

Learn and Serve Event

On Friday, April 11, HRC will visit Cardozo High School in DC to observe their learn and serve program, make remarks (5 min.), and participate in a roundtable discussion.

The ESL students from Cardozo will read to the 1st graders from Meyer Elementary from a book based on African proverbs. These ESL students, under the direction of Spencer Salas, have written their own books and read to Meyer children in K-3rd grades. The books they write are given to the children they tutor. After the reading, they will discuss the lessons from the book.

There will also be Americorps volunteers and representatives in attendance-- including Harris Wofford. Americorps volunteers have been working at Cardozo renovating the school since December.

Harris Wofford will precede HRC with his remarks to include an announcement of a plan to put 1 Americorps volunteer in each DC school by the end of the year.

HRC's Remarks: (5 minutes)

1. General statement on the value of service
--build up to Presidents' Service Summit
2. Comment on Wofford's announcement of new program to put an Americorps volunteer in each DC school
3. Comment on contributions that Covington & Burling has made to Cardozo
4. How Learn and Serve gives students a sense of self worth.
--These are students who can barely speak English themselves, yet they are helping 1st graders by reading to them
--Mention the Brandeis study that the President talked about in last week's radio address on the benefits of Learn & Serve programs

TRI-SCHOOL LEARNING ACADEMY

Meyer Lower Campus

WELCOME

The Tri-School Learning Academy was originally conceived as an innovative plan designed to create a continuous learning environment Head Start through Adult Education - for the diverse student population in the Ward 1 community during school year 1990-91. It became operational in September, 1991. The Academy consist of a cluster of five school campuses: Cleveland, Meyer, Harrison, Garnet-Pattterson, and Cardozo structured to provide a total quality educational program at three instructional levels: Early Childhood, Intermediate, and Secondary.

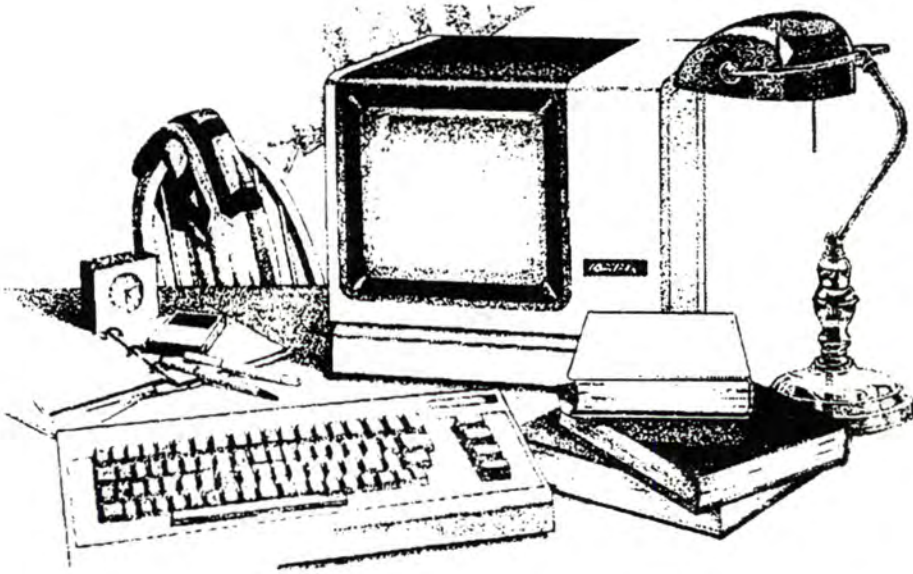
The development of the Tri-School Learning Academy constitutes a major restructuring effort in the District of Columbia Public Schools. Collaborative planning has focused upon the most unique aspects of this Ward 1 community and has identified alternative educational approaches tailored to the needs of the student population. Community linkages with local institutions of higher education, partners in education, the Ward 1 City Council representative, and other stakeholders in this school community have been established to garner support for the success of the Academy.

MISSION STATEMENT

The mission of the Tri-School Learning Academy is to provide a continuous learning experience for urban, culturally diverse students Head Start through Adult Education - on five specialized campuses spanning three instructional levels: early childhood, intermediate, and secondary.

Meyer School Campus

Family Life Center



TRI-SCHOOL LEARNING ACADEMY
2501 11TH Street, NW
Washington, DC

Barbara King Lyles, Principal
George M. Moore, Assistant Principal

A Message From the Principal

Welcome to the Meyer Family Life Center.

The Family Life Center represents a vital part of our educational program because it represents the home of our parents. In this home, parents have the opportunity to express themselves by enriching their parenting skills. Many wonderful activities are planned for parents in the center. We recognize a correlation between the work of the center and the performance of their children in the classroom. This bond has helped us to better prepare the whole child in the "village". It certainly takes an entire village to raise a child. We are very proud of our center and we welcome you!

Sincerely,



*Barbara King Lyles
Principal*

TRI-SCHOOL LEARNING ACADEMY MISSION STATEMENT

The mission of the Tri-School Learning Academy is to provide a continuous learning experience for urban, culturally diverse students Head Start through Adult Education on five specialized campuses spanning three instructional levels: early childhood, intermediate and secondary.

Family Life Center Board of Governance

Barbara King Lyles, Principal
George M. Moore, Assistant Principal
Mildred Johnson, Coordinator
Edith Wright, Counselor
Linda Jackson, Tonya Lyles, Crystal Greene, Beverly Holland, Maria Carter,
Dr. James W. Prince, Consultant.

TRI-SCHOOL LEARNING ACADEMY MEYER SCHOOL



The Family Life Center was designed as an outreach center to provide support to parents. The center concept grew out of a concern to provide support to parents in the areas of job assistance and placement, parent training, G.E.D., and career support investment. Our center provides not only skill refresher seminars, but also courses recommended by parents for parents. The center also serves as the hub of programming for parents. Many of our parents provide assistance in the academic program of the school serving as classroom teacher aides and many serve as room parents providing assistance to classroom teachers in a variety of ways. The center is assisted by a board of directors which provide governance for center programs and serves as a clearinghouse for parent concerns.

The Family Life Center is a vital part of school life at Meyer. Parent participation has grown as a result of the relationship between the center and the school. Parents feel they are a necessary link to the school which educates their children.

Parent programs are fully operational at Meyer School. Our parents participate as parent partners, classroom assistance, and serve the school in other capacities as well. Parents participate on city-wide school committees and attend workshops designed to increase involvement at the school.

Please plan to visit the Family Life Center. Parents are actively engaged in the work of the school on a daily basis. We look forward to your visit.

FAMILY LIFE CENTER

The Meyer Tri-School Learning Academy *Family Life Center Course Outline*

Monday

Books Project

The Books Project is designed to encourage parents to write and create books about their experiences as children. Parents share their stories with children's classes through the reading of the stories and puppetry.

Tuesday

G.E.D.

The G.E.D. Program is offered through our Title I program and provides parents with an opportunity to earn their G.E.D. Teachers within the Meyer School family provide tutoring for parents who may need additional help. We are proud to announce that we have helped several parents pass the G.E.D. exam.

Wednesday

Computer Classes

The Computer Class provides parents the opportunity to learn how to use computers. Parents learn the basic functions of the computer and the many benefits derived from acquiring computer skills.

Parenting Skills

The Parenting Skills Class provides parents an opportunity to dialogue with others about issues related to parents. Coordinated by the school counselor, the class introduces material that will strengthen parent behavior and improve relationships between the home and the school.

Thursday

G.E.D. Class (note information above)

Friday

Sewing

The Sewing Class provides parents with work which introduces basic sewing to participants. Parents make clothes, learn the basic sewing techniques, and provide a fashion show that culminates the work of the class. This year the class includes drapery making as a part of the course.

HISTORY OF CARDOZO SENIOR HIGH SCHOOL

Cardozo Senior High School was at first a business department organized in 1887 as a part of the high school in the Miner Building. At its inception, the school was referred to as the Business Department and later as the Department of Business Practice with all work under the leadership of Mr. W. F. S. Jackson. In 1916 it was moved and in 1919 Mr. G. David Houston was appointed its Head Teacher.

A conference of business men and women, meeting in 1927, addressed the issue of organizing a separate school which would coordinate the commercial high school with various business interests of the community. As a result of the conference, the Department of Business Practice was made a separate school in the Spring of 1928 named for Professor Francis L. Cardozo.

Professor Cardozo, who lived from 1836-1906, was a politician and noted educator during the Reconstruction period of American's history. He was born in Charleston, South Carolina and received an elementary education there when it was not popular for Blacks to be educated. At 12 years of age, he was apprenticed to a carpenter for whom he worked nine years to save sufficient money to continue his education. He went to the University of GLASGOW in Scotland and received an undergraduate degree, studied at the Presbyterian Seminary in London, and returned to the United States in 1864 where he was appointed Director of the New Normal School in Charleston after having served as a pastor in Connecticut for a short period.

He served as a member of the South Carolina Constitutional Convention in 1868, served as South Carolina Secretary of State from 1868-1872, was elected Treasurer of South Carolina in 1872 and re-elected in 1877. During this same interval, he was offered and accepted a professorship in Latin at Harvard College.

Professor Cardozo founded the Avery Institute in Charleston, South Carolina, still in existence, which was the first college in the United States for Blacks after the Civil War. He served as its principal until 1870.

In 1878, he was appointed to the Treasury Department in Washington, D. C. And became associated with education in the District. He became the Principal of the Washington, D. C. Colored High School, the forerunner of Dunbar High School in 1884, and remained there until 1896. It was during these years that he directed that portion of the school which was later to become known as Cardozo High School.

Professor Cardozo was an educator of note in that he advocated education for Blacks in the United States when such a position was unpopular.

(Continued on reverse.)

Your School Profile ▼

School Year 1993-1994

CARDOZO SENIOR HIGH SCHOOL

13th & Clifton Sts., NW
Washington, DC, 20009
673-7385

PROFILE OF STUDENT BODY—FALL 1993

SOURCE NOTES: Fr. Enrollment, Racial/Ethnic Background - Div Student Svs. Student Membership on 10/21/93, Home Language - Lang Minor Affs Br, 10/27/93, Outside zone - Div Student Svs, 4/9/94

STUDENTS

ENROLLMENT IN EACH GRADE

9th grade	387
10th grade	367
11th grade	218
12th grade	196
Ungraded	82

RACIAL/ETHNIC BACKGROUND

African American	865
Hispanic	326
White	1
Asian	58
Other	0
Home language is not English	301
Live outside the school's attendance zone	60

FACILITIES

SOURCE NOTE: Div Fac Mgt. 4/93

Size of Building	355,400 square ft
Student Capacity	1,431 students
Student occupancy, SY 1993/4	87 percent

SPECIAL PROGRAM HIGHLIGHTS

SOURCE NOTES: Lang Min Affs Br, 10/27/93; Spec Ed Br LEA, 12/1/93; DCPS, Welcome to Our Schools; MIS, Mark Distrib Rpt 1st Ad'y; Comm Div pub'ns, DCPS Athletics Dept, DCPS Sch Profiles

Cardozo is a comprehensive senior high school, grades 9 through 12. A "►" denotes some special programs; student participation is listed when number is available.

PROGRAM	STUDENTS
► English as a Second Language or Bilingual	236
Special education	
Level 1	9
Level 2	26
Level 3	38
► JROTC	Army

Trans Tech Academy: transportation/technology program; partnership w/ Northwest Airlines, US Dept of Transportation, AMTRAK, others

Arts: art, chorus, choir, voice, band, marching band, piano; MAC—Music & Computers

Foreign lang/s: Spanish/4, French/2

Athletics: baseball, basketball, football, soccer, softball, swim, tennis, track, volleyball

Voc/tech: business, auto mechanics, electronics, graphic arts; Project Accord/WAVE: employability skills; computer labs

Bilingual ed: wide range, incl special ed, Interactive Videodisc Literacy Project

CHART: African-American history, literature & music

How Well Students Do

SOURCE NOTES: SAT Scores - Student Assess Br. (Ind); CTBS Scores & Quotiles - Student Assess Br (Ind); GPA's: DCPS Profiles: Advanced Placement - Gid & Tal Ed Prog. Ind.

*SAT TEST SCORES

The Scholastic Aptitude Test is a two part multiple choice test given nationwide by the College Board Educational Test Service, used in college admissions.

**CTBS TEST SCORES

Comprehensive Tests of Basic Skills are standardized tests that DCPS students in selected grades take in May of each year. National averages and percentile standards on the CTBS standardized tests are set by the performance of children in a nationwide representative sample who took the test at the time it was prepared. The 50th percentile is the score in the exact middle of this sample.

***GRADE POINT AVERAGE

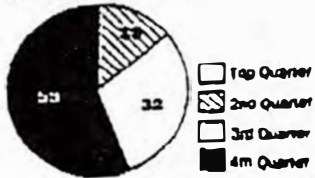
Based on a scale from 0.00-4.00 with A=4.00, B=3.00, C=2.00, D=1.00 and F= less than 1.00.

****ADVANCED PLACEMENT COURSES

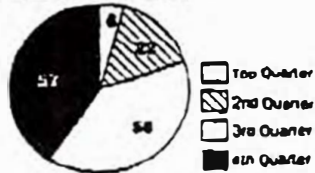
AP courses are college courses taught in high schools, usually for juniors or seniors. A score of "3" or higher is generally considered "passing."

Never Use Test Scores as the only indicator of student or school performance. There are many additional ways of evaluating schools. In addition, averages (like those here) can conceal important differences. For example, in one school all students might score at a middle level, between the 50th and 70th percentiles, while in another school half the students might score very low, in the 30's, and half very high, in the 90's. But both schools will have the same median score at the 50th percentile. Many experts consider scores on standardized tests to be inflated, because over half of the children score above the 50th percentile.

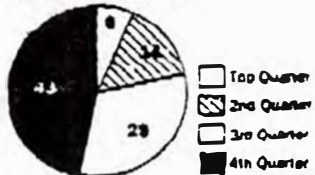
NINTH GRADERS COMPARED TO NATION



TENTH GRADERS COMPARED TO NATION



ELEVENTH GRADERS COMPARED TO NATION



Intervals represent number students in each quarter

SAT TEST SCORES *

	1991	1992	1993	1994
Math - School Average	342	317	320	307
DC Senior High Average	368	369	373	373
National average	474	476	478	479

Verbal - School Average	294	269	259	268
DC Senior High Average	334	336	338	333
National Average	422	423	424	423

CTBS TEST SCORES **

9th Grade Math			28	30
DC Average	50	49	45	44
9th Grade Reading			22	22
DC Average	42	43	38	36
National Average	50	50	50	50

Number of Students Tested	106	Absent: NR	Exempt: NR	
11th Grade Math	41	36	37	34
DC Average	42	44	43	41
11th Grade Reading	21	21	22	24
DC Average	32	39	34	35
National Average	50	50	50	50
Number of Students Tested	92	Absent: NR	Exempt: NR	

GRADE POINT AVERAGE ***	1990	1991	1992	1993
	1.62	1.82	1.83	1.82

ADVANCED PLACEMENT COURSES **** (No Students)

	Enrolled	Taking Test	Scoring at "3" or above
Biology	5	0	0
English Literature and Comp.	22	0	0

Long Term Enrollment Trends

SOURCE NOTES: Enrollment - Ann Student Membership repts (as of Oct); Class Size - Calc'd by Parents United from Pupil/Teacher Ratio Monitoring repts; Percent Student Occupancy - Act enrol div'd by official capacity.

	FALL '81	FALL '86	FALL '90	FALL '93
Total Student Enrollment	1,313	1,089	858	1,250
African-American	1,303	902	667	863
Hispanic	6	180	182	326
White	0	3	0	1
Asian	2	4	9	58
Other	2	0	0	0
Average Academic Class Size	NR	22	20	24
Percent Student Occupancy	92%	76%	60%	87%

Comparison with other DC Public Schools

SOURCE NOTE: Rankings calc'd by Westat.

RANKING WITHIN THE DC PUBLIC SCHOOL SYSTEM

	1992		1993		1994	
	HIGHEST	LOWEST	HIGHEST	LOWEST	HIGHEST	LOWEST
9th Grade*	1	17	1	11	1	16
Math Scores			12		11	
Reading Scores			13		13	
11th Grade*	1	18	1	16	1	17
Math Scores	12		10		10	
Reading Scores	15		14		14	
Attendance Rate	13		14		20	
Promotion Rate	14		15		17	
Suspension Rate	7		7		NR	

* Based on CTBS (Comprehensive Tests of Basic Skills) Scores

NR=No report

NA=Not applicable



SCHOOL/DCPS AVERAGE	1991	1992	1993	1994
Attendance Rate*	81%	77%	77%	69%
DC Senior High Average	82%	84%	84%	81%
Promotion Rate(% gr 9-12)	79%	78%	64%	59%
DC Senior High Average	79%	83%	78%	79%
12th Grade Graduation Rate	82%	91%	88%	86%
DC Senior High Average	93%	95%	87%	93%
Suspension Rate**	NR	0.7	2.1	—
DC Senior High Average	NR	1.3	2.8	NR

* ATTENDANCE RATE Average percentage of students marked present each day of the school year

** SUSPENSION RATE Number of suspensions per 100 students

Attendance, Promotions, Graduations & Suspensions

SOURCE NOTES: Attendance & Promotions - Div Student Sys. Five Year Statistical Glance, 12/93; DEAAJ, 8/94 rates; Promotions - 91, DCPS resp. to DC Council budget question; 92: Res & Eval, 6/11/92; Graduation Rate - calc'd by Westat from no. of grads rept'd in Five Year Statistical Glance & preceding Oct. Membership rpts.; Suspensions - Div Student Sys. Notices of Disc'y Action, (No), rate calc'd by Westat. DC average calc'd by Westat. Senior Status - DCPS Prelim Grad Survey, SY 1992-93.

CLASS OF 1993 SENIORS STATUS UPON GRADUATION

	School	DC Average
Advanced Education		
College, 4 year	55%	63%
College, 2 year	22%	12%
Workforce	11%	12%
Military	0%	1%
Other	7%	8%
Indecided	4%	5%

Class Size and Staff Resources

SOURCE NOTES: Class Size & Academic Teacher Load - derived from MIS, Mark Distrib Rpt 1st Ad'y by COPE School Staff info - DCPS Sch Profiles.

AVERAGE ACADEMIC CLASS SIZE	24
DC Senior High Average	20
DCPS Goal	20

AVERAGE ACADEMIC TEACHER LOAD*	114
DC Senior High Average	93
DCPS Goal	100

AVERAGE CLASS SIZE & TEACHER LOAD BY SUBJECT

	School	DC Avg.	School	DC Avg
English	22	20	109	91
Math	22	19	109	91
Computer Science	27	15	135	66
Science	25	20	126	90
Social Studies	27	21	114	99
Foreign Language	25	21	120	101
PE	28	23	132	96
Music	13	15	65	73
Art	26	15	132	71
Business	15	14	53	59
Home Economics	16	14	71	63
Industrial Arts	15	13	59	55
Life Skills	30	21	150	91
Reading	12	13	61	58

SCHOOL STAFF UTILIZATION

Teachers	79	Clerical	3
Counselor(s)	4	Security	3
Librarian(s)	2	Maintenance	14
Principal	1	Cafeteria	8
Assistant Principal	4	Medical	1
Coordinator(s)	1	Aides	13
Other	0		

TEACHERS' ACADEMIC TRAINING

Bachelor's degree	14
Bachelor's + 15 credit hrs	11
Bachelor's + 30 credit hrs	10
Master's degree	20
Master's + 30 credit hrs	10
Doctorate (or MA + 60)	14

TEACHERS' BACKGROUND

African American	61
White	12
Hispanic	3
Asian	0
Other	3
Men	34
Women	45

Media/Technology Resources

SOURCE NOTES: Library Books - Lib Media Sys, Ann Rpt Summary, 1992-93; Instructional TV - Library Media Sys-ITPS, (Nd). DC average calc'd by Westat.

SCHOOL YEAR 1993/4

Library Books/Student*	12:1
DC Senior High Average (Enrollment 1,000)	9:1
DCPS goal (Enrollment 1,000)	17:1
Students Per Computer	NR
DC SHS High Average	NR
DCPS Goal	5-7:1

Instructional TV

Instructional TV Fixed Services	X
Channel 1 (Whittle Programming)	X

* Library Books Per Student: The higher the number, the more books your school's library has for each student

** Students Per Computer: The lower the number, the more opportunity for each individual student to use a computer



COPE (D.C. Committee on Public Education) was formed by the Federal City Council to help the District develop a long-range plan to improve the education of children in the D.C. school system. The Committee numbers some 80 individuals drawn from the business and professional community, the churches, the universities, parents, and nationally recognized experts in education.

Your School Profiles for 1992-94 are a collaborative effort of COPE and the D.C. Public Schools. Some of the data is from the DCPS Office of Statistical Accountability and to the U.S. Department of Education, for its profiles.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

School Profile Data

MAKING IT HAPPEN FOR STUDENTS THE BESST WAY
"Bringing Educational Services To Students"

School Cardozo Senior High School

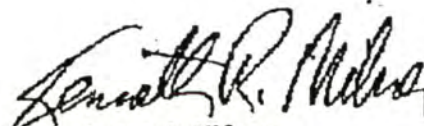
Ward 1

Principal Mr. Reginald C. Ballard, Jr.

Cluster 2

Date September 20, 1995

Dr. Franklin L. Smith
Superintendent of Schools
Chief State School Officer


Dr. Kenneth Miller
Vice Superintendent

Mrs. Vera White
Lead Principal

SCHOOL PROFILE DATA

WARD: 1BEGINNING SY 95 AND ENDING SY 96SCHOOL: Cardozo Sr. HighCURRENT STUDENT ENROLLMENT: 924AVERAGE DAILY ATTENDANCE 632

(Indicate number in each applicable category listed below)

RACE	SEX	GRADE LEVEL	STUDENT INFORMATION
<u>681</u> African-American	<u>456</u> Males	<u> </u> Pre-Kindergarten	<u> </u> 8. Number of students attending by special permission
<u> </u> Caucasian	<u>468</u> Females	<u> </u> Kindergarten	<u>55</u> Number of students receiving AFDC
<u>201</u> Hispanic	<u>924</u> Total	<u> </u> First	<u>678</u> Number of students receiving free or reduced-cost lunches
<u>29</u> Asian		<u> </u> Second	<u>240</u> Number of Language Minority Students
<u>13</u> Other		<u> </u> Third	
<u>924</u> Total		<u> </u> Fourth	
		<u> </u> Fifth	
		<u> </u> Sixth	
		<u> </u> Seventh	
		<u> </u> Eighth	
		<u>156</u> Ninth	
		<u>118</u> Tenth	
		<u>211</u> Eleventh	
		<u>122</u> Twelfth	
		<u> </u> Ungraded	
		<u> </u> Adult	
		<u>112</u> Special Education	
		<u>924</u> Total	

☐ INSTRUCTIONAL STAFF

RACE	SEX	ACADEMIC TRAINING	BUILDING TENURE	SUBJECT AREA
<u>62</u> African-American	<u>40</u> Males	<u>2</u> BS	<u>92</u> 1-2 years	<u>8</u> English
<u>18</u> Caucasian	<u>52</u> Females	<u>12</u> BS+15	<u> </u> 3-5 years	<u>7</u> Math
<u>7</u> Hispanic	<u>92</u> Total	<u>12</u> BS+30	<u> </u> 6-9 years	<u>4</u> Foreign Language
<u>2</u> Asian		<u>23</u> MA	<u> </u> 10-15 years	<u>5</u> Science
<u>3</u> Other		<u>26</u> MA+30	<u> </u> Over 15 years	<u>6</u> Social Studies
<u>92</u> Total		<u>15</u> MA+60/Dr.	<u>92</u> Total	<u> </u> Elementary Education
		<u>92</u> Total		<u>62</u> Other
		<u>2</u> ROTC Instructors		<u>92</u> Total

* Includes 2 ROTC instructors

4 Counselor(s) 2 Librarian(s) BRT* SB** 3 Average Number Daily Substitutes Itinerant Teachers

☐ ADMINISTRATIVE STAFF

Position	Number
Principal	<u>1</u>
Assistant Principal(s)	<u>1</u>
Coordinator(s)	<u> </u>
Clinical Psych. Other	<u>1</u>
(specify)	

☐ SUPPORT STAFF

Position	Number
Clerical	<u>4</u>
Security	<u>4</u>
Maintenance	<u>13</u>
Cafeteria	<u>9</u>
Medical	<u>1</u>
Aides	<u> </u>

☐ PARENT-COMMUNITY SUPPORT

Number of Volunteers: 1993 <u>188</u> 1994 <u>102</u> 1995 <u>112</u>			
SCHOOL/COMMUNITY ORGANIZATIONS	MEMBERSHIP (Number)		
Name	1993	1994	1995
Mentors, Inc.	<u>60</u>	<u>12</u>	<u>20</u>
Covington & Burling	<u>20</u>	<u>20</u>	<u>50</u>
WPGF - FCF	<u>93</u>	<u>62</u>	<u>70</u>

Signature: Reginald O. Bell PrincipalDate: 9/20/95Signature: Wm. M. White Lead PrincipalDate: 9/21/95

* Building Resource Teacher
 ** School Based In-service Coordinator

THREE-YEAR TERM ADMINISTRATOR-STUDENT ACADEMIC PERFORMANCE PROFILE

BEGINNING SY 1995 AND ENDING SY 1996

Cluster: 2

School (regular): Cardozo

(special): _____

STUDENT DATA

Total Enrollment	No. Promoted	No. Retained	Promotion Rate	Attendance Rate	No. Suspensions	Drop-out Rate
1993 <u>811</u>	= <u>681</u> + <u>130</u>		1993 <u>73%</u>	<u>77%</u>	1993 <u>14</u>	<u>N/A</u>
1994 <u>1194</u>	= <u>733</u> + <u>461</u>		1994 <u>61%</u>	<u>72%</u>	1994 <u>25</u>	<u>N/A</u>
1995 <u>1027</u>	= <u>731</u> + <u>296</u>		1995 <u>71%</u>	<u>68%</u>	1995 <u>87</u>	<u>N/A</u>
No. Attended Summer School						
1993 <u>51</u>	1994 <u>136</u>	1995 <u>17</u>				

COMPREHENSIVE TEST OF BASIC SKILLS (CTBS) DATA

Instructions: Record the Grade Equivalent/Percentile for the indicated year/grade for each discipline. For tracking purposes, record the test data for the last year the class was tested. If not applicable, indicate N/A.

READING

Grade <u>10</u>	Comparison Grade <u>9</u>	Grade <u>11</u>	Comparison Grade <u>10</u>
1993 <u>8.1/19</u>	<u>N/A</u>	<u>8.9/22</u>	<u>8.1/19</u>
1994 <u>8.5/21</u>	<u>7.6/22</u>	<u>8.9/24</u>	<u>8.5/21</u>
1995 <u>8.1/21</u>	<u>7.4/19</u>	<u>9.4/21</u>	<u>8.1/21</u>

MATHEMATICS

Grade <u>10</u>	Comparison Grade <u>9</u>	Grade <u>11</u>	Comparison Grade <u>10</u>
1993 <u>9.4/31</u>	<u>N/A</u>	<u>10.1/37</u>	<u>9.4/31</u>
1994 <u>9.2/35</u>	<u>8.4/30</u>	<u>9.8/34</u>	<u>9.2/35</u>
1995 <u>9.5/35</u>	<u>8.0/23</u>	<u>10.2/37</u>	<u>9.5/35</u>

SCIENCE

Grade <u>10</u>	Comparison Grade <u>9</u>	Grade <u>11</u>	Comparison Grade <u>10</u>
1993 <u>8.6/22</u>	<u>N/A</u>	<u>9.4/32</u>	<u>8.6/22</u>
1994 <u>8.0/22</u>	<u>7.9/17</u>	<u>8.0/18</u>	<u>8.0/22</u>
1995 <u>8.1/20</u>	<u>6.9/19</u>	<u>9.9/35</u>	<u>8.1/20</u>

LANGUAGE ARTS

Grade <u>10</u>	Comparison Grade <u>9</u>	Grade <u>11</u>	Comparison Grade <u>10</u>
1993 <u>8.7/32</u>	<u>N/A</u>	<u>9.5/31</u>	<u>8.7/32</u>
1994 <u>8.8/34</u>	<u>8.1/28</u>	<u>9.0/27</u>	<u>8.8/34</u>
1995 <u>8.6/34</u>	<u>6.8/21</u>	<u>9.3/35</u>	<u>8.6/34</u>

Reginald C. Ballard, Jr.
Principal Signature

9/20/95
Date

Kevin M. White
Lead Principal Signature

9/20/95
Date

04/04/97

09:10

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WESTAT INC

0004

THREE-YEAR TERM ADMINISTRATORS-STUDENTS ACADEMIC PERFORMANCE PROFILE

High School

Division Cluster 2 School (regular) Cardozo (special) _____

STUDENT DATA							
Number Advanced Placement	Number HI Scip	Number Merit Scholars	School Grade Point Average	Number Senior	Number Graduates	Number Accepted In Colleges	Number Received Scholarships
1993 <u>5</u>	<u>0</u>	<u>0</u>	<u>1.62</u>	<u>201</u>	<u>174</u>	<u>78</u>	<u>31</u>
1994 <u>21</u>	<u>0</u>	<u>0</u>	<u>1.60</u>	<u>209</u>	<u>166</u>	<u>85</u>	<u>58</u>
1995 <u>20</u>	<u>0</u>	<u>0</u>	<u>1.59</u>	<u>177</u>	<u>132</u>	<u>75</u>	<u>50</u>
SCHOLASTIC APTITUDE TEST (SAT)							
Number Tested	School Mean	Verbal	DC	US	Quantitative	DC	US
1993 <u>56</u>	1993 <u>576</u>	1993 <u>259</u>	<u>313</u>	<u>432</u>	<u>320</u>	<u>333</u>	<u>461</u>
1994 <u>75</u>	1994 <u>575</u>	1994 <u>268</u>	<u>299</u>	<u>425</u>	<u>307</u>	<u>328</u>	<u>460</u>
1995 <u>58</u>	1995 <u>692</u>	1995 <u>342</u>			<u>375</u>		

Signature: Vera M. White, Lead Principal

Date: 9/20/95

Signature: Lenneth R. Nelson, Vice Superintendent

Date: 9/29/95

04/04/97

09:11

3301 294 4475

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12005

Special Programs In The Schools

School Cardozo Cluster 2 Beginning SY 1995 Ending SY 1996

Name of Programs	Federally Funded		Current Budget		Brief Description of the Program
	Yes	No	Federal	DCPS	
Trans Tech Academy (Transportation and Technology Academy)		X			Trans Tech is designed to stimulate students to stay in school and graduate; expose students to places of higher education where transportation may be studied; provide field experiences in the transportation industry.
Reading Is Fundamental (RIF)		X			The purpose of RIF is to raise reading levels and stimulate interest in reading by providing students with books and other reading materials.
Infant Care Center		X			The Cardozo Infant Care Center provides teenage parents with quality child care for their children while enrolled at Cardozo.
Project Impace - Music and Computers (RAC)		X			An innovative project in music education. Computer-assisted workstations enable students to compose and play music with the aid of computers and keyboards.

04/04/97

08:11

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WESTAT INC

2006

Special Programs In The Schools

School Cardozo Cluster 2 Beginning SY 1995 Ending SY 1996

Name of Programs	Federally Funded		Current Budget		Brief Description of the Program
	Yes	No	Federal	DCPS	
Writing to Learn		X			WTL is aimed at improving the quality of writing through the use of innovative techniques in grading papers, classroom management, and higher level thinking skills.
Mentors, Inc.		X			Mentors, Inc. provides additional adult companionship and guidance to students as they prepare for college or the world of work.
Saturday Academy		X			The Covington and Burling's Saturday Academy is designed to prepare a group of students for transition from school to either higher education or the work force. Over sixty-five juniors and seniors have been selected to participate in the Academy. The Academy is
					comprised of two components, a Thinking/Learning course and Vocational Preparation. The project is sponsored by Covington and Burling, Project Accord, and Foundation for Global Bridges.

04/04/97 09:12

CS01 294 4475

RESTAT INC

2007

Special Programs In The Schools

School Cardozo Cluster 2 Beginning SY 1995 Ending SY 1996

Name of Programs	Federally Funded		Current Budget		Brief Description of the Program
	Yes	No	Federal	DCPS	
Renaissance 2000				X	A grant to redesign Cardozo High School for the 21st century.
Prom Promise		X			Students promise not to drink or use drugs on prom night.
HI-SKIP		X			HI-SKIP enables high school seniors to experience the pace of college and earn college credit while still in high school.
Coca-Cola and C & P Perfect Attendance Program		X			The C & P Perfect Attendance Program provides incentives to students for perfect attendance.

04/04/87

09:12

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WESTAT INC

008

Special Programs In The Schools

School Cardozo Cluster 2 Beginning SY 1995 Ending SY 1996

Name of Programs	Federally Funded		Current Budget		Brief Description of the Program
	Yes	No	Federal	DCPS	
Cardozo-Meyer Reading Project		X			A program designed to stimulate interest in reading for the students of Meyer Elementary and encourage the pursuit of reading by Cardozo students. Cardozo
					students visit Meyer Elementary on a regular basis to read to students.
Gifted and Talented Program		X			The GT program stimulates the academic development of a selected group of 9th - 12th grade students as preparation for pursuit of higher levels of academic studies.
Woodward Foundation		X			The Woodward Foundation assists promising and motivated high school students to meet immediate financial needs relating to their education.

04/04/97

09:12

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WESTAT INC

0009

Special Programs In The Schools

School Cardozo Cluster 2 Beginning SY 1995 Ending SY 1996

Name of Program	Federally Funded		Current Budget		Brief Description of the Program
	Yes	No	Federal	DCPS	
CARSASA		X			Cardozo students against substance abuse.
SHARP		X			SHARP provides students with a forum for resolving conflicts with their peers and teachers.
Entrepreneurship		X			The basics of this program is learning how to start a small business through academic training and hands on experiences focusing on math, reading, writing, and public speaking skills. By learning how to start, finance and manage a business, the students
					will be provided with opportunities for employment and self-employment while building confidence, self-esteem, self-worth and motivation. All students become eligible to receive venture capital at the end of the course to start a small business.

04/04/97

09:13

3301 284 4475

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2010

DC Contacts

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

America Reads 401-8888

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

Prescription for Reading

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

WH Conference and Early Childhood Development

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

OFFICE OF THE DIRECTOR OF
PROGRAM COORDINATION
AND
SPECIAL PROJECTS

CORPORATION
FOR NATIONAL
SERVICE

TO: Katy Button

LOCATION: _____

FAX#: 456-6244 PHONE #: _____

FROM: Karen Hallerman

FAX#: (202) 565-2732 ⁹⁴ ~~OR 565-2732~~

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

COMMENTS: Per your request. —

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Learn and Serve America
National Senior Service Corps

MEMORANDUM

TO: Katy Button, Office of the First Lady

FR: Karen Hallerman, Planning and Program Integration

RE: Ideas for Service Learning visit

DT: April 2, 1997

*Marilyn Smith
Service Learning Dir.*

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

Eastern Senior High School:

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

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

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

Cardozo Senior High School:

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

Two options:

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

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

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

*Vista volunteer works
at school.
goes to training.*

Page 2

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

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

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

DRAFT**EXECUTIVE SUMMARY**

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

In 1994, the Corporation for National Service selected Brandeis University's Center for Human Resources and Abt Associates Inc. to evaluate the national Learn and Serve America program. The evaluation is designed to address four fundamental questions:

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

To answer these questions, the evaluation is examining programs in seventeen sites across the country using a variety of quantitative and qualitative methods. These include analysis of student, teacher, and community agency surveys and school record data, as well as on-site interviews and observation. The major focus for the evaluation is the 1995-96 school year, with student and teacher follow-up taking place during 1996-97.

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

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

The major findings in the Interim Report are as follows:

PARTICIPANT IMPACTS

Based on the data from the 1995-96 school year, the Learn and Serve programs in this study have had significant, positive impacts on the civic and educational development of program participants. Specific findings are as follows:

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

Learn and Serve Evaluation/Interim Report

1

- ★ • Learn and Serve participants in the study showed positive, statistically significant impacts on all of the measures of civic attitudes used in the study, including measures of personal and social responsibility, acceptance of cultural diversity, and service leadership.
- Program participants were also significantly more likely to have been involved in some form of volunteer service and to have contributed more hours of service than students not enrolled in the programs. On average, participants provided 2.6 times as many hours of service as comparison group members.
- ★ • Program participants scored significantly higher than comparison group students on four out of nine measures of educational impact. The four measures were: school engagement, school grades (with impacts on math, social studies and science grades), core grade point average (calculated as the average of English, Math, Science, and Social Studies grades), and educational aspirations (wanting to graduate a four year college). Participants also showed marginally significant positive impacts on two additional measures: course failure and a measure of educational competence (which reflects a student's assessment of his or her own capacity to succeed in school).¹
- There were no statistically significant impacts for the participants as a whole on the measures of social or personal development, including communications skills, work orientation, or involvement in risk behaviors. However, there was a marginally significant impact on teenage pregnancy. The finding on teenage pregnancy, when coupled with results from other studies, suggests that while service alone may not dramatically reduce risk behaviors, service may contribute to the effectiveness of more comprehensive programs targeted to reducing those behaviors among school-aged youth.
- ★ • In general, service-learning programs appear to benefit a wide range of youth (white, non-white, male and female, educationally and economically disadvantaged, etc.). Students who are already involved in service also appear to continue to benefit from involvement in a formal program.

STUDENT ASSESSMENTS OF THE PROGRAM EXPERIENCE

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

- More than 95% of the program participants reported that they were satisfied with their community service experience and that the service they performed was helpful to the community and the individuals they served.
- 87% of the participants believed that they learned a skill that would be useful in the future, and 75% said that they learned more than in a typical class.

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

- 75% reported developing a good personal relationship through service, generally with other students or a service beneficiary.
- Over 90% felt that students should be encouraged (though not required) to participate in community service.

SERVICE IN THE COMMUNITY

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

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

CONCLUSIONS

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

Summary of Participant Impacts*

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

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

Learn and Serve Evaluation/Interim Report

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Summary of Participant Impacts, Continued

	All Participants	High School Participants	Middle School Participants
Educational Impacts, Cont'd.			
Overall/School GPA	+		
Core GPA ¹	+++		+++
Fail 1 or More Courses	+	+	
Days Absent ²			
Days Suspended ³			
Want to Graduate 4-Year College or Beyond	++	+	
Homework: 3 Hours or More Per Week			
Social Development/Involvement with Risk Behavior			
Psychosocial Maturity (Greenberger scale):			
Communications Skills Subscale			
Work Orientation Subscale		++	
Consumed any Alcohol in Last 30 Days			
Used Illegal Drugs in Last 30 Days			
Arrested in the Last 6 Mos.			
Ever Pregnant or Made Someone Pregnant	+		
Fought, Hurt or Used Weapon in the Last 6 Mos.		+	

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

¹ Core GPA is calculated as the average of English, Math, Social Studies, and Science Grades.

² Three (3) programs excluded from the analysis of days absent due to incomplete reporting: Hillside HS, Taos HS, and Nocena MS.

³ Seven (7) programs excluded from the analysis of days suspended due to incomplete reporting: Hillside HS, Scotia-Glenville HS, Hempstead HS, Nathaniel Rochester MS, McDowell HS, Caprock HS, and Wanamaker MS.

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

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

Learn and Serve Evaluation/Interim Report

5

FIRST LADY HILLARY RODHAM CLINTON
REMARKS FOR VISIT TO LEARN AND SERVE PROGRAM AT
CARDOZO HIGH SCHOOL
WASHINGTON, D.C.
APRIL 10, 1997

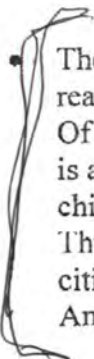
I am delighted to be here at Cardozo High School to meet the young people who are working so hard to make a difference in their community. I'd like begin by thanking Assistant Principal Childs for welcoming us to Cardozo and Harris Wofford for his lifetime of public service and leadership at the Corporation for National Service. Cardozo High School has benefited from a number of partnerships with organizations all across this city and I'd like to take a minute to recognize two of them: Mentors, Inc., which provides Cardozo students with adult mentors to prepare them for college, and the firm of Covington and Burling, whose lawyers have tutored, offered legal assistance, and even found summer and after-school jobs for the students of this school.

This past few months, I've been talking a lot about the importance of spurring every single sector of our community -- from lawyers to college students -- to take an active role in improving the D.C. public schools. I've come to Cardozo today to bring attention to another important resource that can be tapped in this effort -- our young people themselves. All too often, we hear in the media stories about the cynicism and apathy that seem to plague our children. But as I've traveled around our country, I've seen a different story. I've met students whose endless stores of idealism and faith in the future were kindled simply by the opportunity to serve their communities. As one boy said to me, "I didn't know I had so much to give until I began volunteering."

I've just come from visiting Spencer Salas' 10th grade class, where ESL students were reading the stories they had written themselves to a group of first graders from nearby Meyer Elementary School. As I watched the teenagers and the children, it wasn't too difficult to recognize the symbiosis of this activity: The teenagers were improving their English and writing skills, while the children were raising their reading skills, and both groups were exchanging new ideas and learning about each other. I'd like to thank Mr. Salas for having me in his classroom today. Let me also thank Northern Life and its Unsung Heroes in American Education program for recognizing innovative teachers like Mr. Salas and helping him continue his great work at Cardozo.

I am pleased to announce that AmeriCorps volunteers, with support from the Fund for Community's Future, will be working to make opportunities for student-service -- such as those we just visited in Mr. Salas' classroom -- available in every school in the District. And I'd like to thank General Becton and his staff for their leadership in this effort.

Through the Corporation's Learn and Serve America program, more than 750,000 elementary and high school students are making their communities their classrooms. They are learning the duties of citizenship in a direct and vital way, by taking on some of our toughest problems -- illiteracy, drugs, homelessness, pollution -- and realizing that their involvement can



- The Presidents' Summit for America's Future in Philadelphia will help start the needed chain reaction. Its aim is to launch a new era of citizen action to help millions of children at risk. Of all the issues, domestic and foreign, that could bring the American presidents together, it is appropriate and I think extraordinary that the one chosen was service to get things done for children and youth. This is good common ground for the American people to come together. Throughout this month, the Clinton Administration will be highlighting the importance of citizen service. We hope to make this upcoming summit a success and an inspiration to all Americans.



- I am delighted that the Summit and the campaign to follow has chosen youth service as one of its five priority goals – the idea that all young people should be asked to give something back, that service is part of the definition of a successful life in America. That is the idea behind service-learning – it looks at young people as resources to be tapped, not problems to be solved; as opportunities, not dangers.



- All too often we hear in the media about cynical and apathetic young people. As I've traveled around the country I've seen a different story – the good news that students do care, they are committed, and if given the chance, they will serve. Our task is to do the asking, to provide the opportunities, and one key way to do that is to spread service-learning to every school in America.



- In closing, let me say that what we saw in Mr. Salas classroom is America at its best. The young women and men in that class and in service-learning efforts all over America believe in themselves -- and they believe in something larger than themselves. The service that they give forms a vital element of their lifetime of learning. More importantly, service is pointing those young Americans toward new heights for our nation -- reminding them to help raise up those around them. That is how this nation builds strong families and strong communities and a stronger America.

FACSIMILE TRANSMITTAL SHEET

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TO: Melanne VerveerLOCATION: O E. O BFAX #: 456-6244 PHONE #: _____FROM: John Gomperts/ Marilyn SmithFAX #: (202) 565-2784 TELEPHONE #: (202) 606-5000, Ext. 191

COMMENTS:

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4/3/97

Dear Melanne,

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

I look forward to working
with you.

Thanks,

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



Learn and Serve America

CORPORATION

FOR NATIONAL

★ SERVICE

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

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

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

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

Students who participated in the service-learning programs studied:

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

than the comparison group of students in the study.

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

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

1201 New York Avenue, NW
Washington, DC 20025
Telephone 202-606-6000

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Learn and Serve America
National Senior Service Corps

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

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

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

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

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

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

The major findings in the Interim Report are as follows:

PARTICIPANT IMPACTS

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

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

STUDENT ASSESSMENTS OF THE PROGRAM EXPERIENCE

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

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

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

SERVICE IN THE COMMUNITY

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

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

CONCLUSIONS

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

SUMMARY OF PARTICIPANT IMPACTS*

(Continued on next page)

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

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

SUMMARY OF PARTICIPANT IMPACTS, CONTINUED*

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

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

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



Learn and Serve America

School - and Community - Based Programs

Learn and Serve America

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

What is Service-Learning?

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

School-Based Programs

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

Community-Based Programs

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

PROGRAM PROFILE

In fiscal 1996, Learn and Serve America:

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

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

SECTION I:**Overview****CORPORATION FOR
NATIONAL SERVICE**

The Corporation for National Service was established in 1993 to engage Americans of all ages and backgrounds in community-based service. It supports a range of national and community service programs, providing opportunities for participants to serve full-time and part-time, with or without pay, as individuals or as a part of a team. Learn and Serve America integrates service into the academic life of over 800,000 students in all fifty states. The National Senior Service Corps utilizes the skills, talents, and experiences of nearly 500,000 older Americans to help make communities stronger, safer, healthier and smarter. AmeriCorps engages thousands of young Americans on a full or part-time basis to help communities address their toughest challenges while earning support for college, graduate school or job training. AmeriCorps joins a long tradition of programs encouraging and rewarding service — programs like the Civilian Conservation Corps, the Montgomery GI Bill and the Peace Corps.

AVAILABLE FUNDS

The Corporation for National Service announces the availability of funds for high quality Learn and Serve America service-learning programs. Learn and Serve America is composed of Higher Education and School and Community-based programs. This application addresses only school and community-based programs. Learn and Serve America will award grants on a competitive basis to programs that provide school-aged youth from kindergarten through 12th grade with classroom and community opportunities to develop their academic and civic skills by addressing real life problems in their communities.

Learn and Serve America expects successful projects to address and help meet local community needs in one or more of the following four areas of priority: education, public safety, environment or other human needs.

LEARN AND SERVE AMERICA

Learn and Serve America funds programs that develop good citizens, improve the educational system and create positive community change through partnerships with local, state, non-profit and private sector organizations. Over 800,000 students in all fifty states as well as U.S. Territories participate in programs. Learn and Serve America aims to:

- 1) support life-long service beginning at an early age that fosters service as an important value both in schools and in communities;
- 2) promote service as an integral part of learning;
- 3) create a learning environment in which young people are engaged in service from kindergarten through higher education;

Service-Learning

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

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

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

FIRST LADY HILLARY RODHAM CLINTON
REMARKS FOR VISIT TO LEARN AND SERVE PROGRAM AT
CARDOZO HIGH SCHOOL
WASHINGTON, D.C.
APRIL 10, 1997

I am delighted to be here at Cardozo High School to meet the young people who are working so hard to make a difference in their community. I'd like to begin by thanking Assistant Principal Childs for welcoming us to Cardozo and Harris Wofford for his lifetime of public service and leadership at the Corporation for National Service. Cardozo High School has benefited from a number of partnerships with organizations all across this city and I'd like to take a minute to recognize two of them: Mentors, Inc., which provides Cardozo students with adult mentors to prepare them for college, and the firm of Covington and Burling, whose lawyers have tutored, offered legal assistance, and even found summer and after-school jobs for the students of this school.

These past few months, I've been talking a lot about the importance of spurring every single sector of our community -- from lawyers to college students -- to take an active role in improving our public schools. I've come to Cardozo today to bring attention to another important resource that can be tapped in this effort -- our young people themselves. All too often, we hear in the media stories about the cynicism and apathy that seem to plague our children. But as I've traveled around our country, I've heard a different story. I've met students whose endless stores of idealism and faith in the future were kindled simply by the opportunity to serve their communities. As one boy said to me, "I didn't know I had so much to give until I began volunteering."

I've just come from visiting Spencer Salas' 10th grade class, where ESL students were reading the stories they had written themselves to a group of first graders from nearby Meyer Elementary School. As I watched the teenagers and the children, it wasn't too difficult to recognize the mutual benefits of this activity: The teenagers were improving their English and writing skills, while the children were raising their reading skills, and both groups were exchanging new ideas and learning about each other. I'd like to thank Mr. Salas for having me in his classroom today. Let me also thank Northern Life and its Unsung Heroes in American Education program for recognizing innovative teachers like Mr. Salas and helping him continue his great work at Cardozo.

I am pleased to announce that AmeriCorps volunteers, with support from the Fund for Community's Future, will be working to make opportunities for student-service -- such as those we just visited in Mr. Salas' classroom -- available in every high school in the District. And I'd like to thank General Becton and his staff for their leadership in this effort.

Through the Corporation's Learn and Serve America program, more than 750,000 elementary and high school students are making their communities part of their classrooms. They are learning the duties of citizenship in a direct and vital way, by taking on some of our toughest problems -- illiteracy, drugs, homelessness, pollution -- and realizing that their

involvement can yield positive results.

A recent study by Brandeis University and Abt Associates offers proof of what we've known all along: that service-learning works, it's cost-effective, and it's good for students and the community. Service-learning programs can help young people build self esteem and can inspire them to make better grades in school and become active volunteers in their communities throughout their lives.

So let us all strive to make this city's schools our nation's pride by working together, taking responsibility, and serving each other. Everyone of us, whether we are 8, 18, or 80 years old can learn for ourselves what the Rev. Martin Luther King, Jr. meant when he said, "Everyone can be great because everyone can serve."

And I thank you for doing your part.

###

MEMORANDUM

TO: Katie Button
FROM: Sandy Scott
RE: First Lady's Cardozo High School Event
DATE: 4/10/97

I know we could never improve upon the First Lady's eloquence -- especially on the topic of service -- but here are some themes and talking points for your to consider. Please call if you need anything at 606-5000 ext. 255. If it's possible to get a draft of her remarks later on that would be greatly appreciated -- I know Harris will ask.

Acknowledgments --

- Assistant Principal Mrs. Childs for welcoming us to Cardozo Senior High School, and Harris Wofford for his lifetime of work for national service and his leadership at the Corporation;
- Funds for the Community's Future, an organization that helps young people and adults carry out their own ideas to improve neighborhoods, and who is leading the effort to bring AmeriCorps members to every District high school next year to enhance service-learning;
- Northern Life, for recognizing Unsung Heroes in American education and helping teachers like Mr. Salas continue their great work;
- Covington and Burling, for their longstanding partnership with Cardozo and everything they do for this school -- tutoring students through their Saturday Academy, providing supplies and so much more;
- Mentors Inc. for providing adult mentors to help prepare students for college;
- General Becton and his staff for their commitment to service-learning;
- I just came from Spencer Salas 10th grade class, where ESL students read children's books they wrote to a class of first graders from Meyer Elementary School. The high school students develop their English and writing skills, while the younger students improve their reading skills and all learn from exchanging ideas. I thought about this program and how much more exciting learning becomes when students have a chance to apply what they learn from lectures and textbooks to helping other people around them. They gain much more than skills, they gain a greater understanding of the communities they live in and the neighbors they live with. They learn what the Rev. Martin Luther King, Jr. meant when he said, "Everyone can be great because everyone can serve." *Quoted*
- Service can play a central and powerful role in educating our young. It enhances academic performance, teaches valuable skills, and instills a sense of civic responsibility that will last a lifetime. We need to do all we can to expand service-learning, to make it part of the ethic of every student and school in America.
- I'm proud of all that the District has done to advance service-learning in recent years. It's been integrated more and more into the schools and the curriculum, and there are growing partnerships for service-learning between schools and community organizations. Teachers in

DRAFT

FIRST LADY HILLARY RODHAM CLINTON
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our community's
This past few months, I've been talking a lot about the importance of spurring every single sector of our community -- from lawyers to college students -- to take an active role in improving the ~~the~~ public schools. I've come to Cardozo today to bring attention to another important resource that can be tapped in this effort -- our young people themselves. All too often, we hear in the media stories about the cynicism and apathy that seem to plague our children. But as I've traveled around our country, I've seen a different story. I've met students whose endless stores of idealism and faith in the future were kindled simply by the opportunity to serve their communities. As one boy said to me, "I didn't know I had so much to give until I began volunteering." *OK*

? I've just come from visiting Spencer Salas' 10th grade class, where ESL students were reading the stories they had written themselves to a group of first graders from nearby Meyer Elementary School. As I watched the teenagers and the children, it wasn't too difficult to recognize the symbiosis of this activity. The teenagers were improving their English and writing skills, while the children were raising their reading skills, and both groups were exchanging new ideas and learning about each other. I'd like to thank Mr. Salas for having me in his classroom today. Let me also thank Northern Life and its Unsung Heroes in American Education program for recognizing innovative teachers like Mr. Salas and helping him continue his great work at Cardozo.

*high **
I am pleased to announce that AmeriCorps volunteers, with support from the Fund for Community's Future, will be working to make opportunities for student-service -- such as those we just visited in Mr. Salas' classroom -- available in every school in the District. And I'd like to thank General Beeton and his staff for their leadership in this effort.

Through the Corporation's Learn and Serve America program, more than 750,000 elementary and high school students are making their communities their classrooms. They are learning the duties of citizenship in a direct and vital way, by taking on some of our toughest problems -- illiteracy, drugs, homelessness, pollution -- and realizing that their involvement can

PHOTOCOPY
PRESERVATION

part 9

yield positive results.

A recent study^{by} Brandeis University and Abt Associates offers concrete evidence of what we've known all along: that service-learning works. Service learning programs are cost-effective, they offer solutions to a variety of community challenges, and they can inspire young people to make better grades and make volunteering in their communities a lifelong commitment.

May Eugene Jefferson

So let us all strive to make this city's schools our nation's pride by working together, taking responsibility, and serving each other. Everyone of us, whether we are 8, 18, or 80 years old can learn for ourselves what the Rev. Martin Luther King, Jr. meant when he said, "Everyone can be great because everyone can serve."

And I thank you for doing your part.

###

PHOTOCOPY
PRESERVATION

21 high schools and 20 middle schools have been trained in service-learning, and more than one million hours of service have been provided by DC students. All this has been accomplished in an era of budget cuts and downsizing. I salute you for your hard work.

- Service-learning will get a big boost next year when AmeriCorps members are placed in every DC high school to work with teachers and staff to expand service-learning opportunities. I salute the Corporation, Funds for the Community's Future and DC Public Schools for this marvelous effort. This complements the recent commitment to place AmeriCorps members in 18 elementary schools to recruit tutors for the DC Reads initiative. These new initiatives come on top of the great work AmeriCorps is already doing in the District, including the 55 National Civilian Community Corps members working evenings and Saturdays to repair the walls and hallways and bathrooms right here at Cardozo. AmeriCorps is on the job in the DC Public Schools and all over the District of Columbia.
- Service-learning is not a theory, it's a reality that is making a difference in the District and in thousands of schools across America. Thanks to the Corporation's Learn and Serve America program, more than 750,000 elementary and high school students are engaged in service-learning. They are making the community the classroom, learning citizenship in a direct and vital way, by serving, by working on problems in society. They are taking on some of our toughest problems – illiteracy, drugs, homelessness, pollution – and they're making a real difference. Along the way they are learning academic skills and the habits of citizenship that will last for a lifetime.
- A new study by Abt Associates and Brandeis University proves what we've thought all along: service-learning works, it's cost-effective, and it's good for students and the community. The study found that students who served improved their grades by 15 to 30 percent. They were more tolerant, responsible and likely to volunteer in the future. Community groups highly valued their service -- 96% said they would use students again.
- One reason why service learning is so important is that it offers benefits for every student, regardless of their plans after school. Service cultivates a host of life skills -- leadership ability, self-confidence, critical thinking. That's why service experience is beneficial for both college-bound students -- who can get a leg up in the admissions process with service experience -- and those students who want to go straight to work.
- We have come far, but we have so much further to go. Though we've made great strides, service-learning is still peripheral in far too many schools and classrooms. Today I challenge schools and communities in every state to make service a part of the curriculum in high school and in middle school. Every young American should be taught the joy and the duty of serving.

beginning

No task facing America is more crucial – or more difficult – than the task of preparing our children for the future. To meet this challenge, we need to unleash the greatest power our country has -- the energy and idealism of our people.

yield positive results.

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These past few months, I've been calling upon every single sector of our community -- from lawyers to college students -- to take an active role in improving our public schools. I've come to Cardozo today to bring attention to another important resource that can be tapped in this effort -- our young people themselves. All too often, we hear in the media stories about the cynicism and apathy that seem to plague our children. But as I've traveled around our country, I've heard a different story. I've met students whose endless stores of idealism and faith in the future were kindled simply by the opportunity to serve their communities. As one boy said to me, "I didn't know I had so much to give until I began volunteering."

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Through the Corporation for National Service's Learn and Serve America program, more than 750,000 elementary and high school students are making their communities part of their classrooms. They are learning the duties of citizenship in a direct and vital way, by taking on some of our toughest problems -- illiteracy, drugs, homelessness, pollution -- and realizing that

their involvement can yield positive results.

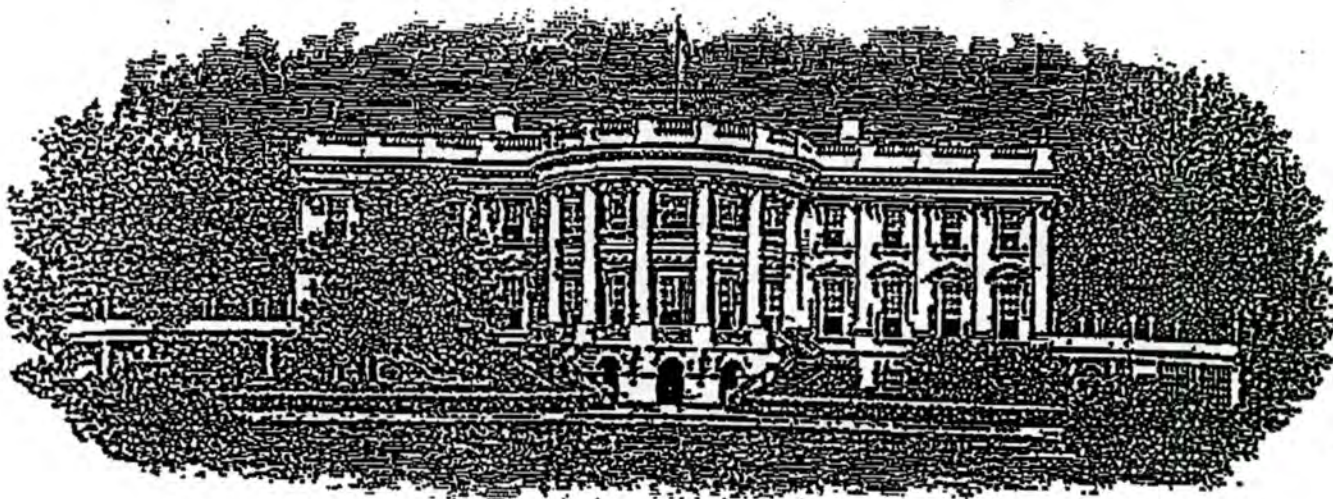
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So let us all strive to make this city's schools our nation's pride by working together, taking responsibility, and serving each other. It's never too soon or too late, whether we are 8, 18, or 80 years of age, to learn what the Rev. Martin Luther King, Jr. meant when he said, "Everyone can be great because everyone can serve."

And I thank you for doing your part.

###

The White House



DOMESTIC POLICY

FACSIMILE TRANSMISSION COVER SHEET

TO: Katy

FAX NUMBER: _____

TELEPHONE NUMBER: _____

FROM: Pauline

TELEPHONE NUMBER: _____

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

COVINGTON & BURLING

1201 PENNSYLVANIA AVENUE, N. W.

P.O. BOX 7566

WASHINGTON, D.C. 20044-7566

(202) 662-6000

TELEFAX: (202) 662-6291

TELEX: 82-593 COVING WSH

CABLE: COVING

JAN LEMESSURIER FLACK

COORDINATOR OF PUBLIC SERVICE ACTIVITIES

DIRECT DIAL NUMBER

(202) 662-5044

LECONFIELD HOUSE

CURZON STREET

LONDON W1R 0AS

ENGLAND

TELEPHONE: 44-171-488-8000

TELEFAX: 44-171-488-3101

BRUSSELS CORRESPONDENT OFFICE

44 AVENUE DES ARTS

BRUSSELS 1040 BELGIUM

TELEPHONE: 32-2-818-0880

TELEFAX: 32-2-908-8880

February 12, 1997

BY HAND

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

Dear Ms. Abernathy:

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

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

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

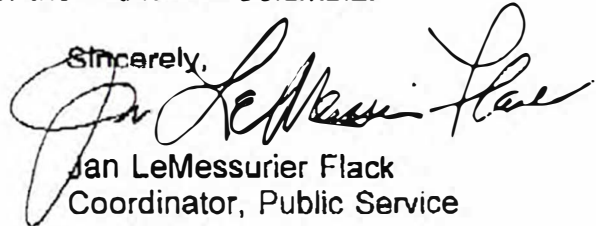
COVINGTON & BURLING

Ms. Pauline Abernathy
February 12, 1997
Page 2

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

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

Sincerely,



Jan LeMessurier Flack
Coordinator, Public Service
Activities

Enclosures

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



FAX Cover Sheet

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Date: 4/3/97	Pages: 4 including cover

COMMENTS:

- Updated Healthy Families America
- new piece on Music & Learning.

Miranda

From the desk of...

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DRAFT April 3, 1997

Helping Families with Infants Cope with Stress - *Healthy Families America*

New parents are often stressed with the normal challenges of caring for young children and dealing with the new responsibilities of parenthood. But when parents are struggling with depression, drug or alcohol abuse and unemployment, the stresses can take even more of a toll on the lives of their young infants. Healthy Families America is designed to support parents with young children deal with these problems, intervene to prevent child abuse, and help parents understand how to enhance the development of their children.

The Healthy Families America (HFA) initiative is a collaborative venture between the National Committee to Prevent Child Abuse and Ronald McDonald Children's Charities. It helps new parents meet the challenges that surround the birth of their child through intensive home visiting services. HFA, uses years of research and program experience to build a program that supports parents while they are overcoming problems of substance abuse, social isolation, or poverty.

One of the most notable models for HFA is the Hawaii Healthy Start program, which uses a strong home visiting approach to connect families with resources. Intensive home visiting, such as in the Hawaii Healthy Start model, shows positive changes such as the consistent use of preventive health services, increased high school completion rates for teen parents, higher employment rates, and lower use of public assistance. In addition, research confirms that providing education and support services to parents around the time of a baby's birth--and continuing for months or years afterward--significantly reduces the risk of child abuse and contributes to positive, healthy child rearing practices.

HFA is currently in 250 local sites and is working with 20 partners at the national level. To assure high quality individualized programs, the National Committee to Prevent Child Abuse provides on-site technical assistance to states and is beginning to credential local programs.

One local program in Alexandria identifies first time mothers who may need extra supports through prenatal care programs in Alexandria clinics. They identify mothers with the use of an assessment tool, which red flags indicators that may make parents vulnerable for child abuse and neglect. Once a family voluntarily agrees to participate in the program, Healthy Families Alexandria provides intensive home visiting services through family support workers.

Six family support workers reach out to the ongoing 120 families in the program and develop a positive trusting relationship with the family. That foundation allows the family support workers to: focus on family strengths; help parents set goals for themselves that will relieve family stress; and engage in planned activities such as parent-child interaction sessions. These activities are designed to help parents bond with their children to serve the dual purpose of stimulating their children's development and reducing the risks of child abuse and neglect.

For more information on HFA please contact:
Leslie Mitchel Bond,

DRAFT April 3, 1997

Director, Healthy Families America
(312) 663-3520

For more information on home visiting models contact:

Dr. David Olds
University of Colorado-Denver

For more information about Healthy Families Alexandria contact:

Sally Campbell
Program Manager
Healthy Families Alexandria
(703) 823-8153

DRAFT April 3, 1997

Developing and Learning Through Music

Many parents and teachers encourage children to learn musical instruments and sing while they are in school, but music can help children develop and learn from birth. Recent research clearly indicates that music can lead to enhanced learning skills, even in the youngest children.

The Music Educators National Conference (MENC), a group of 70,000 music educators across the country acknowledges that music develops critical thinking skills, abilities that help children understand science and mathematics, listening and linguistic skills, and creativity and emotional development. MENC simply states that music can have a significant impact on a child's intellectual development because it stimulates and develops the entire brain.

While encouraging a very young child to play a violin is too advanced for a child under six who has not yet developed the motor skills to play some musical instruments, simply singing or receiving piano lessons helps a child distinguish rhythm and pitch, and enhances brain functions that develop basic language skills and spatial ability. These enhancements are long-term, according to the research, because they lay the foundation for learning.

** Need to include a local program

**Cardozo Senior High School
Learn and Serve Event**

Discussion Participants:

- Cardozo Asst. Principal
- Meyer Elem. School Principal?
- Mr. Salas (ESL teacher)
- Participant in last year's program
- Current participant
- VISTA volunteer?
- Community Service coordinator (April)
- Learn and Serve representative (Marilyn Smith)

Guests:

- Harris Wofford, other Americorps reps
- ★ - Covington and Burling reps
- Mayor Barry —
- DCPS/Gen. Becton —
- City Council - Frank Smith
- Eleanor Holmes Norton
- Becton
- Mentors, Inc. Wilma Harvey - School Bd.
- WPGF

Gen. Becton
Karen Bates 727-9022