Net Day																																																	
Nat'l Service Week and Nat'l Crime Victims Week																																																							
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27 AmeriCorps Event Christmas in April cont. Presidents' Summit for America's Future- Philadelphia, PA <i>Potus going?</i>	28 <i>Service Points</i> POTUS/VPOTUS Declaration of Commitments event Presidents' Summit for America's Future- Philadelphia, PA	29 <u>Fl. Closing Ceremony</u> Presidents' Summit for America's Future- Philadelphia, PA	30	May <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>			S	M	T	W	T	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
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DETERMINED TO BE AN
ADMINISTRATIVE MARKING
INITIALS: JM DATE: 3/14/2014

~~CONFIDENTIAL~~ MEMORANDUM

to: PRESIDENT CLINTON
from BENJAMIN BARBER

February 26, 1997

re: Losing Control of The Summit on America's Future

Mr. President: I believe there is a real danger that you may be losing control of the April Summit on Service in Philadelphia; that, despite your crucial commitment to national and community service, the Summit risks becoming a showcase for an ex-President's private philanthropy (non-civic) approach to service and a four year national platform on which a prospective President (General Powell) can run against you and the Vice-President on what should be YOUR issue. In short, what should be a celebration of your courageous leadership on citizenship, government-civil society partnerships and the linkage of democratic education and community service risks being hijacked for purposes unrelated to and potentially at odds with what you stand for.

I understand and applaud the spirit of bipartisanship that led to involving President Bush and General Powell, but if the price of their involvement becomes too high, if they take over the Summit and what it stands for in the public eye, it will turn out to be a very bad deal -- not just politically but also in terms of fundamental political philosophy and defining civic ideals.

You took from the Bush Administration the tired private heroes approach to service (Points of Light) that made service an alternative to government (federal and local) and an excuse for government simply to drop out, and turned it into an inspiring civic program for the forging of citizenship in young people, the cultivating of social responsibility among individuals and communities, and the creation of a working partnership both between government and civil society and between education and democracy. In this partnership, individual citizens, communities and states as well as the federal government work as collaborators in bringing civic forces to bear on the solving of community problems. Your vision strengthens rather than undermines confidence in government as a partner of citizens and civic associations in confronting the nation's challenges.

Yet the rhetoric in which the summit is being wrapped (and the way it is being represented in the Press) largely abandons this language in favor of privatistic talk about volunteers, and overly optimistic rhetoric about outcomes, and could leave the public with the impression that you, Bush and Powell are going to turn over the nation's problems

to private individuals and associations for solution (the Newt Gingrich "let the churches and charities deal with all our social problems" approach.) In light of the pressures on spending from the need to balance the budget, what should be an exercise in civic spirit may be construed as a cynical abnegation of governmental responsibility altogether.

Moreover, the Corporation, which to me is a MODEL of the partnership between the federal government, the states and civil society associations, seems in danger of being treated as a Big Government special interest player at the Summit rather than as the paragon of what a citizenship-grounded service program can be. Commitments by private philanthropies and corporations are being highlighted while the program that has made service a civic ideal for every young American seems marginalized. While it may be imprudent to use the Summit to try to expand Americorps, it seems equally imprudent to hide it or cast it as just one more player. It is a signature accomplishment of the First Term and if the mood of bipartisanship means anything, surely it means you need no longer play down one of your favorite programs for fear of subjecting it to Republican attack.

My concern is not to "politicize" the Summit by putting your political agenda ahead of Bush's or Powell's (though that might not be such a bad idea!) but to make sure that it is not politicized by others and robbed of its role as a showcase for a very special political philosophy in which the linkage between education and service is highlighted and the role of service as a training ground for citizens and not just a substitute for government is emphasized.

From my meeting with Harris Wofford and Susan Stroud yesterday, I know meetings have already been held with Bruce Reed and that you and the Chief of Staff will be meeting next week with Harris. In the final part of the period leading up to the Summit in April, I believe you need to assure that the Summit once again becomes yours. Because you are the President, anything less will look not like you are modestly counting yourself as primus inter pares but seem like you are weaker than the former President and General Powell. And because you have pioneered a powerful new logic of citizen service and innovated a powerful new instrument for realizing that logic in the real world (the Corporation), it surely must be this logic and this instrument not Colin Powell's Newsweek rhetoric or Ray Chamber's Points of Light talk that are highlighted throughout the weekend.

How service is described, what the cynical press says happened, and who seizes the initiative on what is to be an ongoing program could be one crucial factor in determining the success of your second term. With this in mind, let me

suggest several ideas that may help reassert control over the runaway Summit:

1. YOUR APPEARANCE(S) need to be special and clearly differentiated from those of the former Presidents and General Powell. They should involve not just cheerleading but a clear enunciation of YOUR CIVIC PHILOSOPHY that distinguishes it (though not offensively) from Points of Light and private philanthropy. They should focus on YOUR PROGRAMS from the Corporation to the Two Years of College commitment and make clear why such programs are central to the service ideal. They must invoke your role as the nation's steward with responsibilities to make government work for everyone (and not just to make everyone work for -- or in place of -- government!)

2. THE CORPORATION and what it stands for need to be central to the rhetoric and activities of the weekend. The last time Americorps was spotlighted was at the Summer of Service where all its birthing difficulties were still in evidence. Now it is strong and resilient and extremely popular in the local communities where it is active. I would look for ways to make outstanding Americorps volunteers and their projects a centerpiece for the weekend. The message should be

"Americorps embodies everything we believe about service, the linkage between education and democratic responsibility, the partnering of federal, state and local resources to make projects work, the impact on community outcomes but also on volunteers. Every American should be a volunteer; every volunteer is a citizen in the making; citizens working together is the key to a robust democracy; government is not the cause but the end product of this process of forging responsible citizens."

3. THE POLITICAL PHILOSOPHY undergirding YOUR VISION of service needs to trump the rival visions that will come from Bush and Powell and others. For theirs is a vision that sees service as private and philanthropic, as a substitute for government, as a form of personal activity rather than a form of citizen activity. The philanthropic vision can be used to question government service programs: it not only can argue that service does not need Americorps but that it contradicts the underlying assumptions of Americorps. "You can't pay volunteers," they will say. "Why should government organize points of light that organize themselves very well, thank you?" they will insist. "Let charity do all the things government can't and shouldn't -- deal with poverty, homelessness, unemployment, teen pregnancy" they will argue, in the manner of Newt Gingrich's calling for the private sector to act as a substitute for government.

In short, there ARE real substantive policy implications attached to different articulations of the service ideal, and if the Summit is defined by some one else's rhetoric it can too easily become a weapon against your philosophy of governance -- an not just in the service sector but in other domains too.

Your service ideal as I understand it envisions a PARTNERSHIP between government and the citizens who constitute government's democratic legitimacy, not an abandoning of government in favor of private sector philanthropy. Service hopes for specific community outcomes for children at risk, but it also aspires to change those who serve and turn their season of service into a lifetime of responsible citizenship, forging a stronger more democratic nation better able to meet its national and global responsibilities.

This message has to come through loud and clear -- from your speeches, from the highlighted activities, and from your leadership and your mastery over the spirit of the weekend. If Philadelphia is seen as a Summit on Citizenship and Social Responsibility that vindicates your determination to put democratic education, responsible citizenship and government/civil society partnerships at the core of your Presidency, you will have succeeded. If it is seen as a Summit on Volunteerism or a Summit on How Private Markets Can Solve all our Public Problems or a perfect platform for General Powell to spend four years in the limelight talking about your issues, you will have lost a vital battle over the role of the civil society/government partnership in the American future and, I fear, (forgive my bluntness) will have diminished rather than have enhanced your Presidency.

A handwritten signature in black ink, appearing to read "Bill Clinton". The signature is fluid and stylized, with a large loop at the beginning and a long, sweeping underline.

Second Memorandum on the Summit

To: Sylvia Mathews, Don Baer, Steve Silverman
From: Benjamin Barber
Date: March 19, 1997

I believe we made a good start yesterday in recapturing momentum on the Summit, but obviously there is a great deal to do and little time in which to do it. Reviewing the meeting, there seemed to be agreement on these points:

1. We need to take maximum advantage of the run-up to the Summit and push the President's strong vision of service as citizenship and government as a partner of service organizations in every venue possible.

2. We need to focus the President's message before, during and after the Summit and if possible dramatize it with action proposals that move beyond talk and give us a program coming out of the Summit.

3. At the Summit itself, we need to 'dilute' the force of a triangle of persons of whom, with Bush and Powell, President Clinton is only one, by adding powerful voices to the weekend, and by giving Americorps programs a key role in the weekend.

4. We need to emerge from the Summit with a strong service message and new policies and/or programs or newly publicized older programs that will keep the nation's attention focused on the Administration's service philosophy.

In this memo, I will offer specific suggestions in each of these categories. I am also preparing a short paper that offers language and ideas that may help frame the critical differences between the Clinton philosophy of service and its rivals which I will send next week.

1. BEFORE THE SUMMIT:

March 27: the Corporation/Elks funded high school seniors event in Maryland. Can be used to highlight the partnership idea. This is a model of the Corporation, which always acts WITH local partners. There is a program out of HUD that has 40 million dollars for university/school partnerships in urban areas; it seems to be one natural focus for this event. In general we need to ferret out all key Administration programs that involve federal cabinet departments and agencies in partnership with local government and not-for profit private sector agencies. It might be worth putting someone on this specific task so the President has plenty of concrete examples of current on-line partnership programs that show government at its best as a partner of citizens engaged in service.

April 5: radio address; as Don made clear, this is the obvious moment both to offer a clear statement of the President's service philosophy and to talk about National Volunteers Week in the language of service and citizenship. Although we talked about an alternative "National Service Week," given the lack of time and the 'me-too' quality of such a move, it probably makes more sense to 'colonize' volunteers week and transform it into something more like citizenship week. The language I'm sending later may help.

This address might be broadcast from a more appropriate venue than the White House: say an Americorps site in the Baltimore/DC/Virginia neighborhood; or go to Philadelphia (Independence Hall?) to get a jump on the Summit and talk about the relationship between the Declaration of Independence and Citizen Service.

April 13-20: National Volunteers Week. In addition to framing this signature volunteer week during the radio address, we need an event (or several events) that dramatize OUR version of what the week is about. One excellent possibility that I learned about after our meeting:

On April 16-17, the Council of Jewish Federations will convene in Washington, bringing together hundreds of leaders representing the 174 local Federations that sponsor volunteer and charitable programs in over 800 localities throughout the country. The CJF is an ideal organization to highlight the President's commitment to genuine partnership since it champions partnership and is opposed to volunteerism as a surrogate for government or as a club to bash federal programs. (It has also been disturbed about Administration welfare and immigration policies and this would be an opportunity for the President to reassure them that volunteerism was not a substitute for an ongoing government presence in dealing with some of the untoward the consequences of welfare reform.)

April ?: Netday. The President's initiative re hardwiring the schools is another strong example of partnership. Since the companies that originally pledged support have been backing off of the large financial commitment involved (several billion dollars), this might be a good moment to pressure them to recommit. Appear WITH a committed TECH company CEO at a school to dramatize public/private cooperation around education. Also: How about pledging the dollars to be harvested from selling the new digitalized broadcast spectra (five or six new channels per traditional spectrum!) to education? [there is still debate about whether to auction the spectra or turn them over free in return for pledges of more "public interest" broadcasting; I'm on the auction side of the debate, and this would be a good way to play such a positive decision.

2. THE MESSAGE: The radio address, the Summit speech, the Declaration of Commitments (CAN WE GET AN IDEA OF WHAT IT IS LIKELY TO LOOK LIKE FROM HARRIS!?) and the other service-related events all offer opportunities to sharpen the President's service message and gently distinguish his view of service as a road to citizenship and government as a partner of service organizations from its conservative rival (service as an entirely private sector and personal form of philanthropy, government as superfluous, as an 'enemy' of volunteers that gets in the way of solving social problems). In this sense, the debate over service and voluntarism rehearses the more fundamental debate about the role of government in our democracy. The President looks to service as a way to revitalize democracy and give governance back to its rightful owners -- including citizens in democratic self-governance -- not to privatize its functions or dump its burdens into the laps of stressed private charities. Its outcome may shape the second term philosophy of governance. (See appendix below for more on language and concepts).

Ideally, we need to make the philosophy CONCRETE via specific policies, proposals and institutions that show and embody the message. Some ideas:

- * Formalize the 40,000 member Americorps alumni group and give it a specific goal/task (enrolling others in Americorps; doing voter registration and citizen education among the young; acting as emissaries and tutors to immigrants seeking citizenship)
- * Focus on the military as a citizen service organization; announce a recruitment campaign rooted in service not just skills acquisition; give General Powell a service award in recognition of his military service as a form of devoted citizenship.
- * Highlight existing federal programs that feature strong government/volunteer relationships; this requires some fast research. Why invent new programs where many are already underway, but unknown to the general public cynical about government (e.g., the university/school urban partnership program under HUD)?
- * A dramatic new program that is inexpensive but defining of the President's service philosophy (it can be an idea announced in seedling form at the summit, developed in detail later)

3. THE SUMMIT:

* THE PRESIDENT'S APPEARANCE: The White House should bargain for an appearance by the President that concludes and climaxes the weekend. It should be separated in some way from all the other talks. His should not just be one of a string of speeches, but free-standing, with its own introduction (by an exemplary Americorps member who can briefly tell his/her story of how service turned him/her from a private volunteer into a responsible citizen?) Before the intro, drop something -- a film clip of an Americorps project, a quick song performance by an Americorps group.

The substance of his talk should leave room to respond spontaneously to what comes before -- not to contradict but to gently correct and redirect what has been said. e.g., if Bush and Powell have talked about private voluntarism: "Yes, voluntarism is the beginning of civic life in America and our most precious resource. But we must not stop with volunteers: for volunteers need to become permanent community service participants, and community service needs to become a school of citizenship so that Americans can feel that this democracy belongs to them." And if they focus on "heros," he can say: "Of course we need heros, but in a democracy the real heros are ordinary citizens who do the heavy lifting of a free society. It has been said, 'pity the country that has no heros,' but we need to say also, 'pity the country that needs heros too much.'"

We may want also to think about a second and different kind of appearance for the President, especially if he plans to be at the Summit on Sunday. He could join an Americorps unit in action in an adult literacy class (where his leg wouldn't be a problem). That is, leave the podium and demonstrate his commitment by doing and not just talking.

* Other speakers: in order to create the sense of a Summit that is not just about THREE LEADERS (Clinton, Bush, Powell) where Clinton is but the first among equals, but rather about THE PRESIDENT and COMPANY, the White House should try to expand the roster of powerful voices participating in the weekend. In addition to trying to get President Carter to attend, and giving Cisneros a highly visible role during the weekend, here are additional persons who could make a contribution and who could be counted on to speak from a civic perspective not hostile to government:

General McCaffrey: a great way to offer a
counter-balance to General Powell
Millard Fuller, Habitat for Humanity head
(might help get Carter on board)
Bishop John Adams, who presides over the Black
Bishops Association
George Soros, who has been a model philanthropist

and a believer in "civil society," in Eastern Europe and America

Andy Young, currently heading up Kellogg's African-American Men and Boys Project

Bill Gray, now heading United Negro College Fund

Chuck Supple, who was a VP of the Thousand Points of Light Foundation and now heads PUBLIC ALLIES, where one of the most successful Learn and Serve programs is located.

Eli Segal as ex-Corporation CEO (how about giving him a service award?)

Edgar Beckham (Ford Foundation VP and head of the UNCF program on education-based community service)

Yolanda Moses, CCNY President, eloquent African-American spokesperson for service and education (she's invited the President to speak at CCNY graduation later this spring -- a good opportunity for follow-up!)

Felix Rohatyn, a powerful voice for private sector public goods.

* THE DECLARATION OF COMMITMENTS: We need to draft our own version before we get a Powell version to which we can only say yes or no. Our negotiating position will be stronger if we have our own document on the table.

* Other Activities: The weekend should feature several Americorps programs as examples of how partnership works all the way down; perhaps let a Republican State Governor present his own favorite local Americorps program. Some good programs for such purposes: YOUTHBUILD in Boston; PUBLIC ALLIES, in DC; COMMUNITY WATERWATCH in New Jersey; PARTNERS IN SCHOOL INNOVATION in San Francisco. And of course Philadelphia's best Americorps program.

The Sunday gala shouldn't be a throwaway. How can it be service related? Performers with Peace Corps or Vista backgrounds? 'We are the World' or FarmAid veterans? MTV Rock the Vote types?

4. AFTER THE SUMMIT:

Because General Powell's organization will continue into the future, because the rival visions of service explored here will remain in play, and most of all because the President's service philosophy undergirds his governing philosophy, it is important to develop a strategy that will continue beyond the Summit, and keep the President's service commitments -- especially Americorps and its allied programs, but other programs as well -- alive, active and in the public eye. Planning for after the Summit thus needs to be a key part of planning before the Summit.

VOLUNTARISM, SERVICE AND CITIZENSHIP

(Ideas/language for the radio speech from Benjamin Barber)

"American engagement in community work and public affairs begins with volunteers. The volunteer spirit is one of our great national assets. It is how we get things done that need to be done without calling on government or bureaucracies. If democracy means self-government, self-government starts with citizens governing themselves, addressing their own challenges. And so as we approach our National Volunteers Week and the Presidents' Summit this month, I want to celebrate voluntarism.

"But I want to celebrate it by reminding you of some things we sometimes forget when we talk about volunteers. Voluntarism is where we begin our community tasks, but it should not be where we end them. Voluntarism is the first step towards civic engagement and life long community service, and life long community service is another way of saying citizenship.

"For what are citizens but civic volunteers committed to the common goods of their communities, whether those communities are local, regional or national? Volunteers can often solve small problems one on one; bigger problems demand more cooperation, and with cooperation volunteers become partners with others in public work: in other words, citizens.

"Sometimes, people seem to think that our hardworking volunteer organizations and church charities and independent sector philanthropies should take on ALL our public problems and solve them. That's not fair. That would overwhelm their resources and underrespond to their communities' problems. Elected governments are how we do things together as a nation that we cannot do alone as individuals or small groups. Voluntarism should be a way to bring government and citizens together, not a way to increase the rift between them; a way to say "We can do it together!" not "I have to do it alone because no one else will help"

"I am not looking for Americans to take the burdens off our shoulders here in Washington. When I ask you to take responsibility for your families and your communities, I am not exempting us from taking responsibility for our obligations. You elected a government to work as a partner with you and for you. Voluntarism cannot mean that your elected representatives declare "you do it! we can't!" It means "we can only do it together, volunteers and citizens, communities and elected officials."

"Partnership means all of us doing more, not you doing it all so your government can cool its heels and do nothing. Government obviously cannot treat every community problem, and I think Americans of every political persuasion know today that large bureaucracies -- whether governmental or corporate -- sometimes make poor social problem-solvers, and too often make dependents out of those they would help. But this does not mean there is no role for a slimmed down and efficient government to play. Volunteers cannot address every national problem any more than government can address every local problem.

"Community service volunteers are then a bridge between private individuals and public citizens, a link between local communities and government. Citizenship and service are powerful ways to repair the breach between Americans disappointed with government and governors disappointed in public cynicism about government.

"In fact, though citizens start as volunteers, citizenship is not really a discretionary activity. Without citizens, there can be no liberty, without liberty, no democracy. The vitality of our democracy is as much a question of the vitality of citizens as of the vitality of leaders. Democracy is only as good as its citizens. Political leaders come and go, citizens stay and are the real foundation for a democratic civic life. Sustainable democracy takes sustainable citizens, and sustainable citizens are permanent civic volunteers.

"One reason we have linked education so closely with service in our Americorps programs is because we believe the arts of the citizen need to be taught. We are born free but we have to acquire the civic skills that put flesh on liberty's bones. Voluntarism is a school of citizenship. Community service is a tutorial in democracy. Americorps rewards those who serve with vouchers for education not to "pay volunteers" for their service but to make the intimate relationship of civic service and civic education visible to those who serve and to the rest of us too.

"As we approach National Volunteers Week then, let us think of it too as National Service Week; National Citizens Week; National Democracy Week. And then let us remember that what we honor for a week is in reality a life-long commitment to liberty and justice for all."

THE WHITE HOUSE
WASHINGTON

April 3, 1997

MEMORANDUM FOR STEPHANIE STREETT
 KIM TILLEY
 PATTI SOLIS-DOYLE
 PEGGY CUSACK

FROM: STEVE SILVERMAN *JS*

CC: SYLVIA MATHEWS, BRUCE REED, DON BAER, ANN
 LEWIS, KITTY HIGGINS, MELANNE VERVEER,
 LORRAINE VOLES, DIANNA FORTUNA, ELI ATTIE,
 JENNIFER PALMIERI, JOE LOCKHART

As you know, we are aggressively working to ensure that the Presidents' Summit for America's Future is a success for the President and the Administration. We have developed a strong communications/scheduling strategy, the implementation of which began yesterday with Mrs. Clinton's successful appearance at the Summit Kickoff Tele-Conference event. This Saturday's radio address by the President and Monday's Bowles-Powell meeting in which the President will participate, are the next two major steps. Tomorrow, April 4, the Vice President will include service language in his Net Day remarks and Mrs. Clinton's Learn and Serve event April 11 will highlight the Administration's vision of service. A major roll-out is planned for National Volunteer and Service week on April 13-20.

Notwithstanding this strong schedule and major time commitments by the four Principals, the Chief of Staff, the Cabinet, Henry Cisneros, Harris Wofford, Mark Gearan and others, we have a real challenge before us -- claiming the Summit and our vision of the service theme for the President and the Administration. While the roll-up to the Summit is falling into place, the Summit itself, April 27-29, provides us with an important opportunity to highlight the President and Mrs. Clinton's lifelong commitment to service and the Administration's extraordinary record of leadership on this issue.

We can and should utilize the three days of the Summit to showcase the Clintons and the Gores view of service. The Summit provides a real opportunity for the President and Administration to highlight the importance of service and the appropriate role of the federal government, partnering with state and local authorities, non-profits, and corporations to help solve the problems of America's young people, as Ben Barber has articulated. It is still early enough in the planning to help craft a strong role for the Administration. To that end, below is an outline of the main summit events and their purpose. In addition, the press office has prepared a media plan for the lead-up and the Summit. Media would take place before and after the events noted below.

Please let me know your comments. Thank you.

Sunday April 27, 1997

Attend Church with Tony Campolo.

10:30 a.m. Summit Kick-Off. Germantown Avenue in Philadelphia. 5-6,000 participants (including AmeriCorp). Powell, Bush, Carter will participate. Make remarks in dilapidated high school football stadium. Pump up the volunteers. Four Principals suggested. Major press coverage. Puts us in the middle of Summit from the get-go. (A second more minor kick-off will take place at 1:30 for church goers and late sleepers)

11:30 a.m. Germantown Avenue Service project. All volunteers cleanup and rebuild parts of the neighborhood. Graffiti, parks, playgrounds are cleaned-up. Great picture of 4 principals in action doing service. We are extremely sensitive to POTUS' physical condition. One option: volunteers will paint five murals (reflecting Summit themes: mentoring, safe places, healthy start, marketable skills and service). Principals could paint "service" mural. The President could be seated and paint for 30 minutes. Other options include reading to young people or participating in health screening. Powell, Bush, Carter, Ford will participate either at separate points or with principals.

12:30 p.m. To Hotel for Downtime

7:00 p.m. Arrive Gala Site. Private backstage presentation of President's Service Awards to 18-25 winners.

7:30-9:30 p.m. Gala. No speaking necessary. (Unless we would like a speaking role)

Monday April 28, 1997

8:00 a.m. Optional Service Event. Principals event with AmeriCorp volunteers to highlight our version of service, with morning show coverage.

9:00 a.m.-11:00 a.m. Formal Summit activity begins in front of Independence Hall. First Hour: Powell, Rendell, Ridge, VP? Second hour: Ford, Carter video, Mrs. Reagan, Bush, President Clinton. 10 mins for former President speaking about their heros. Twelve minutes for POTUS. At conclusion all sign "Declaration of Commitments" (being drafted by Wofford, to be edited by Reed and Baer)

11:30 a.m. -1:30 p.m. VIP Luncheon to acknowledge commitments of CEOs. 50 governors invited for a photo-op (receiving line) followed by "substantive interaction" about service. This will be open to press. Unclear what we should do with this. Summit is pressing hard.

2:00 p.m. Principals depart Philadelphia.

2:00 p.m. -5:00 p.m. Community Breakout sessions (16) with local officials, governors, community delegations and Cabinet Members (we're pursuing) to share ideas and develop implementation plans.

Evening Local Celebration

Tuesday April 29, 1997

8:00 a.m. Plenary chaired by Henry Cisneros

9:00 a.m. Breakouts

12:30 p.m. Closing Ceremony with Powell and Mrs. Clinton speaking and signing declaration of commitments.

THE WHITE HOUSE
WASHINGTON

April 9, 1997

MEMORANDUM FOR THE PRESIDENT

FROM: Steve Silverman *SS*
Stephanie Streett *SS*
Jennifer Palmieri *JP*

cc: Erskine Bowles, John Podesta, Sylvia Mathews, Don Baer,
Melanne Verveer, Elaine Kamarck, Kitty Higgins, Kim Tilley,
Patti Solis-Doyle, Diana Fortuna

SUBJECT: Summit for America's Future Schedule

This memo is to seek your approval of the staff recommendations on a proposed schedule for your participation in the Summit for America's Future.

As you know, we are working aggressively to ensure that the Summit is a success for you and the Administration. A strong pre-Summit communications strategy is underway (see attached). Last Saturday's radio address, coupled with your attendance at Monday's Bowles-Powell Summit meeting and Mrs. Clinton's appearance at last week's Summit Kickoff Teleconference event, have helped to establish further the Administration's leadership role in the Summit. In addition, a major roll-out is planned for National Volunteer and Service week (April 13-20), including events by Cabinet and other officials that will highlight outstanding AmeriCorps programs around the country.

Notwithstanding this strong strategy and major time commitments by the four Principals, the Chief of Staff, Cabinet officials, Henry Cisneros, Harris Wofford and others, we still face a real challenge if we are to ensure that the Summit focuses on your vision of service. The Summit itself (April 27-29) offers an unprecedented opportunity to highlight AmeriCorps, your lifelong commitment to service, and -- as Ben Barber has articulated -- your vision of the appropriate role of the Federal government, working with its partners, in addressing the problems of America's youth. It is important that our aggressive pre-Summit strategy be followed up with strong participation by you and the other Principals at the Summit itself.

To this end, following is a proposed Summit schedule and media plan, developed in conjunction with the Communications Office, Press Office and other White House staff, for your consideration and approval.

PROPOSED MEDIA PLAN

Media Plan for Week of April 21

Recommendation

On Thursday, April 24, you would tape a pre-Summit interview with Peter Jennings to be aired on Friday's World News Tonight and conduct a telephone call interview with the Philadelphia Inquirer.

On Saturday, April 26, following the live radio address, you would pre-tape an interview with Bob Schieffer for Sunday's Face the Nation.

Finally, that you agree to NBC's request to have Katie Couric or Matt Lauer of the Today Show cover your participation at one of Sunday's summit events, followed by a ten minute interview with you.

Agree _____ Disagree _____ Discuss _____

PROPOSED SUMMIT SCHEDULE FOR SUNDAY, APRIL 27

[NOTE: We understand that you have expressed an interest in attending Church with Tony Campolo. We have since learned that Mr. Campolo will not be in town during the Summit. For your information, his church, the Mount Carmel Baptist Church, services are at 7:45 am and 10:45 am.]

Opening Ceremony: Summit Kick-Off (10:45 am-11:30 am)

Discussion

The Summit will open with a kick-off ceremony in a dilapidated high school football stadium on Germantown Avenue. The proposal is to have you, President Bush, President Carter, General Powell and the Vice President speak to 5000 volunteers (including current and former AmeriCorps volunteers) gathered to participate in a community clean-up. Mayor Rendell and others believe that your participation in this opening ceremony represents a vital opportunity for you, given the anticipated extensive press coverage and large community involvement in the event. (Incidentally, the Summit has also scheduled a second-tier, minor kick-off ceremony to be held at 1:30 pm which we do not recommend you attend).

Recommendation

That you participate in the Opening Ceremony at 10:45 am-11:30 am.

Agree _____ Disagree _____ Discuss _____

Germantown Avenue Service Project (11:30 am-12:30 pm)

Discussion

This is the main service event of the Summit. Approximately 5000 volunteers will participate in the clean-up and rebuilding of this neighborhood. We recommend that all four principals join together in this event, which is likely to receive tremendous press coverage. Dr. Mariano has worked with us to develop a set of possible service activities that would be appropriate for you as well as the other Principals. Options include your joining volunteers painting murals reflecting the Summit's themes, reading to young people, or participating in health screenings. President Bush, President Carter, President Ford and General Powell are also expected to participate in this event.

Recommendation

That you and the other Principals participate in the Germantown Avenue clean-up event.

Agree _____ Disagree _____ Discuss _____

[DOWNTIME 1:00 PM-7:00 PM]

Celebration of Service Gala (8:00-10:00 pm)

Discussion

Summit organizers are planning a gala event for Sunday evening. Attendees will include Summit participants, community leaders, and celebrities (including Oprah Winfrey). You and Mrs. Clinton have been requested to make brief remarks.

Recommendation

That you and Mrs. Clinton attend the Celebration of Service Gala and make brief remarks.

Agree _____ Disagree _____ Discuss _____

PROPOSED SUMMIT SCHEDULE MONDAY, APRIL 28

Formal Summit Opening at Independence Hall (9:00 am - 11:00 am)

Discussion

This event is the formal Summit opening and will feature speeches by all major Summit participants. The first hour of the program will include speeches by General Powell, Oprah Winfrey, Mayor Ed Rendell, Governor Tom Ridge, and the Vice President. The second hour of the program will include speeches by President Ford, President Carter (on video), Mrs. Reagan, President Bush and you. Each former President (or spouse) will speak for 10 minutes. You will be given 12 minutes to speak. At the conclusion of the program you and your predecessors will sign the Summit's "Declaration of Commitments."

Recommendation

That you participate in this speaking program.

Agree _____ Disagree _____ Discuss _____

VIP Luncheon with CEO's and Governors (12:30-1:30 pm)

Discussion

Summit organizers will gather several hundred CEO's, 50 governors (invited) and other Summit participants for a luncheon to thank them for their efforts in preparing for the Summit. They have requested that you make remarks, conduct a substantive discussion on service, as well as pose for individual photographs with the CEO's.

Recommendation

That you participate in a brief speaking program at this "thank you" luncheon. If time permits, you could take regional group photographs with CEO's as an alternative to the requested individual photographs. We do not recommend that you engage in the requested discussion session.

Agree _____ Disagree _____ Discuss _____

AmeriCorps Event (1:30-2:30 pm)

Discussion

Per your thoughts, and in an effort to highlight your signature program, we recommend that you visit an AmeriCorps site to meet with AmeriCorps volunteers, the students they are working with, national AmeriCorps Summit participants, state AmeriCorps commissioners and successful AmeriCorps alumni. In addition to working with local AmeriCorps officials, we are also talking to Tony Campolo to get his thoughts on how to best craft this event.

Recommendation

That you visit an AmeriCorps site in Philadelphia.

Agree _____ Disagree _____ Discuss _____

[YOU DEPART PHILADELPHIA AT 3:00 PM]

SUMMIT ACTIVITIES POST-DEPARTURE

For your information, noted below are the Summit activities that will continue after you depart Philadelphia.

- * **Community Break-out Sessions (Monday 2:00 pm-5:00 pm)**
- * **Plenary Session Chaired by Henry Cisneros (Tuesday 8:00 am)**
- * **Community Break-out Sessions (Tuesday 9:00 am-12:00 pm)**
- * **Closing Ceremony with Mrs. Clinton and General Powell (Tuesday 12:30 pm)**

Draft - Subject to change
4/7/97

The Goal

By the year 2000, 2 million additional young people will have access to the five fundamental resources that will maximize their success - an ongoing relationship with a caring adult, safe places and structured activities, a healthy start, marketable skills and opportunities to give back.

Melanne -

From S. Silverman

room
100

**Draft - Subject to change
4/7/97**

Overall Objectives

- to capture the attention and imagination of the American public about the urgency of the challenge and the powerful potential of the goal and approach of the Summit
- to celebrate commitments made and to motivate commitment makers and other national participants to assume sustained leadership roles
- to support community and state delegations in development of their approach to energize and mobilize their communities to set and achieve local goals

**Draft - Subject to change
4/7/97**

SUNDAY, APRIL 27

DAY OF COMMITMENT

Marcus Foster Stadium
Germantown Avenue

8:30AM	Registration of Volunteers Begins
9:30AM - 10:45AM	Stage and Field Entertainment including Sinbad (TBC), Grover Washington, Jr., Philadelphia Boys Choir, others
10:45AM	Invocation by Cardinal Bevilacqua Mayor Rendell Welcomes - Intros General Powell General Powell Remarks - Intros President Carter President Carter Remarks Mayor Rendell Intros either President & Mrs. Clinton or Vice President & Mrs. Gore, and other Presidents & First Ladies able to participate
11:15AM	Volunteers To Work
1:30PM	Second Kick-Off Speakers TBD

**Draft - Subject to change
4/7/97**

SUNDAY, APRIL 27th

**5:30PM - 7:30PM
Philadelphia Convention Center**

Welcome to Philadelphia Reception and "Taste Of Philadelphia" Grand Hall, Convention Center

Presentation of 1997 President's Service Awards by President Clinton
(by invitation)
Lecture Hall, Convention Center

**Draft - Subject to change
4/7/97**

**SUNDAY, APRIL 27
8:00PM - 9:30PM**

**A CELEBRATION OF SERVICE
Exhibition Hall A, Convention Center**

A 90-minute "Pep Rally" for the delegates and the nation, with music, drama, celebrities, and real stories by real people who are making a difference for America's youth.

Host: Oprah Winfrey

Films By Barbara Kopple, Academy Award Winner
Introduction Of 1997 President's Service Award Winners

Key Message: Impact of the five fundamental resources in turning the tide for America's youth.

Call To Order: Chelsea Clinton And America's Youth

Stars Already Committed:

Wynton Marsalis
Savion Glover
Jon Secada
Michael Bolton
Grover Washington, Jr.
The Citykids Foundation

Remarks By:

Secretary Cisneros
Mrs. Lynda Robb
General Powell
Jesse Jackson/Hugh Price

The First Ladies - Mrs. Bush, Mrs. Reagan, Mrs. Clinton
Reflection on personal commitment to service

Closing Remarks By President Clinton

**Draft - Subject to change
4/7/97**

**MONDAY, APRIL 28
9:00AM - 11:00AM**

**THE PRESIDENTS' CHALLENGE TO AMERICA
Independence Hall Plaza**

A historic gathering of Presidents to dramatize the crisis and declare the need for action to turn the tide for America's youth. The event combines young people, public officials, entertainers, and videos.

Host: Oprah Winfrey

Speakers:

Rev. Jackson (Invocation)
Mayor Rendell
Governor Ridge
Vice President Gore
General Powell
Governor Wilson

Presidents Ford, Carter, Bush, & Mrs. Reagan

President Clinton

Closing: Presidents and young people sign "America's Promise" -- a declaration written by youth to dramatize the need and call all Americans to action.

**Draft - Subject to change
4/7/97**

MONDAY, APRIL 28

**LEADERSHIP SESSIONS
Ben Franklin Ballroom**

The Presidents, Governors, leaders of commitment makers

11:30AM - 1:00PM Brunch and receiving line

1:00PM - 2:30PM Roundtable, moderated by a leading journalist, for leaders to report to the Presidents on their commitments; joint planning for sustained leadership to broaden the circle of commitments

3:00PM - 5:00PM Governors and leaders of commitment makers sign "America's Promise" - Independence Hall with media coverage and satellite uplink capability

The First Ladies and Spouses of the Governors

11:30AM - 2:30PM Lunch and service opportunities in elementary schools

**Draft - Subject to change
4/7/97**

MONDAY, APRIL 28

**COMMUNITY & STATE DELEGATIONS
Convention Center**

11:45AM - 1:15PM Working Lunches

remarks by Governors and local teaching examples

sharing across communities of local examples of innovation;
focus on lessons learned

1:30PM - 2:30PM

Working Session #1

focus on national/local goals & how to build support

2:45PM - 5:00PM

Working Session #2

working in community delegations to develop specific local
plans

**Draft - Subject to change
4/7/97**

MONDAY, APRIL 28

**NATIONAL INVITEES
Wyndham Hotel**

12:00PM - 1:30PM "The New Way of Doing Business for America's Future"
(with lunch)

Secretary Donna Shalala
Elizabeth Dole
Senator Barbara Mikulski
Robert Woodson
Christine Saralucci, moderator

2:00PM - 3:30PM Concurrent Sessions such as:

The Role of Government
The Role of the Workplace (Business & Labor)
The Role of Education
The Role of Communities of Faith

Panels: Cabinet members, national leaders from each
sector, examples of innovation, critical observers

4:00PM - 5:00PM

Plenary - The Role of the Media

Panel of print and broadcast journalists, media policy makers,
critical observers

ALL PARTICIPANTS

6:30PM - 10:30PM Host Committee Event - Penn's Landing

Food, music, fun for Summit participants and volunteers from
Philadelphia
Screenings of Rob Reiner television special
Fireworks

**Draft - Subject to change
4/7/97**

TUESDAY, APRIL 29

**ALL PARTICIPANTS
Convention Center**

8:00AM - 8:45 AM Plenary - "The New Way of Doing Business for America's Future
Together"

Hon. Henry Cisneros
Bill Milliken
Other Speakers TBD

**COMMUNITY AND STATE DELEGATIONS
Convention Center**

9:00AM - 10:45AM Working Session #3

presentation of local and state plans to governors

initial discussion of statewide coordination

11:00AM - 11:30AM Working Session #4

develop specific action steps for immediate implementation

individual and collective commitments to action

**NATIONAL INVITEES
Convention Center & Marriott Hotel**

9:30AM - 11:00AM Concurrent Sessions such as:

The Role of Youth
The Role of Civil Society Renewal Efforts
The Role of Public-Private Partnerships
The Role of Technology

Panels: Cabinet members, national leaders from each
sector, examples of innovation, critical observers

**Draft - Subject to change
4/7/97**

TUESDAY, APRIL 29

**ALL PARTICIPANTS
Independence Hall**

11:30AM - 12:30PM Participants move to Independence Hall; informal lunch

12:30PM - 1:30PM Closing Ceremony - Independence Hall

Tightly focused call to action that recaps and reinforces the work done in Philadelphia; challenge to all Americans and their communities and organizations to assume their share of the responsibility for achieving the Summit goal

Speakers:

General Powell
Mrs. Clinton
Mrs. Bush
Bill Cosby
A Representative of America's Young People

**New York University***A private university in the public service*

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Doctoral Program in Clinical Psychology

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FAX Machine Type: PANAFAX UF550

FROM: Prof. Susan Andersen Room 484

TO: Ms. Melanne Verveer

FAX NO.: 202-456-6244 TELEPHONE NO.:

COUNTRY: USA

NUMBER OF PAGES INCLUDING THIS COVER SHEET: 11

DATE: 04/06/97 TIME:

COMMENTS:

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April 7, 1997

Sen. Harris Wofford, CEO
Corporation for National Service
1201 New York Avenue N.W.
Washington, D.C. 20525

Dear Sen. Wofford:

We talked briefly the meeting of the Partnering Initiative in February, where I was very pleased to hear your positive comments about the proposal I mentioned during the meeting -- that the Initiative urge the Department of Education to issue, promote, and implement Voluntary National Guidelines for Service-Learning in K-12 Education. There is now growing support for this within the Partnering Initiative -- and also a short reader-friendly document describing it.

Issuing such Guidelines would provide a concrete mechanism for implementing the primary aims of the Partnering Initiative and of the Presidential Summit as well. It would also constitute a concrete "product" that is easy-to-understand and may enable the American public to have some hope that something of lasting value may come of this Summit.

Some of us have heard, of course, that education may receive less attention at the Summit than we would hope. It is our belief that partnership between education and community-service will best serve the mutual aims of the Initiative and the Summit, and hope that you agree.

I'm enclosing the brief document on this proposal, which I first wrote and then circulated to the members of the Materials Development Committee of the Initiative, and finally, upon hearing back from these folks, rewrote to incorporate their various comments/suggestions. It's now endorsed by this committee and will, I gather, be shared with the entire group at the meeting of the Initiative today.

Beyond working with the Initiative, as I mentioned to you before, I'd like to be able to work more directly with the Administration in its efforts to bring to fruition the growing collaboration between the Department of Education and the Corporation. I have a dossier at the Office of Presidential Personnel (nominated by the National Women's Political Caucus) with this aim, and would happily take a temporary leave-of-absence from NYU in 1997-98 (and perhaps beyond), or instead, an NYU-paid sabbatical, although the latter would leave me with less time to pursue these projects.

In addition to the brief proposal for Voluntary National Guidelines for Service-Learning in K-12 Education attached, I am also enclosing an "addendum," which further elaborates on the proposal and on how it might be implemented.

Meantime, the proposal has obvious practical utility for the America Reads Challenge. This is more reflected in the addendum than in the brief document, and I have a meeting with Carol Rasco later today to discuss these ideas in more depth and to share the two documents with her.

I'd welcome the opportunity to know your thoughts.

All the Best,



Susan M. Andersen
Professor of Psychology
Director of Graduate Studies
in Psychology
Director of Clinical Training

SMA/s
Enclosure

cc: Susan Stroud
Marilyn Smith
Carol Rasco
Melanne Verveer ✓

Andersen Proposal
National Guidelines for Service-Learning
April 4, 1997

**A BASIC PROPOSAL FOR THE ISSUANCE OF
VOLUNTARY NATIONAL GUIDELINES FOR SERVICE-LEARNING IN K-12 EDUCATION
BY THE U.S. DEPARTMENT OF EDUCATION**

The Central Argument

The most concrete product of the Partnering Initiative on Education in Civil Society may be to propose that the U.S. Department of Education issue Voluntary National Guidelines for Service-Learning in K-12 Education. Hence, the Materials Development Committee of the Initiative proposes that the Partnering Initiative urge the Department of Education to announce and promote such Guidelines. This would set the stage for implementing the aims of the Partnering Initiative in schools and school districts around the country. It would set a national agenda that includes tangible goals, implementation strategies, and desired outcomes, so as to create the "seamless web" between schools and communities that the Initiative advocates. Taking this action on Service-Learning would have an impact on youth development, community service, and voluntarism as well, and it is thus of obvious relevance to the Presidents' Summit on America's Future. Among the five aims of the Summit, the present proposal directly addresses two: First, the aim of establishing for each child an ongoing relationship with a caring adult-mentor (Aim #1), an adult who does not simply "do for" the child, but who encourages the child "to do" for himself or herself, to become involved; second, the aim of giving each child the opportunity to give back to society by participating in community service activities (Aim #5), by integrating these activities into the ongoing curriculum, as Service-Learning does. Indeed, Service-Learning can also provide a safe place for children to grow and learn (Aim #2), can teach them some marketable skills (Aim #3), and can help them get a healthy, pro-social start (Aim #4). Hence, urging the issuance and promotion of Voluntary National Guidelines for Service-Learning by the Department of Education is arguably among the most concrete agendas the Partnering Initiative could advocate and the most profoundly relevant to the stated aims of the Summit.

A Brief Definition of Service-Learning

When students in K-12 or higher education engage in service activities that are integrated into their curriculum of a given class, and they also engage in structured personal reflection about the meaning of their service experiences, this combination of activities is referred to as Service-Learning. Contexts such as hospitals, social service agencies, local parks, community centers, environmental work sites, animal-protection centers, community policing centers, all provide vast opportunities for such curriculum-integrated Service-Learning.

What distinguishes volunteer community service programs in schools, which are often run by on-campus clubs, from Service-Learning, is that Service-Learning activities are directly integrated into a relevant curriculum. For example, environmental projects are pursued in general science courses, such as biology, chemistry, or environmental science, or activities in social service agencies are integrated into social studies, civics, American history, psychology, or sociology. Service-Learning heightens overall learning because it involves the "whole student" in the learning process — with all his or her senses — integrating complex, personal, real-world experiences with didactic ones.

What solidifies learning in Service-Learning are regularly scheduled times for

Andersen Proposal
National Guidelines for Service-Learning
April 4, 1997

meaningful "reflection" about the service-activities performed. An excellent venue for such reflection is one in which students meet in small groups to talk in a personal way about their experiences, to share what they have observed and learned, what they feel they were able to accomplish and contribute, how this felt, what they believe they would need to know to be more effective, and so on. Such meetings may be run by a non-invasive teacher or peer facilitator who encourages open discussion, providing students with an opportunity for meaningful interpersonal communication about their attempts to make some small contribution to the community (which engenders increased social discourse on service at this micro-level), and helping students solidify knowledge and "identify with" these activities. A related form of reflection involves keeping a service-experience journal — beyond group meetings. But social interchange with other students can be invaluable in breaking down barriers between students who otherwise might not talk with each other in meaningful ways, revealing commonalities and forging new bonds, making these meetings especially vital.

A Brief Summary of the Proposal

Consistent with the central aims of the Partnering Initiative, the Materials Development Committee proposes that the Initiative urge the Department of Education to issue Voluntary National Guidelines for Service-Learning in K-12 Education (and beyond). The proposal embodies the most basic aim of the Initiative, to "create a seamless web" between schools and communities. Moreover, because Service-Learning inspires in young people the desire to give back to the larger community, it motivates later community service voluntarism, which can so readily evolve out of Service-Learning, and is arguably central to the Summit as well.

Service-Learning refers to student participation in service activities in the community that are directly integrated into the school curriculum along with structured opportunities for self-reflection. Evidence shows that Service-Learning promotes identification with (and caring about) one's broader community and can heighten pro-social values. Service-Learning thus promotes character-education, in part by enabling mentoring by adults in a service-setting — in which mentors help empower kids to take responsibility and participate — and in part by enabling kids to work together as teams of service-providers. Service-Learning serves other important aims as well, such as introducing students to an active, participatory form of education, increasing skill development (as internships and school-to-work programs do), and providing a real opportunity to contribute to society. Overall, then, Service-Learning is a process of teaching and learning that will help prepare American youth for the 21st century.

The Materials Development Committee of the Partnering Initiative thus recommends that the U.S. Department of Education issue, promote, implement, and somehow ensure compliance with Voluntary National Guidelines for Service-Learning in K-12 Education (and perhaps beyond). Public endorsement of this position by the august Department of Education would fuel public discourse about service in society, and would galvanize the national "will," demonstrating America's commitment to building a nation of people who care about contributing to society and to bringing together otherwise disparate groups, the disenfranchised and enfranchised alike, students of all racial, ethnic, and cultural backgrounds, to participate in common activities extending beyond each individual and group. Taking this crucial step, the Department of Education would build directly on the

Andersen Proposal
National Guidelines for Service-Learning
April 4, 1997

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good work it has already done, especially the Joint Declaration on this topic by the Department of Education and the Corporation for National Service in 1995. Public avowal of this position -- and a new collaboration between American education and service -- would be a compelling vision for American youth.

To make Voluntary National Guidelines a reality, beyond issuing standards and best practices, the existing infrastructure for implementation will need to be elaborated and extended in a two-fold manner: First, expanding the services provided by the National Clearinghouse 1-800 number for answering questions and disseminating information; and second, making more available needed training and technical assistance for schools and school districts. A private-public partnership for extending this implementation-infrastructure is feasible, given expressed commitments of several foundations and funding for teacher-preparation at the Department of Education, perhaps in conjunction with the 15 Educational Reform Centers already established.

The Department of Education is in an excellent position now to announce, promote, and implement Voluntary National Guidelines for Service-Learning in K-12 Education for four reasons. First, standards have already been developed. Second, a National Clearinghouse 1-800 number exists. Third, providers of training and technical assistance are available. Fourth, the American public is about to be rivetted on the topics of youth, service, and voluntarism with the Summit. Hence, a broad-based national initiative could not be better timed.

The Summit aims to get kids involved in mentored relationships with caring adults and to give kids an opportunity to give back to their communities. Encouraging youth to participate in building and re-building their own communities, as an integral part of their ongoing education, is accomplished in Service-Learning, and it can help inspire the ethic of service and caring in American youth. In Service-Learning, young people not only become role models for their peers, but also build competence, a sense of empowerment, a connection with their community, and the commitment to continue to engage in activities that make a difference.

The proposal that the U.S. Department of Education issue Voluntary National Guidelines for Service-Learning provides a mechanism by which local schools and organizations can knit together the "seamless web" between schools and communities that the Partnering Initiative advocates. The commitment to argue for such Guidelines would represent a real product of the Partnering Initiative, that can readily be considered central to the goals of the Presidential Summit.

Susan M. Andersen, Ph.D.
Member, Materials Development Committee, Partnering
Initiative on Education in Civil Society
Chair, Task Force on Community Service and
Service-Learning, Communitarian Network
Professor of Psychology, New York University
(212) 998-7799 (tel); (212) 995-4292 (fax)

Addendum to Andersen Proposal
National Guidelines for Service-Learning
April 4, 1997

ADDENDUM

TO THE BASIC PROPOSAL FOR
VOLUNTARY NATIONAL GUIDELINES FOR SERVICE-LEARNING IN K-12 EDUCATION
TO BE ISSUED BY THE U.S. DEPARTMENT OF EDUCATION

Why Should the Department of Education Issue Voluntary National Guidelines?

Sending a national message. To make opportunities for Service-Learning available to all kids in K-12 education, and higher education as well, taking action at the national level is necessary. The Materials Development Committee of the Partnering Initiative on Education in Civil Society urges the Department of Education to announce, promote, and implement Voluntary National Guidelines on Service-Learning, as well as some compliance-monitoring of schools and school districts that choose to adopt the Guidelines to help ensure their success. Promotion of this position would send a national message and heighten the national "will" to build stronger, more caring communities in which people not only "look out for #1" but look out for each other as well. The efforts already made in the direction of character education and service-learning by the Department of Education, especially the Joint Declaration between the Department of Education and the Corporation for National Service in 1995, have been crucial, and these efforts ought to be culminated in the official issuance of Voluntary National Guidelines for Service-Learning that are then promoted and implemented. As one example of how such guidelines might be stated, they could readily recommend that all schools offer students at each grade opportunities to participate in direct service integrated into their regular curriculum, as well as the choice as to whether or not to participate.

Promoting character education. As indicated in the Basic Proposal for Voluntary National Guidelines to be Issued by the Department of Education, Service-Learning can promote the ethic of service and caring, that is, pro-social identity -- in increased tolerance, mutual understanding and respect, real skills in peaceful conflict-resolution, and real experience in making some contribution to the community. Participation in Service-Learning can enable kids to model these ideals for themselves and for each other, which is crucial in identity-formation. Working to contribute to the common good puts into action pro-social values needed in civil society, and watching others engage in such activities and then practicing these things oneself -- which psychologists term modeling -- is the best way to learn these things. In this sense, it has been suggested that Service-Learning is, in fact, "character education with feet," laying the groundwork for a lasting interest in voluntarism and community service.

To ensure that Service-Learning serves character-education aims, all relevant service-sites must enable students to be mentored by an adult or various adults, at least in terms of simple work supervision, with the mentor being "coach" or even "orchestra conductor" -- helping kids to assume leadership, take responsibility, and care more deeply about their own education in these terms. The availability and effectiveness of mentors in a given service-setting is therefore important in selecting Service-Learning sites. By helping students feel a greater sense of connection to another person or set of persons, the mentoring experience may increase participants' sense of trust in others, provide a new confidence in their own ability to work with others, and provoke the realization that they have something to offer that is of value. It may also help

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them to develop a concept of their own education that is meaningful to them, so that they come to take charge of their own learning and invest themselves in it.

Standards and Implementation

Voluntary National Guidelines for Service-Learning in K-12 Education would define the basic elements of Service-Learning based on standards already developed: The Standards of Quality for School-Based and Community-Based Service-Learning, issued by the Alliance of Service-Learning in Educational Reform in 1995. These build on the well known Wingspread Special Report, Principles of Good Practice for Combining Service with Learning.

Effective ways to organize and implement Service-Learning programs in accord with existing standards need to be communicated to interested teachers, administrators, schools, and school districts wanting to mount such programs or improve existing ones. Hence, beyond developing, announcing, and promoting standards, an implementation-infrastructure is required. Best-case examples of curricula-service combinations that can be replicated in similar schools around the country are needed, along with relevant advice and referrals. Greater support for a single 1-800 number, such as the National Service-Learning Clearinghouse, to handle inquiries, disseminate documentation, extend actual advice, and give local referrals is crucial to the implementation and/or improvement of Service-Learning programs.

Moreover, training and technical assistance are needed for teachers and administrators to get the Service-Learning process/programs off the ground. The complexities of establishing a solid, reliable working relationship with agencies and organizations outside of the school, of ensuring that Service-Learning students are closely monitored and mentored, and arranging that these students feel valued within the service-setting all make training and assistance in setting up programs decisive in implementation. Referrals to local providers of training and technical assistance are essential and can be provided via a 1-800 clearinghouse service. This two-fold implementation-infrastructure, providing information and referrals, along with training and technical assistance, could be aided by the 15 Educational Reform Centers in existence if they were to add a Service-Learning component, and of course, by the priceless investments of the foundations currently active in the field, in conjunction with teacher-preparation funds at the Department of Education.

Enticing Voluntary Participation from Schools and School Districts

If the Department of Education announces and promotes National Guidelines for Service-Learning, their use should be voluntary because this leaves final decisions at the local level, where most interested parties believe they belong. Voluntary guidelines, however, would need to be systematically promoted, and their implementation assured in part by the infrastructure noted and in part by some monitoring of compliance among these schools and school districts that adopt the Guidelines, so as to ensure their success. A private-public partnership to support the costs of information provision and of training and technical assistance, once Voluntary National Guidelines for Service-Learning are announced and promoted, would bring many more schools on board with Service-Learning than are on board now, and would constitute a significant accomplishment.

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Enticing Voluntary Participation from Students

The voluntary nature of the proposed Service-Learning Guidelines extends to potential student participants as well. That is, students in K-12 education should have the opportunity to choose freely to participate (or not to participate) in Service-Learning programs made available at every grade level. These programs should be set up in a way that makes them attractive to students -- as programs that provide real-world, hands-on learning experiences that are interesting, challenging, and fun. This is the message that needs to be conveyed by teachers, administrators, and other students. When students choose to participate because they "want" to, their actions are likely to be internalized, becoming a part of their personal standards of conduct and self-definition.

Thus, Voluntary National Guidelines for Service-Learning in K-12 education should not require students to participate, but rather, should make such programs available as an integral part of the curriculum, defined by excellence and organized by inspiring teachers and staff, who give the program a special lure.

Assessing Effectiveness

There are four components of effectiveness in Service-Learning, each of which is central to comprehensive program evaluation. The first component reflects the notion that, in Service-Learning, participants learn by doing, by working to improve the quality of life in their communities. Hence, Service-Learning has an impact on learning, and because it involves "the whole person" in the learning process -- with all his or her senses -- it should make possible particularly "deep" learning and may thus enhance classroom-learning. Second, and similarly, Service-Learning should teach students specific new skills that are needed in the service context, an element that Service-Learning programs often have in common with internship and school-to-work programs. The special advantage of Service-Learning, of course, is that kids learn skills that contribute to the common good of the community.

Third, because engaging in service provides valued help to the community, monitoring the extent to which the service-program effectively fulfills its service goals through its student volunteers is an important element of evaluating Service-Learning. Does the program deliver services effectively?

Fourth, and finally, because Service-Learning may catalyze pivotal changes in identity, assessing such changes is basic to assessing character-education outcomes, e.g., empowerment, social responsibility, and a sense of connection with and caring about others.

All service-activities in which we ask youth to participate, of course, must be appropriately matched to their age, developmental abilities, interests, and experience, and moreover, training and supervision must be available in the service-setting. Given fulfillment of these requirements, the four-pronged evaluation recommended would assess: (1) classroom-learning; (2) specific-skill learning in the service-setting; (3) actual effectiveness of services rendered; and (4) impact on self-identity, values, and social responsibility.

To evaluate their Service-Learning programs, schools are likely to need help in establishing low-cost, ongoing evaluation procedures that are part of the routine

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monitoring process. A private-public partnership would assist in such routine program evaluation because this kind of evaluation would be included in training and technical assistance. In addition, a private-public partnership will be needed to fund large-scale behavioral-science evaluation research designed to increase knowledge about when Service-Learning programs work best and why, providing valuable data for future program development and improvement.

Doing Service-Learning Activities Inside a Local School

Some Service-Learning sites are located within the student's own school or in another local school rather than in the community at large. In this case, the community in which the service is performed is more narrowly defined, as a school-setting itself, and there are two kinds of activities of special interest in such school-localized Service-Learning.

Buddy programs. One such Service-Learning program is a "buddy" program in which older kids are "buddies" to younger ones, providing younger kids with an enhanced sense of connection with another person who can become significant to them, who is available as someone to talk to, to learn from, and to build a personal relationship with. Younger kids usually feel honored to spend time with older kids, and this makes participation "feel" like a privilege, so long as the attitude of the "buddy" and the overall program is not condescending. Pairing younger kids with older ones can help younger kids feel less alienated, building a sense of belonging and trust. Older kids, too, often feel honored to be asked to help out with someone younger than themselves, and this can be empowering and competence-building, and can have a pivotal impact on what older kids come to believe matters to them.

"Buddy" programs can be integrated into social studies, civics, history, and psychology courses, and can readily be implemented as within-school programs, by for example, pairing 5th graders with 3rd graders or 12th graders with 10th graders. Between-school programs are also possible and resemble mentoring programs, in that they make use of a greater age difference, such as found between 8th graders and 3rd graders, or between 12th graders and 2nd graders.

Tutoring programs. Another Service-Learning activity that can be done in a school-localized setting is the tutoring. Given ongoing problems in schools and communities that interfere with teachers' ability to gain and keep kids' attention, and to motivate kids to participate actively in their own learning, the presence of older kids on the scene who willingly, with interest, and enthusiasm, to tutor younger ones holds special promise. It can address crucial educational deficits, and can also provide role-models who show that studying, teaching, and learning can be fun and enriching.

Tutoring programs integrated directly into service-learning English courses tutor reading, writing, or spelling, while service-learning math courses tutor arithmetic, algebra, or geometry. Like "buddy" programs, tutoring within a Service-Learning program can readily be implemented within-school or between-schools.

Both "buddy" and tutoring programs can take place either during school or after school. Of course, such programs will not necessarily be most effective when they take place only on school grounds or only for students currently attending

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the school. The unfortunate truth is that many of the kids we most need to reach are not in school. Hence, Service-Learning programs emphasizing a "buddy" system or tutoring may have the greatest overall impact when they involve organizations that outreach into the community, addressing youth who do not regularly attend school. Grass-roots community-based organizations, such as community centers, some parks and playgrounds, churches, synagogues, and mosques, are set up to identify kids in need, and to deal with youth and volunteers, and are therefore invaluable. Involving kids in Service-Learning programs with organizations of this kind will constitute significant progress in creating the "seamless web" between schools and communities that the Partnering Initiative seeks to forge.

Conclusion

The Department of Education should announce, promote, and implement Voluntary National Guidelines for Service-Learning in K-12 Education — as a teaching and learning process that will prepare kids for the 21st century.

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Memorandum for the Summit Organizers

Harris Wofford

April 7, 1997

As we enter the homestretch for the Philadelphia summit, twenty days to go, I want to put these points for your consideration:

1. There is method in our madness -- a very good strategy in our plans for the Summit and the ensuing campaign for America's Promise -- but the public and the media have not yet figured it out. And we are not as clear and persuasive as we need to be.
2. As the one George Romney called in the summer of 1995 to help enlist President Clinton and the former Presidents in his plan for a Summit, I think the following propositions of the original discussions with Romney help clarify what we are doing and how we should proceed.
3. We are trying to set for the nation a great goal -- to crack the atom of civic power and release and harness civic energy to turn the tide for millions of America's youth. Achieving that goal will be much harder and more complicated than the task of cracking the physical atom when Roosevelt secretly set that goal in order to build an atom bomb before Hitler did. It will be harder and more complicated than the task of going to the moon when Kennedy very publicly set forth that goal. The task before us is more like the challenge facing the would-be civil rights movement in 1955 when Rosa Parks and Martin Luther King first went into action.
4. The decade-long climax of the Civil Rights movement -- 1955-1965 -- succeeded because:
 - The goals of winning the right to vote and ending public segregation were clearly set by King and the movement. They were widely accepted, and they remained the focus until they were achieved. (Since then there have been no clear or widely accepted goals.)
 - Around these two goals, a national sense of scandal and crisis emerged and became a popular consensus. By the actions of the movement and the fact-finding of the new U.S. Commission on Civil Rights, by popular protests, symbolic actions and the response of public power, the sense spread and deepened that it was a scandal for millions of Americans to be denied the right to vote and to have no room at the inn (or at lunch counters). Essential to the success of the movement was the growing national consensus that the failure to end those conditions was

a crisis of conscience, a practical domestic political crisis, and an embarrassment to the United States before the world.

- Commitments of “lives, fortunes, and sacred honor” were made by King, Rosa Parks, non-violent student volunteers, ministers, even children in the front lines. This process of commitment became contagious and caught the public imagination. Corporate, labor, and religious leadership increasingly became involved.

5. Summit planning is on the right track, generally:

- A great goal is being set in an unprecedented way: turning the tide for millions of young people now heading for disaster. This goal-setting is the first “method in our madness”.
- We’ve focused on five conditions millions of youth need, for the tide to be turned for them (and our country). They are conditions every loving parent wants for their children – a caring adult in their lives (mentor, tutor, coach); structured activities in non-school hours in safe places; a healthy start; effective education for marketable skills, and the opportunity and inspiration for service, to give back as a good citizen. It is a scandal and a crisis that millions of young Americans lack these conditions for success. It will be a disaster for our country if we let this continue.
- The commitment process for the Summit is catching on and will continue, nationally and at local levels.

6. Next steps:

- Agree on the first clear numerical targets. The proposal before us is: Two million additional youth who achieve all five conditions for success. Five million additional youth who achieve one or more of these conditions.
- We need to convey a greater sense of urgency and crisis- a message, with facts to back it up. That it is a scandal for this country not to take action to turn the tide.
- We need, through examples of pilots that work ^{that} ~~and~~ should be spread all over the country, we need to show that “we can overcome”.

Presidents' Summit for America's Future
Prepared remarks for videoconference with Summit delegates

by Harris Wofford
April 2, 1997

We in AmeriCorps and the Senior Corps and the student service-learning contingents of the Corporation for National Service are glad to be one of the two originating organizers of the Summit. And we are glad the Summit and the campaign for America's Promise is lifting all our sights to great goals for America's young. To get great things done, you need great goals.

In the years of civil rights struggles with Martin Luther King, we had great and clear goals: to win the right to vote and to end legal segregation. These goals and the emerging sense of national scandal, drew millions of Americans into action. In ten years the right to vote was won for all Americans and public segregation was ended. Those goals galvanized us and changed the nation.

In the 1960s, President Kennedy set a national goal to go to the moon, and by the end of that decade we got there.

Now, at last, in a more complicated time, and in an unprecedented way, with the leadership of President Clinton and former Presidents Bush, Carter, and Ford, and Chairman General Powell, in the city where America's Promise was first proclaimed, we are going to set a new national goal: to turn the tide for -- and with -- millions of young people now heading for disaster.

And after Philadelphia, the torch will be taken back to each community and each state to use service as a strategy to achieve this goal. And after the Summit we will carry on the process of corporate and organizational and individual commitment at the state and local -- as well as national -- levels.

Those commitments will be down-payments for the new millennium.

To the state delegations, let me say a special word. Your Governors and State Commissions on National and Community Service know that the bipartisan National Service Act of Congress calls on each state to develop a unified plan of action for all the streams of service in the state -- to bring them together in a deep and mighty river to roll over some of the main obstacles blocking a good future for the next generation.

The Summit and the campaign to follow should be seen as the occasion to develop and test those state plans of action in the struggle to make sure that all young Americans have the five conditions for success in life identified at the Summit: a caring adult in their lives (a mentor, tutor, coach); safe and structured activities in non-school hours; a healthy start; an effective education with marketable skills; and, above all, young people themselves taking responsibility to serve not just be served.

As Martin Luther King said, "Everybody can be great because everybody can serve." So a key part of America's Promise is that every young person must be challenged and inspired to discover and realize that greatness. All young Americans need to see themselves -- and be seen as -- resources and leaders, not just as problems or victims.

Martin Luther King gave another clue of what to do. In spelling out his dream on the steps of the Lincoln Memorial, he said, "We have come to this hallowed spot to remind America of the fierce urgency of now." In the hallowed spot of Independence Hall we need to demonstrate that fierce urgency of now.

Martin Luther King gave us the watchwords for America's Promise: "When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence", he said, "they were signing a promissory note to which every American was to fall heir. This note was a promise that all men would be guaranteed the inalienable rights of life, liberty, and the pursuit of happiness." And he added our mission today. "Now", he said, "is the time to open the doors of opportunity to all of God's children".



fax/memo

Date April 17, 1997
To Kenn Allen, Ray Chambers, Marian Heard,
Stuart Shapiro
From John Schreiber
Re: Presidents' Signing Document

Number of pages (including cover) 1

Please contact (212) 977 1100
if you do not receive all of this transmission.

Here is an alternative document for the Presidents (and the kids on stage) to sign Monday morning. This document can be read (by President Clinton?) and signed immediately following the kids' reading of America's Promise.

"In accordance with the principles set forth in America's Promise, namely, that all young Americans be afforded A Healthy Start, Safe Places, A Relationship With a Caring Adult, An Opportunity for Community Service and the Tools to Develop a Marketable Skill, we the undersigned citizens of the United States of America do hereby affirm our commitment to achieving these goals."

All good wishes.

Best regards.

/ew



fax/memo

Date April 16, 1997

To Ray Chambers, 703-540-0958
Stuart Shapiro, 703-683-0434
Kenn Allen, 703-683-0434

From John Schreiber

Re: America's Promise with "Signers' Codicil"

Number of pages (including cover) 2

Please contact (212) 977 1100
if you do not receive all of this transmission.

AMERICA'S PROMISE

Independence Hall, April 28, 1997

opportunity

America has a new face: a countenance very unlike that of the men who founded this country. America now embodies every culture of the human spectrum. It is strong, beautiful, and tattooed with the realness of our souls. Its young voices are powerful. But although its people are born of equal spirit, they are not yet born of equal privilege. Now in the course of human events, it has become necessary for the Young People of America to declare their rights and intentions.

responsibilities

We have been left with no choice but to demand change.

1. It is self evident that it is a human right to be guaranteed a Healthy Start in the best physical condition. America's Children are entitled to the highest standard of health care, shelter, and nutrition. Our well-being requires that a respect for our bodies and an appreciation of our own self-worth be instilled in us.

2. It is self evident that relationships with Caring Adults are vital to America's Children. More and more of us are lost in the oceans of America without a guide, an understanding ear, a compassionate heart. This may cause many to slip into an abyss of despair. the hopelessness of violence, teen parenting, drug abuse, and suicide. We challenge our teachers, our parents, our cultural icons, and ourselves to become mentors. In turn, we are committing ourselves to listen to the voices of wisdom.

Tel. 212. 977 1100 Fax. 212. 977 1106

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3. It is self evident that we need Marketable Skills to achieve financial independence. Self-sufficiency is necessary to give us a sense of value in a world where our dreams at times seem unattainable. There must be a redefinition of education. It is essential that America's Children have enrichment programs, modern resources, internships, and qualified, well-paid educators in all schools, regardless of location.

4. It is self evident that America's Children need Safe Places to protect and nurture their boundless potential. We need places where we can gather without fear. We must be provided with creative outlets -- outside of the educational system -- that will channel energy instead of extinguishing it.

5. It is self evident that, in return, America's Children have an obligation to Serve the Communities that support and serve them. We must guide each other. We will not be today's problems but tomorrow's solutions.

We can no longer be content with apathy and inaction because America's Children are too precious an asset to be lost. We, therefore, ask for America's commitment to the Future -- a future to which we now pledge our lives, our fortunes, and our sacred honor.

SIGNERS' CODICIL

In accordance with the principles set forth in America's Promise, we the undersigned citizens of the United States of America do hereby affirm our commitment to achieving these goals.

/ew

cc: David Dix, 703-683-0434
Christine Gilfillan, 201-538-8175
Joe Rutledge, 703-683-0434