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Strategy Session on Goal 5 - 2 Million by 2000 - Youth Service and Community Coaches [binder]

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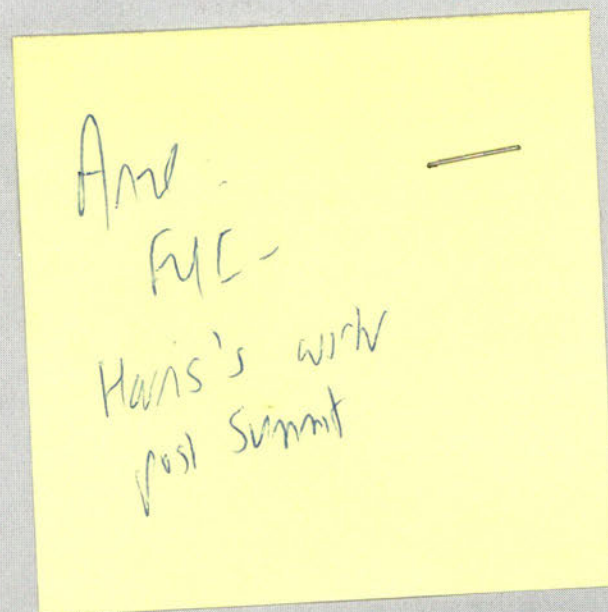
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**A Strategy Session on
Goal 5: Youth Service
and Community Coaches**

**August 18 & 19, 1997
Washington, DC**

August 13, 1997



Dear Friend:

We look forward to seeing you next week for the Goal 5: Youth Service and Community Coaches strategy sessions. As you know, the United Way of America has graciously agreed to host us at their national headquarters, which is located at 701 N. Fairfax Street in Alexandria, Virginia.

We see next week as a tremendous opportunity to bring together key allies to think through how we might build on the work already done by the Youth Service Advisory Board (formerly the Goal 5 Task Force) and work collaboratively to achieve the goals set forth at the Summit, especially the fifth. The outcome of our planning on Monday will be a set of recommendations on how best to achieve Goal 5, which will be forwarded to the Advisory Board and America's Promise. On Tuesday, we will further develop the Community Coaches model, and explore potential roles for the many organizations participating across sectors.

The enclosed binder will give you a sense not only of our agenda for the two days, but also of the broad range of ideas and strategies that have surfaced around Goal 5 and Community Coaches. We need your help during our meeting next week and after to distill from the many possibilities and approaches that have emerged, a simple, clear and compelling strategy that that will advance us toward our goal of 2 million by 2000.

Thank you for joining us. We look forward to seeing you there.

Sincerely,

A handwritten signature in black ink, appearing to read "Harris Wofford".

Harris Wofford
Chief Executive Officer
Corporation for National Service

A handwritten signature in black ink, appearing to read "Andrew Shue".

Andrew Shue
Chairman
Do Something

1100 Vermont Avenue, NW
Washington, DC 20525
Telephone 202-606-5000
Fax 202-606-4928

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

GOAL 5 STRATEGY SESSION

Session Pre-Registration Form

Please fax to the attention of AnnMaura Connolly (202/565-2784) no later than Friday, August 15, 1997. Thank you.

Working Session One:

I would like to attend the following session: *(Please choose one)*

- _____ Group One: The 100 Hour Challenge
- _____ Group Two: The 1,000 Hour Challenge
- _____ Group Three: The Work Study Challenge

Working Session Two:

I would like to attend the following session: *(Please choose designate your first choice with a 1 and your second choice with a 2.)*

- _____ Group One: All-Star Service Cities
- _____ Group Two: Popularizing Service in the Popular Culture
- _____ Group Three: Community Coaches
- _____ Group Four: Youth As Youth Champions
- _____ Group Five: Service Through the Schools
- _____ Group Six: Motivation and Recognition Strategies
- _____ Group Seven: The Tradition of Faith-Based Service
- _____ Group Eight: Service in Out-Of-School Time

Name: _____

Telephone: _____

SUMMIT DECLARATION

Two centuries ago, America was founded on the proposition that just as all people are endowed by their Creator with unalienable rights, citizenship entails undeniable responsibilities. As each of us has the right to Life, Liberty and the Pursuit of Happiness, each of us has an obligation to give something back to country and community -- a duty to take responsibility not just for ourselves and our families, but for one another. We owe a debt of service to fulfill the God-given promise of America -- and of her children.

In this time of opportunity -- at the dawn of a new century and a new millennium -- the need for shared responsibility is self-evident.

People of all ages and from all walks of life must claim society's problems as their own -- pulling together, leading by example, and lifting American lives. The challenges of today, especially those that face our children, require a special commitment of us all.

We have a special obligation to America's children to see that all young Americans have:

*Caring adults in their lives, as parents, mentors, tutors, coaches;
Safe places with structured activities in which to learn and grow;
A healthy start and healthy future;
An effective education that equips them with marketable skills;
An opportunity to give back to their communities through their own service.*

As Americans and as Presidents, we ask every caring citizen to pledge individual commitments of citizen service, voluntary action, the efforts of their organizations, or commitments to individual children in need. By doing so, this nation pledges the fulfillment of America's promise for every American child.

The Presidents of the United States of America

Gerald R. Ford

James Earl Carter

Mrs. Nancy Reagan
for Ronald Reagan

George H.W. Bush

William Jefferson Clinton

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- Group Three: The Work Study Challenge

7. Briefing Papers for Afternoon Working Sessions

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- Group Four: Youth as Youth Champions
- Group Five: Service Through the Schools
- Group Six: Motivation and Recognition Strategies
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- Group Eight: Service in Out-Of-School Time

8. Goal Five Summit Commitments

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Divider Title: _____ 1

GOAL FIVE: AN OPPORTUNITY TO GIVE BACK THROUGH COMMUNITY SERVICE

August 18, 1997

Draft Agenda

- 9:00am - 9:30am **Opening Session: Welcome and Report on The Presidents' Summit for America's Future**
Harris Wofford, CEO, Corporation for National Service
Michael Sanchez, President, Do Something
Robert Goodwin, CEO, Points of Light Foundation

Video of Summit Highlights/Clips
- 9:30am-9:45am **Report from America's Promise The Alliance for Youth**
Ray Chambers, CEO, America's Promise
- 9:45am-10:30am **Goal Five: Targets for Action Proposed by Youth Service Advisory Board**
Discussion Led by:
Advisory Board Co-Chair Tim Shriver with Vice Chairs Alan Khazei, Shirley Sagawa and Andre Lee
- 10:30am-11:00am **Keynote: 2 Million by 2000**
General Colin Powell, Chairman, America's Promise
- 11:15am-12:45pm **Session One: Working Groups on Goal Five Targets**
Participants will have an opportunity to share reactions to pre-meeting papers that describe strategies outlined by the Advisory Board on Youth Service, which will be sent to participants prior to the meeting.

Group One: 2 million additional young people serving at least 100 hours per year, with service focused on all five Summit resources. Key strategies to be discussed include high school service scholarships, awards and recognition strategies, service learning programs in schools and service through faith-based or youth organizations.

Discussion Leaders:

Tim Shriver, CEO Special Olympics

Shirley Sagawa, Corporation for National Service

Group Two: 100,000 additional young people serving at least 1,000 hours per year, with service focused on Summit goals. Key strategies to be discussed include nationwide replication of effective models and innovative new approaches to full-time or part-time sustained service.

Discussion Leaders:

Alan Khazei, Co-Founder, City Year

Andre Lee, AmeriCorps Alums

Group Three: Colleges and Universities commit at least half of the nearly one million work study positions to community service, including at least 100,000 positions for the America Reads elementary tutoring initiative.

Discussion Leaders:

Tom Ehrlich, Stanford University

Dianne Morales, JumpStart

12:45pm-1:45pm

Lunch: Keynotes by Young Leaders

Introductory Remarks:

Arianna Huffington, Center for Effective Compassion*

Speakers:

Julie Kennedy, DC Scores*

Daniel Fortin, City Year Rhode Island

Izetta Mobley, Do Something/Children's Express

2:00pm-4:00pm

Session Two: Planning Groups on Key Strategies

Participants will have the opportunity to begin designing a plan for the roll-out of key strategies discussed in the morning sessions. Questions to be answered in this session include: What action steps are required next? What else do we need to accomplish our tasks? Who else needs to be involved?

Group 1: All-Star Service Cities

What would it look like if we took national service to scale in a city and focused that service on achieving all five Summit goals? Can we find 5-8 cities, that by the year 2000, would offer opportunities for all young people to serve in programs representing all of the major national models, as well as in the schools, universities, communities of faith and other nonprofit organizations?

Discussion Leaders:

Alan Khazei, City Year

Jim Scheibel, Corporation for National Service

Group 2: Popularizing Service in the Popular Culture

How do we make service the defining aspect of this generation? How do we work with partners in the media and entertainment businesses to ask young people to serve through movies, music, television and other outlets?

Discussion Leaders:

Helen Boehm, MTV Networks

Morgan Binswanger, Creative Artists Agency

Group 3: Community Coaches

Placed in schools, businesses and other institutions, Community Coaches work with and for young people to build a healthy city, neighborhood by neighborhood. Community Coaches constitute a recognizable human network designed to maximize the flow of human and material resources to and from young people; and to give students the attitudes and skills to be leaders and doers themselves. How do we spread the Community Coach model to communities across the country?

Discussion Leaders:

Michael Sanchez, Do Something

Kenya Moncur, Do Something Newark

Group 4: Youth Serving the Young: Youth Champions

Youth Champions are individuals who pledge to connect young people with all five fundamental resources. Young people can and should be challenged to be Youth Champions for younger children. How do we spread this idea nationwide, particularly through high schools and colleges?

Discussion Leaders:

Steve Culbertson, Youth Service America
Andre Lee, AmeriCorps Alums

Group 5: Service Through the Schools

There are fifty million young people enrolled in public and private elementary and secondary schools. School is one of the most defining institutions in a young person's life and therefore a vital part of the strategy for achieving goal 5.

Discussion Leaders:

Marilyn Smith, Corporation for National Service
Dr. Carol Kinsley, Community Service Learning*
Tina Choi, Do Something

Group 6: Recognition of Service: Awards, High School Service Scholarships and Events

What are some creative ways to motivate young people to serve? To support sound strategic planning around goal five, planners need insight into the motivation of young people who are being asked to serve.

Discussion Leaders:

Marva Smalls, Nickelodeon
Melinda Hudson, Corporation for National Service

Group 7: Building on the Tradition of Faith-Based Service

Faith communities have long been leaders in service. How can they build on this tradition and encourage even greater numbers of young people to find ways to act on their beliefs?

Discussion Leaders:

Bob Goodwin, Points of Light Foundation
Bob Walton, National Council of Churches*

Group 8: Service in Out-of-School Time

Students spend more than 4,000 waking hours outside the classroom each year. Youth service can be a creative way to ensure quality, caring environments for young people when they are not in school, and offers young people opportunities to be productive and make a contribution to their communities. How can we spread this idea to communities across the nation?

Discussion Leaders:

Stewart Smith, Camp Fire Boys and Girls

Ron Kinnamon, YMCA of the USA

Laura Nakatani, Fellow, Okura Mental Health Leadership Foundation

4:15pm-5:00pm

Report Out and Next Steps

**Invited, but not yet confirmed.*

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Do Something Community Coach

August 19, 1997
United Way of America
701 N. Fairfax St., Alexandria, VA
9:00 a.m. - 3:30 p.m.

- 9:00-9:45 Introductions
- 9:45-11:00 Presentation/Discussion of Community Coach Model
- Philosophy
 - Vision
 - Current Efforts
 - Do Something
 - Communities in Schools
 - Corp. for National Service
 - Plan:
 - Outreach/Selection of Pilot Communities
 - Coach Selection Process (Schools, Businesses, Communities of Faith, Non-profits, Colleges & Universities, Other Institutions)
 - Training/Ongoing Support
 - Youth Champions
 - Media Campaign
 - Website
 - Oracle/Promise Pipeline
 - Measures and Evaluation
- 11:00-12:30 Break-Out Groups
- Outreach/Selection of Pilot Communities
 - Coach Selection Process (Schools, Businesses, Communities of Faith, Non-profits, Colleges & Universities, Other Institutions)
 - Training/Ongoing Support
 - Youth Champions
 - Media Campaign
 - Website
 - Oracle/Promise Pipeline
 - Measures and Evaluation
- 12:30-1:00 Lunch
- 1:00-3:00 Presentations and Discussion
- 3:00-3:30 Wrap-Up/Next Steps

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DISCUSSION PAPER ON THE ROLE OF YOUTH AS RESOURCES FOR ACHIEVING THE SUMMIT GOALS

Introduction by Harris Wofford

Throughout our history, Americans of all ages have responded when great national goals have lifted their sights and moved them to act. In the years of civil rights struggles with Martin Luther King, there were great and clear goals: to win the right to vote and to end legal segregation. These goals and the emerging sense of national scandal drew millions of Americans into action. In ten years, the right to vote was won for all Americans and public segregation was ended. Those goals galvanized and changed the nation. In the 1960s, President Kennedy set a national goal to go to the moon, and by the end of that decade we got there.

Now, at last, in a more complicated time, and in an unprecedented way, with the leadership of President Clinton and former Presidents Bush, Carter, and Ford, and Chairman General Powell, we are launching a new national campaign: to turn the tide for—and with—millions of young people now heading for disaster. Specifically, the post-summit campaign – America’s Promise: the Alliance for Youth – calls for a volunteer army of citizens, community-based organizations and corporations to secure for all young people five fundamental conditions for success. At Philadelphia, the President of the United States and the former Presidents declared:

“We have a special obligation to America’s children to see that all young Americans have:

- Caring adults in their lives, as parents, mentors, tutors, coaches;
- Safe places with structured activities in which to learn and grow;
- A healthy start and healthy future;
- An effective education that equips them with marketable skills;
- An opportunity to give back to their communities through their own service.”

The fifth of those conditions for success reflects Martin Luther King’s proposition that, “Everybody can be great because everybody can serve.” A key part of America’s Promise is that every young person must be enabled to discover and realize that greatness. All young Americans must see themselves—and be seen—as resources and leaders, not just as problems or victims. Service should become the common expectation and a defining experience of growing up in America. All young people should be challenged, inspired and given opportunities to serve through their families, schools, communities of faith, national service and youth corps, and community and volunteer organizations of many kinds.

The Summit set this as one of the aims of the campaign started in Philadelphia. Helping to find the ways and means to accomplish this is the special mission of the Advisory Board on the Fifth Goal -- Youth Service, and it is the focus of the August 18-19 Strategy Session.

Goal Five: An Opportunity to Give Back Through Community Service

To that end, let us challenge two million additional young people by the year 2000 to provide 100 hours or more each year of service through high quality service opportunities. Let's also challenge 100,000 young people to become service leaders to contribute 1,000 hours or more each year. In addition, let's ask colleges and universities—and students—to commit at least half of the nearly 1 million work study positions to community service.

Youth Service in America Today

A study recently released by Independent Sector, on volunteering in all its forms, showed that young people who were asked to serve were 3 to 4 times more likely to do so than their peers who were not asked. Of the 51% of teenagers who were asked in 1996, 93% volunteered. Of the 49% of teenagers who were not asked in 1996, 24% volunteered. We must find persuasive ways to ask young people to apply their energy, enthusiasm and new ideas to help solve some of our nation's most pressing problems. Indeed the young can themselves be a big part of achieving all five of the summit goals

Many young people now serve. According to Independent Sector, 59% of young people ages 12-17, and 38% of 18-24 year olds say that they did some service last year. The average teen who served is estimated to volunteer 3.5 hours per week or a total of 182 hours per year. In the last two decades, the array of service opportunities has expanded as schools, community organizations, religious institutions and colleges integrate service into their programming. Youth corps and national service programs such as AmeriCorps and faith-based service corps have expanded dramatically, and young people themselves have played a leadership role in creating opportunities to serve.

The experience is far from universal and the definition of service in the survey cited is very broad. Furthermore, not every service opportunity will yield the kinds of results that high quality experiences provide and much of the service is not directed toward solving the serious problems that are facing our communities today. Research suggests that several factors should be present in order to have the maximum impact on the participant and community. The key elements of a high-quality program are as follows:

- Service should be sustained over a period of time (twelve weeks or more).
- Service should have identifiable results and help to solve real community problems.

- Service should be structured to include preparation, action and reflection.

Providing more high-quality opportunities for young people to serve will pay multiple dividends:

- The sixty million students from kindergarten through college represent a powerful resource. There are some functions that especially allow young people to make a contribution. Research shows that engaging older students, including those in high school and middle school, in tutoring younger students improves both students' performance; college students mentoring at-risk youth encourages young people to set higher aspirations; and peer mediation and conflict resolution can be effective in preventing violence among young people.

- High-quality service is a vital way to teach citizenship, responsibility, and discipline; to build skills, enhance self-esteem, develop problem-solving abilities, introduce new career options and prepare young people for future work; to improve academic motivation, school attendance and performance; and, most importantly, to establish a pattern of future service that will continue through adulthood.

- Service answers the need of all young people, rich and poor, for practical experience and an understanding of democratic values in action; and the need to learn how to work with people of different backgrounds and experiences. Working together in common, sustained service is one way to close the racial and ethnic gaps that divide America.

The Presidents' Summit for America's Future is designed to unleash a new level of energy and citizen power to help solve the critical problems facing so many children and youth today. Its goal is to mobilize millions of citizens and thousands of organizations to ensure that every young person in our country has access to at least five fundamental resources. Young people must be asked and given opportunities to create a brighter future for themselves and generations to come.

Youth Are Resources for Achieving All Summit Goals

In addition to asking young people to commit to sustained and effective service, we should also ask that they themselves take responsibility for becoming active champions of all of the Summit goals. In addition to goal 5, there are a variety of creative ways that young people are already helping to create the first four conditions for success in communities across America:

One: An ongoing relationship with a caring adult: a mentor, tutor, coach.

Thousands of young people are helping in two important ways. First, older young people are serving as mentors, tutors and role models for younger children. Second, many of the

young adults in full-time service mobilize these part-time adult volunteers and help them connect to younger children. Some examples of quality programs include:

- In seven states, the National Literacy Corps is engaging 11th and 12th grade high school students as tutors for elementary school students in reading and writing. Eighty percent of second graders who were tutored are now reading at their grade level, contrasted with 57% that were reading at grade level before the National Literacy Corps arrived. The high school service-learning tutors benefit as well. At Lincoln High School in Philadelphia, 64% of the volunteer tutors went to college, contrasted with 3% of the students in other low-achieving English classes. Attendance increased to 95% from 83%.

- In Simpson County, Kentucky, 25 AmeriCorps members tutored 128 second graders in reading during the 1995/96 school year. Over nine months the students improved in reading comprehension an average of 2.8 levels (generally, successful students improve by one reading level each school year). One-third of the students improved by more than three reading levels.

- In Atlanta, Hands on Atlanta places 110 AmeriCorps Members to work full-time in eight of the Atlanta public schools as teaching assistants, mentors and tutors. They provide diverse educational, recreational and enrichment opportunities for children, parents and community members after school, in the evenings and on weekends, including opportunities for youth and children to perform various community service projects. In addition, AmeriCorps Members recruit volunteer tutors and mentors from the community as an integral part of their out-of-school time programs. In only a few short months, AmeriCorps Members leveraged 165 volunteers with a total of 990 additional hours of tutoring and mentoring for school-age youth. The program is structured so that each school component feeds into another, which results in middle and high school students who are served then becoming peer leaders for younger students.

Two: Safe places with structured activities to learn and grow during non-school hours.

In communities across the country, young people are working alongside child-care providers, educators and other community-based professionals to enrich and expand the opportunities for children and youth during the non-school hours. A key component of the "safe places with structured activities" that service programs do is to engage children and youth in service activities. Participants in service programs provide child-care centers with extra resources to support and expand community outreach, volunteer involvement and educational opportunities; spread the benefits of service by engaging children and youth in service activities and developing a new generation of service leaders; develop quality educational enrichment programs working closely with teachers to train students as tutors for younger school children; and involve parents and community volunteers in out-of-school time activities. Some examples of quality programs include:

- Through City Year, 195 AmeriCorps Members are serving in community organizations to develop and coordinate summer and after-school programs, educational workshops on conflict resolution, AIDS awareness, housing renovation and urban beautification projects. In just three months, the AmeriCorps Members recruited 1,326 community volunteers, who contributed 11,740 hours of service. The program combines in-classroom assistance, with after-school programming, and summer programs such as Camp City Year, a summer service camp run by corpsmembers. Other programs include “Young Heroes,” a program in which hundreds of 8th graders do service projects on Saturdays with corpsmembers as coaches, and the “Walkers Program,” in which corpsmembers walk elementary school students home from school every day.

- In Austin, Texas, the Community Mentor Program at St. Edwards University engages 80 university students as tutors and mentors in an after-school program for more than 500 at-risk young people. The university students have developed creative ways to interweave their academic work with after-school programming. For example, one journalism student at St. Edward’s started an after-school journalism club which engaged school-age youth in publishing their own school newspaper.

- In Sante Fe, New Mexico, two AmeriCorps*VISTA Members are working with the Sante Fe Boys and Girls Club in four after-school centers that combine recreation, tutoring, life-skills courses, and career planning. The Members develop evaluation tools, assist with fundraising activities, and build collaborations with community partners such as local community colleges. The crime rate in the communities surrounding the centers has decreased by 50% since the program was developed three years ago.

Three: A Healthy Start

Young people are playing important roles in programs that address the needs of young children, including helping to organize early childhood immunization. Young people also serve children of teen parents, HIV positive children, developmentally delayed infants and victims of abuse or neglect. Service programs address a range of needs, including providing direct care to sick children, creating educational enrichment opportunities and organizing various community and parent outreach initiatives.

- Through the National Association of Child Care Resource and Referral Agencies Action for Children Today program (NACCRRA-ACT), 55 AmeriCorps Members are working in 23 communities across the United States to improve the quality and availability of infant-toddler and school-age child-care. Members recruit community volunteers, provide direct care for children and youth, and organize various outreach programs to parents that focus on health and other issues.

- In Morgantown, West Virginia, the West Virginia University Robert C. Byrd Health Sciences Center has placed 21 AmeriCorps Members at 14 sites as “health associates” to facilitate early childhood development and implement health education programs and in-

school services. The health associates work with the Rural Health Initiative consortium to deliver needed health services in 40 underserved counties. The associates will also design and deliver health promotion, wellness and prevention programs for volunteers, parents, teachers and community leaders.

- In North Carolina, 34 AmeriCorps Members serve in 32 sites with the North Carolina Smart Start Early Childhood Initiative, which provides child-care to low-income communities. Members provide classroom instruction, child-care and community outreach. In addition, Members promote parent education and participation and organize special projects such as the Nutritional Family Cookbook, a publication containing quick, easy, inexpensive nutritional items which are meant to be prepared by children and parents together.

Four: Effective Education for Marketable Skills

In addition to major participation in elementary school and after-school literacy efforts, young people in service help the development of marketable skills for other young people through a variety of educational strategies, including providing resources for teen parents and high school drop-outs to continue their education. Young people themselves are working with young children to help them develop marketable skills at an early age through innovative service programs such as those described below:

- In Covington, Louisiana, high school students interested in professional careers in early childhood development provide care for children in the Head Start program and work with parents to address issues of daily care and support of children. The program is a partnership between Covington High School, Louisiana State University's Human Development Center, the Covington Head Start, and the Greater Covington Family Service Center. Before they begin work with the children and families, the students take classes in child development, parenting, nutrition, and adult responsibility.

- In collaboration with the University of Massachusetts School of Nursing and the Bay State Health Systems Corporation, Putnam Technical High School has created the largest health center built by students in the country. Several years ago, teachers recognized the need for a school-based health center to meet the needs of Putnam's poor, underserved population of high school students. School staff, students and nearby college students joined together to build a health center, which now provides school-to-work training and internship opportunities for students at the high school and college level, as well as health care for the community. Since the opening of the health care center, Putnam High School has seen a dramatic increase in the number of students who are going on to college after graduation.

- Under the leadership of Governor Bill Graves of Kansas, the Kansas Commission on National and Community Service has developed a pilot project, the Governor's Reform

AmeriCorps Service Project (GRASP), which helps welfare recipients learn new marketable skills through training and education. Twenty full-time AmeriCorps members have been recruited to serve as counselors and mentors for welfare recipients and care providers for children of welfare recipients. The majority of AmeriCorps members are also public assistance recipients transitioning from welfare to work. The project is a public/private partnership with Cesna, a manufacturing company.

Key Strategies to Achieve Goal 5: Youth Service

Three key strategies for achieving goal 5 are: 1) to issue a strong public call to service aimed directly at young people, which will create demand for high-quality service opportunities; 2) to develop more high-quality service opportunities for young people at every age, with an emphasis on service opportunities at the 100 hour and 1,000 hour levels; and 3) to engage young people in service that focuses on the first four goal areas. There are a number of roles that the various sectors can play in relation to those key strategies. Some are listed below:

Issue a strong public call to service.

- The major arts, entertainment and sports industries can help by creating a strong, visible series of public service announcements, advertisements, and public events to promote service. Movie and television writers and producers can write service into the story lines for major television shows and new motion pictures. For example, the young people on Beverly Hills 90210, a popular television series, can join a service program or participate in an alternative break during spring break. Musicians can use concerts to recruit young people to serve in local service programs.
- All media outlets--print and electronic--can be called upon to create a "service beat" or "good news page" in their publications or on their radio or television broadcasts. They can commit to covering stories about local "service heroes," innovative programs and young leaders.
- Corporations can make service a criterion for hiring and publicize it. They can also sponsor a recognition vehicle to reward young people who complete 100 hours of service each year and those who complete 1,000 hours of service each year (e.g. the President's Physical Fitness Award).
- Elected officials at all levels should visit and visibly support successful programs.
- Universities can make service a criterion for admission and publicize it in their recruiting materials. They can also highlight students who achieve the 100 hour and 1,000 hour levels of service on campus and at graduation.

- Schools and education organizations can promote the call to service through their networks of educators, parents, counselors and students. Schools, civic organizations and others can respond to President Clinton's call to match scholarships with funds raised from local businesses and organizations to encourage and recognize student service in every high school.

- Nonprofits can design effective ways to capture and deploy new recruits that are generated by the above activities. Business can support them by providing 1-800#s and financial support.

Create More High Quality Service Opportunities for Young People at Every Age With an Emphasis on the 100 hour and 1,000 hour levels.

- Mayors and cities can compete to become "all-star service communities" that provide and support opportunities for all young people to serve in high-quality programs, both full and part-time and in schools. An "all star service community" would seek to have every major national model in one city.

- Corporations can create a fund to support the expansion and replication of successful program models, fund teacher-training efforts and build family volunteering into employee volunteer programs. They can also adopt local schools and in addition to tutoring and mentoring young people, design and deliver service programs with them. In addition, Corporations can create committees to support the "all-star service communities."

- Colleges and Universities can increase the number of work-study positions in community service available to students and move to assure that by the year the 2000 at least half of those positions are in service to the community.

- Nonprofit organizations that ordinarily serve young people can build service by young people into their programs and create service-oriented after-school programs.

- Communities of faith can create or expand programs for service by young people such as year-long service programs, and interfaith summer service programs.

Integrate Service Into the Other Goal Areas

- Companies can integrate a service experience into efforts to help youth develop marketable skills (e.g. company funding summer jobs in carpentry can devote part of the summer to youth renovating low-income housing). They can also build service into mentoring programs.

- Mayors and Governors can ask communities to build a strong “youth as resources” component into community plans for addressing the five goals. Mayors can also support summer jobs in service organizations.
- Schools can ask older students to tutor/mentor younger students and to organize after-school service programs for younger students.. Older students can also prepare health education projects for younger students and assist with immunizations. Schools can also connect service to the curriculum and provide teacher training in service learning.
- Nonprofits that offer after-school activities can build service into their programs. Organizations that offer health education can ask students to help prepare and deliver health education seminars for parents and community members.
- Organizations that serve young people with disabilities can ask them to serve.

Partners in the Process

The Advisory Board to America’s Promise, for Goal Five – Youth Service, is working with--and expects to have a continuing working collaboration with--a number of organizations and/or ad-hoc committees promoting the same goal. It will also work closely with the two original co-sponsors of the Summit, the Points of Light Foundation, headed by Bob Goodwin, and the Corporation for National Service, headed by Harris Wofford. The following groups and the names of their officers or representatives who will be key advisors:

1. An important new resource for achieving Goal Five is the commitment of Creative Artists, a premier agency in the world of art and entertainment, and is a partial list of the Entertainment Coalition for Education, to apply their skills, insights, and network of talent to develop and carry through a communications strategy to achieve Goal Five. The head of Creative Artists is Richard Lovett, and his key colleagues in their effort are Morgan Binswanger and Michelle Kydd.
2. Viacom and it’s subsidiaries, MTV Networks, VH-1 and Nickelodeon, have committed to promoting national service and volunteering through a series of advertisements for AmeriCorps, and through The Big Help and employee volunteer programs.
3. The Campus Compact, headed by Rev. Edward Malloy, President of the University of Notre Dame. Some 520 College and University presidents work with the Compact to promote student, faculty and university service in the community.

4. The Steering Committee of 21 college and university presidents supporting the America Reads Initiative, chaired by Robert Corrigan, President of San Francisco State University. These presidents and many others who have joined, commit themselves to allocating at least half of the FY98 increase in work-study funds to tutoring elementary children, and to help secure 100,000 college student tutors to help achieve the goal of every child learning to read by the end of Grade 3.
5. The youth-serving organizations of the Leadership 18 group of major United Way beneficiaries (co-sponsors of the Summit), chaired by Mary Rose Main of the Girl Scouts, and represented in convening community delegations for the Summit by Betty Beene, President of the United Way. A recent Wingspread conference of a number of these youth serving organizations indicated the readiness of some of the major organizations to give more priority to asking and enabling youth themselves to serve, not just be served.
6. Youth Service America, now directed by Steve Culbertson, continues as the independent sector's across-the-board promoter of youth services, in all its forms. It organizes the superconference for the field, conducts training of service leaders, supports a social entrepreneurs fund and has been developing a state-of-the-art website (www.servenet.com).
7. The National Association of Service and Conservation Corps, headed by Kathleen Selz, representing some 100+ Youth corps (with approximately 26,000 young people in service each year) is committed to strengthening and expanding the service corps models and opportunities for service.
8. The National Youth Leadership Council, which is headed by Jim Kielsmeier, engages young people in communities and schools through innovation in learning, leadership, service, and public policy.
9. The National Service-Learning Cooperative. The Cooperative provides national data collection, dissemination of materials, and training and technical assistance for anyone interested in service-learning. One of the partners in this organization is Carol Kinsley.
10. Do Something, headed by Andrew Shue and run by Michael Sanchez, with active pilot programs in Newark, NJ (with Bill Hoogterp), Boston, MA, and Washington, DC, and upcoming sites in San Diego, CA and other areas throughout the country.

11. COOL (the Campus Outreach Opportunity League) directed by Melissa Kindrick, based in DC, works to engage college students in service initiatives, coordinates a national conference attended by 1,500 students, and facilitates the Into the Streets Program.
12. The Echoing Green Foundation (New York City, founded by Ed Cohen), funds young entrepreneurs in community service for year-long fellowships in the United States and abroad.
13. The Bonner Scholars program (headed by Wayne Meisel and Bob Hackett), through the Bonner Foundation in Princeton, NJ, provides scholarship funds to outstanding undergraduate students in exchange for significant commitments of time to community service throughout their undergraduate years.
14. The Close-Up Foundation and the Constitutional Rights Foundation., promote civic and law-related education for citizens of all ages through week-long seminars, training programs and other activities. We will work closely with the Active Citizenship Today (ACT) Program, which is a joint venture of the Close Up Foundation and the Constitutional Rights Foundation that focuses on service and leadership as key components of citizenship.
15. The Grantmaker Forum on Community and National Service, headed by Nick Bollman from the James Irvine Foundation and Chris Kwak from the Kellogg Foundation. The Grantmaker Forum consists of corporate, community and private foundation grantmakers who share an interest in the American tradition of community and national service. They are committed to expanding opportunities for people of all ages and backgrounds to serve their community, state and nation.
16. The National Peace Corps Association, headed by Chic Dambach, which – among other things -- oversees activities of Returned Peace Corps Volunteers (including substantial service projects).
17. AmeriCorps Alums, headed by Laura Sullivan, is an alumni organization for the more than 40,000 people who have completed their term of service as AmeriCorps members. Their mission is to build a national network of former AmeriCorps members and friends who are ensuring that AmeriCorps is a year in lifetime of service.
18. Special Olympics (headed by Tim Shriver, who is a co-chair of the Task Force). Special Olympics will work closely with the task force to ensure strong outreach to young people with disabilities.

19. National Service Leader Schools Program, headed by Professor Ted Sizer, recently retired from Brown University and the Annenberg Institute at Brown and Nancy Sizer, a distinguished retired teacher. President Clinton announced in May 1996 in his commencement address at Penn State that the Corporation for National Service would initiate a National Service Leader Schools Program to recognize the middle and high schools in the country that have the most outstanding community service and service learning programs. The other members of the steering committee will be appointed shortly. The steering committee will assist in the development of criteria, the method of selection, and the strategy for recognition of National Service Leader Schools.
20. Model service programs, including Public Allies (headed by Chuck Supple), City Year (Headed by Alan Khazei, co-chair of the Goal 5 Task Force and Michael Brown), Hands On Atlanta (headed by Michelle Nunn) and the other City Cares of America affiliates, the Youth Volunteer Corps of America (headed by David Battey) and other model programs that can be replicated in communities across the country.
21. Religious service programs such as the Jesuit Volunteer Corps (headed by Kate Haser), the Lutheran Volunteer Corps and others that have operated full-time service programs for many years.
22. The Partnering Initiative on Education and Civil Society is co-convened by Jeremy Rifkin of the Foundation on Economic Trends and Susan Stroud from the Corporation for National Service and is supported by a coalition of 45 educational associations. The goal of the Partnering Initiative is to launch a 10 year effort to integrate civil education and service into the heart of the American educational experience.
23. Habitat for Humanity, headed by Millard Fuller, through which thousands of young people provide service by building low-income housing across the country each year, which helps the children of the families getting decent housing.

Youth Commissioners of the Governor-appointed State Commissions on National Service, and the Youth Voice committees set up by many of the state commissions will be involved.

A working group of State Commission Executive Directors and State Corporation directors is being organized by the Corporation to work with the Task Force, along with Corporation staff in Washington and the Corporation's Board of Directors.

The Corporation will encourage the State Commissions in developing the unified state plans for service in each state, due to be presented to Governors within the next year, to include all Five Goals of the Summit in these plans, with special emphasis on Goal Five.

The Points of Light Foundation, in its recognition and awards program, will give special attention to promoting the service by youth.

This discussion paper was prepared by AnnMaura Connolly.

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August 1997

Dear Friend:

Welcome to the Goal V/Community Coach conference co-sponsored by the Corporation for National Service and Do Something. It is truly energizing to see the enthusiastic response from groups around the nation as we build toward the future by working with young people.

One of the most powerful ideas to come out of the President's Summit for America's Future was that of Community Coaches. Placed in schools, businesses, colleges, non-profits, faith communities and other institutions, Community Coaches will provide a human infrastructure to coordinate community-building efforts focused around young people while training students to be leaders and doers themselves. Centered largely around schools, the network of coaches works together to build a healthy city, neighborhood by neighborhood.

In partnership with America's Promise and an array of local and national organizations, Do Something has been working to refine the Community Coach model. In order to succeed, the Community Coach must be the product of the best thinking from a variety of groups already doing similar work. This is why we have invited you to attend this meeting.

The goals for the meeting on the 19th are as follows:

- To near completion of the evolving Community Coach model
- To build broad support for the implementation of the model nation-wide
- To determine what other groups, individuals and other organizations should be involved in this effort
- To explore ongoing roles for the many organizations attending this meeting.

We have provided a general overview of the Coach model, including outreach, training and ongoing support. On August 18th, we will hand out a series of discussion papers and questions for each break-out group listed on the agenda.

We have a truly unique opportunity to build upon the momentum of the Summit as we strive to improve American communities. As Harris Wofford has said, "If we want to turn the tide for--and with--youth, the place to start is the school. More and more teachers are integrating service into curriculum or organizing service projects outside of school. Such service-learning projects increase civic involvement and improve academic performance. Why not have a Community Coach in every school in America?" We look forward to collaborating with you to help make the Community Coach an established position in society.

A handwritten signature in cursive script, appearing to read "Andrew Shue".

Andrew Shue
Chairman

A handwritten signature in cursive script, appearing to read "Michael Sanchez".

Michael Sanchez
President

Community Coach Executive Overview

Across the nation, thousands of organizations and individuals are working hard to improve their communities and to impact the lives of young people. Businesses partner with schools to create tutoring and mentoring programs. Technology is donated to school sites. Non-profit organizations support and energize citizens through grass-roots efforts. Faith communities generate over seventy percent of our nation's volunteer efforts. Federal, state, and local government initiatives work to create opportunity for young people.

Young people themselves, most of all, have a natural desire to improve their own lives and the communities in which they live. The challenge is to create a structure to channel their boundless energy and idealism in a positive direction.

The Presidents' Summit for America's Future was the boldest initiative ever undertaken to galvanize the nation and coordinate resources to young people. In order to sustain and build the momentum of America's Promise, the follow-up effort to the Presidents' Summit, schools will necessarily become the focal point for neighborhoods and communities.

Given the tremendous resources that will flow from businesses, universities, religious institutions, and community groups, each school will need the internal human capacity and infrastructure to effectively coordinate efforts channeled from the community to the school. An individual within the school, the "Community Coach," will fill this role. Creating the name "Community Coach" and outlining the basic duties of this newly created position in society will help create a sense of a national effort to improve the lives of our young people.

Do Something plans to partner with communities and school districts across the country to select, train, and support Community Coaches in schools, businesses, and other community institutions. The "School Coach," who is typically a teacher or staff person selected by the principal, will be trained to connect community resources to the young people in the school while helping the young people be leaders and givers themselves.

For example, the School Coach will work directly with a "Business Coach" at a local corporation to match 100 employees (Youth Champions) with 100 students (Young Leaders). The School Coach may also work with a local non-profit like the Boys & Girls Club to create after school programs at the school site for the students. It is expected that "Coaches" will also be selected and trained in Communities of Faith, colleges, and other community institutions. All of the Coaches will undergo an intensive, one-week training led by Do Something, and will receive ongoing support from a community-wide "Commissioner" and staff who will coordinate community efforts and provide continuing technical support. A national media campaign led by a cadre of young celebrities and several corporate sponsors and a CoachNet Website will promote the work of the Coaches and young people while tracking progress community by community.

What is a Community Coach

The Community Coach model provides a basic city-wide infrastructure necessary to optimize the flow of resources to and from young people. Schools receive numerous offers of support in the form of resources, volunteers, equipment, yet there is no process or person on staff trained and charged with coordinating the support from the community.

Now, each school may have a Community Coach who has two primary roles. First, the Coach works with businesses, colleges, religious institutions, non-profits, and other community groups to connect resources to the students. The School Coach is also responsible for working with the students to, as Harris Wofford says, "crack the atom of civic engagement." Coaches train students to be leaders and doers in their own community, as well as to act as peer mentors to each other.

Not unlike a soccer coach, the School Coach selects and trains a Do Something "Team." Meeting after school, the team participates in leadership training and coordinates efforts to involve the whole school in serving the community. Several annual events will involve all the students in the school and across the country, including USA Today's Make a Difference Day in October, Nickelodeon's the Big Help, Do Something's, Kindness and Justice Challenge during the King Holiday, and National Youth Service Day and National Volunteer Week in April.

Different Coach models will be presented from which schools may choose. Each model requires the school or a partner business to fund the stipend or salary of the Coach. The most common beginning approach will have a teacher work an additional 10-15 hours per week, primarily after school, and receive an annual stipend similar to a soccer or basketball coach (average \$3,000 / year). The school ensures that the Community Coach has access to supplies, a computer and the internet.

All other community institutions are also invited to select a Coach and to participate in the city-wide CoachNet. Coaches in businesses and other organizations connect the community to kids. They work to promote adult involvement in the lives of young people. They support volunteer tutors, mentors, and Youth Champions in the effort to ensure that young people receive the five resources outlined at the Summit.

Community Coach Training / Ongoing Support

School Coaches are selected by the Principal based on their desire and commitment to the community, their ability to work with both young people and business leaders, and their experience in community efforts. Community Coaches will participate in a one-week city-wide, "Level 1" training. Do Something will coordinate an all-star alliance of leading experts and trainers to conduct the training. National and community organizations already working in schools will be invited to participate in the development and execution of the training.

The following topics will form the core of the curriculum in the Level 1 Coach Training:

- Introduction to America's Promise and the five fundamental resources
- What is a Community Coach
- Computer / Technology Training
- CoachNet -- the national Website for Community Coaches
- Know Your City Training -- how to find and connect resources
- How to Do Community Events (Make a Difference Day, National Job Shadowing Day, The Big Help, and the Kindness & Justice Challenge)
- How to Measure Progress -- Tracking and Evaluation
- Working with Businesses / Other Institutions
- Matching Youth Champions with Young People (background checks, etc.)

Upon completing the training, Community Coaches begin connecting adult volunteers to students and helping the young people participate in leadership and community activities. In order to maintain Community Coach status, each Coach must participate in several national events each year, use the Website for tracking and evaluation, and maintain the support of the principal. Higher level training will be conducted by the city-wide "Commissioner" and staff who will be selected and trained by Do Something.

The Commissioner will work with leaders from all sectors within the community to channel resources to the Coach and the school. The Commissioner will also convene the Community Coaches on a monthly basis so that the Coaches may share lessons learned and work together to deliver resources to the young people.

Nationally, the CoachNet Website will provide information and curriculum to the Coaches, host chat sessions on topics of interest, and serve as the vehicle for tracking and evaluating whether the young people are receiving all five fundamental resources and improving their lives.

Licensed Community Coaches will become members of the National network, be invited to an annual national conference, receive a quarterly magazine, and be invited to events and trainings across the country. A national media campaign will spotlight the program and create the demand for Coaches and Do Something Teams in schools and other community institutions.

Who is Involved in the National Effort

- *Oracle's Promise*

A city or town can pilot the Coach model by accepting the Oracle challenge to businesses to adopt schools. Each participating business, or other institution, agrees to contribute \$100,000 cash over 5 years and to nominate and support a Business Coach for each school it adopts. The schools, for their part, agree to have the Principal nominate a Community Coach. In Los Angeles, for example, up to 500 schools will be adopted by businesses which contribute cash and volunteers to a school. This relationship will trigger the Oracle gift of a Network Computer in every class. In order to channel the resources from the business and the community as a whole to the students, Do Something will train a Community Coach in the school, business, and other institutions. Do Something, along with other local groups, will pursue additional funding from the School District, local government, local and national foundations as well as from several Federal agencies.

- *Corporate Partners*

Corporations including Coca-Cola, Nike, MTV, Applied Materials, and Blockbuster have all expressed interest in working with Do Something on the Coach model.

- *Political/Federal Support*

Nationally, a wide range of political leaders from both sides of the aisle have embraced the concept and are seeking to pilot the effort in their districts. Federal agencies such as HUD, Department of Justice, the Department of Education, the Corporation for National Service and Health and Human Services have all expressed interest in the Coach model.

- *Presidents' Summit/America's Promise*

Do Something has developed a close relationship with America's Promise, the organization dedicated to following through on the goals established at the Presidents' Summit. This will allow for a focused national campaign both to support and to promote the expansion of the Community Coach model. Do Something plans to market the Coach program widely to the 140 Summit communities.

- *Education Groups*

Do Something and the American Association of School Administrators, the largest association of school superintendents, plan to establish a formal partnership to promote the Community Coach effort and conduct aggressive outreach to urban, suburban, and rural Superintendents across the country. Other national education groups are also participating in the design and implementation of the model.

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Goal 5/Community Coaches Strategy Session

Attendees

As of August 8, 1997

Both Days

1. Elaine M. Andrews, Colorado Department of Education
2. Sheila Bailey, Vermont, Department of Education
3. Ian Bartman, AmeriCorps*NCCC
4. David Battey, Youth Volunteer Corps of America
5. Sam Beard, American Institute for Public Service
6. Morgan Binswanger, Creative Artists Agency
7. Dr. Helen Boehm, MTV Networks
8. Sharonda Bristow, Fannie Mae Foundation
9. Wade Brynson, California Department of Education
10. Tony Calandra, McGuggan LLC / Amelior
11. Gene R. Carter, ASCD
12. AnnMaura Connolly, Corporation for National Service
13. Steven A. Culbertson, Youth Service America
14. Michael Dugan, National Youth Leadership Council
15. Tom Erhlich, Corporation for National Service Board
16. Ellen Evans, United Way of America
17. Jennifer Fauss, Michigan Nonprofit Association / Volunteer Centers of MI
18. LaVerna J. Fountain, Save the Children
19. Daniel Fortin, City Year Rhode Island
20. Tony Ganger, YMCA of USA
21. David Griffith, National Association of State Boards of Education
22. Robert Goodwin, The Points of Light Foundation
23. Robert Hackett, Bonner Foundation
24. Ellen Hargis, Volunteer Center of Tucson
25. Ruth Herman, Women in Community Service
26. Ken Himmelman, Do Something
27. Melinda Hudson, Corporation for National Service
28. Arianna Huffington, Center for Effective Compassion
29. Tonka Irish, Big Brothers Big Sisters of America
30. Wilfred A. Isaacs, United Neighborhood Centers of America
31. Tom Jones, Habitat for Humanity International
32. Julie Kennedy, DC Scores
33. Wendy Kopp, Teach for America
34. Alan Khazei, City Year
35. Carol Kinsley, Community Service Leadership
36. Andre Lee, AmeriCorps Alums
37. Mary Leslie, Hugh O'Brian Youth Leadership
38. Jim Liati, McGuggan LLC
39. Rocco Marano, National Association of Secondary School Principals
40. Chad Mayer, America's Promise

41. Izetta Mobley, Do Something/Children's Express
42. Jill Morehouse Lum, Hands on Atlanta-Board of Directors
43. Christopher H. Morris, Neighbors Helping Neighbors Food Drives
44. Michele Medugno, World SHARE, Inc
45. Sharon Meier, America's Promise
46. Suzanne Noonan, Camp Fire Boys and Girls
47. Jackie Norris, Metro Volunteers!
48. Mary Beth Nowinski, American Association for Colleges of Teacher Education
49. Bruce Percelay, Mass Inc
50. Christie Phillips, National 4-H Council
51. Eugene Polgar, Lions Clubs International
52. Adam Rasmuscen, National Alliance to End Homelessness
53. Leslie Robin, Council of Jewish Federations
54. Jose Vicente Rojas, Seventh-day Adventist Church
55. Shirley Sagawa, Corporation for National Service
56. Steve Salem, Boys & Girls Clubs of America
57. Michael Sanchez, Do Something
58. Cynthia Scherer, The Points of Light Foundation
59. Jim Schiebel, Corporation for National Service
60. Paul Schmitz, Public Allies
61. Kevin Sclesky, American Institute for Public Service
62. Timothy Shriver, Special Olympics International
63. Joe Smith, Indiana Commission on National Service
64. Marilyn Smith, Corporation for National Service
65. Stewart Smith, Camp Fire Boys and Girls
66. Sherry Swick, IBM Foundation
67. Gregory Scott, YouthBuild USA
68. Helen Walker, NACCRRRA
69. Chiquita Williams, YES Ambassador
70. Harris Wofford, Corporation for National Service
71. Nan Zabala, Time Magazine: Time for Kids

August 18th Only

1. Ronald J. Areglado, National Association of Elementary School Principals
2. Melanie K. Barnes, AmeriCorps*NCCC
3. Jill Blair, Grantmaker Forum on Community and National Service
4. John Brooks, YMCA of USA
5. Beth Brown, Council on Foundations
6. Ray Chambers, America's Promise
7. Adriana DeKanter, U.S. Department of Education
8. Shanaysha Furlow, MYSAC
9. Kathy Gibson Carter, SC Dept. of Education
10. Barbara Gomez, Council of Chief State School Officers
11. Ira Harkavy, University of Pennsylvania
12. Ron Kinnamon, YMCA of the USA
13. Alison Ludwig, Council on Foundations
14. Bill Moeller, Florida State University
15. Maria Nagorski, Center for Youth as Resources
16. Nancy Peterson, The James Irvine Foundation
17. Janette Roman, National School-Age Care Alliance (NSACA)
18. Tim Shriver, Special Olympics International
19. Marva Smalls, Nickelodeon

20. Rick Stamberger, National Strategies, Inc.
21. David A. Tetzlaff, National Fraternal Congress of America
22. Laura Weiss, Benton Foundation
23. Jennifer Wittman, MYSAC

August 19th Only

1. Sandra Jibrell, Annie E. Casey Foundation
2. Christopher Smith, U.S. Department of Education

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The 100 Hour Challenge

To fulfill America's Promise, according to the fifth proposition or goal of the Summit, all young Americans should have the opportunity to give back through community service. As a milestone on the road to asking, inspiring and enabling all young people to serve, the Goal Five Advisory Board proposes the following:

Let us challenge two million additional young people by the year 2000 to provide 100 hours each year or more of service through high-quality programs.

Channeled constructively, the 200 million hours of service to be generated by this challenge would have a significant impact on communities, representing important new resources that could be directed toward tutoring, mentoring, and planning after-school activities for younger children; counseling peers to encourage healthy behavior or mediate conflict; reaching out to homebound senior citizens; or creating community gardens and green public spaces.

Done right, sustained participation in service that benefits others can also have positive effects on the young people themselves. Studies show that service builds good citizens, having a significant impact on personal and social responsibility, acceptance of cultural diversity, and long-term commitment to service. Studies also show that service can increase educational aspirations, reduce school absenteeism, and even improve educational achievement. And importantly, an early introduction to service usually leads to a lifetime commitment to helping others.

One hundred hours a year represents a sustained commitment, whether it comes in the form of two hours a week, after school, a three-hour block of class time during the school year, five 20-hour weeks during the summer, or a full day's service one weekend a month. But logging hours alone will not necessarily produce the strong impacts found in the studies discussed above. While these potential benefits are enticing, they will not be realized without the development of a quality service-learning program.

A high quality service-learning programs is connected to an organized curriculum, involves preparation as well as "reflection," enabling young people to process what they have observed, and importantly, involves service that benefits others. If the 200 million service hours envisioned by the Goal Five Advisory Board are accrued in a program that offers these key elements, the results can transform our communities and our future.

How Do We Reach Our Goal?

One need not build a new system to achieve the goal of 2 million by 2000. Rather, we can look for ways to integrate service into the many systems currently in place to support the development of our young people. These include:

Schools. A variety of strategies are needed to reach the fifty million students enrolled in public and private elementary and secondary schools. Some schools or school districts (and one state—Maryland) are requiring a certain amount of service as part of the curriculum or conditions for graduation. Others are seeking the same result by strong encouragement and incentives. But for any approach to work, educators need to be convinced of the effectiveness of service-learning as an educational strategy. Service-Learning techniques should be integrated into teacher education programs and be part of professional development for existing teachers. The need for curriculum materials should be met and school districts looking to expand service-learning during the academic day should examine the overall structure of the school and address barriers such as short class periods, connections between school and community, and resources to support teachers in developing curriculum-related service projects. National education and service organizations such as those participating in the Partnering Initiative, are critical participants in expanding service-learning opportunities for school-age youth. The national clearinghouse on service-learning and other technical assistance providers should be expanded to meet the growing demand. Each school that commits itself to develop service-learning as a major component will probably recognize the need for a service-learning coordinator, full-time or part-time, from the faculty or as a new member of the staff.

After-school child care programs. Twenty-four million school-age children require child care before or after school and during school vacations, according to the Wellesley Center for Research on Women. Quality school-age child care programs include a variety of activities that reflect the interest and developmental levels of the children. Partnerships, like the To Learn and Grow initiative, that link child care providers to service and educational organizations will help make this practice more widespread. Information and training should be made available through national conferences of child care providers; by including child care providers in local and regional service-learning conferences; and by expanding services available to this group through the national clearinghouse on service-learning and national school-age child care organizations.

Student Organizations and Initiatives. Student organizations such as the Honor Society, student councils and student newspapers are key partners in this effort. These and other groups can find ways to promote and encourage the idea that students serve a minimum of 100 hours each year. They can also promote the idea of full-time service between high school and college or after college. Student newspapers can cover student service activities and recognize students who complete 100 hours annually. All of these groups can help spread the word about the National Service Scholars program, administered by the Citizen's Scholarship Foundation, which provides a matching scholarship to high school students who are nominated by principals or peers, to every high school in the country.

Community-Based Youth Organizations. Community-based youth organizations have played a leadership role in developing service opportunities for school-age youth. These

programs can be expanded to reach more children and strengthened to increase learning outcomes. Community-based youth programs that have not included a service focus should examine their activities to see how service could be integrated into existing educational or recreational offerings. The involvement of community-based youth organizations is critical to reaching disadvantaged youth, especially those that have dropped out of school.

Faith-Based Institutions. Faith-based institutions have a long tradition of service. Those religious organizations that have engaged only adult members of the congregations in service should consider expanding service opportunities for young people. Those who already engage youth in service can examine their programs to see how they can include more young people and more opportunities for learning through service.

Colleges and Universities. Campuses can support a variety of service opportunities for students, including community service work-study placements, student service organizations, internship programs and courses that include service-learning activities. To expand these types of opportunities, and to improve the quality of the programming, information should be disseminated throughout the higher education community demonstrating how service serves the missions of colleges and universities; how service can be further integrated into the academic programs of most higher education institutions; and how student organizations can incorporate service-learning into their programs. Strengthening linkages between higher education, community organizations, and elementary and secondary schools would help to create a climate conducive to service-learning. Additional access to training in service-learning as well as model curricula are needed. National organizations focused on campus-based service, along with other networks of college presidents, administrators, faculty, and students, should play a key part in achieving the goal.

Volunteer Organizations. Organizations that place or utilize adult volunteers often miss the opportunity to engage younger volunteers and often are ill-equipped to do so. These organizations should be asked to consider expanding the involvement of youth in service and they should get the necessary training and information about how best to reach out to, place and supervise young people. The volunteer centers, affiliated with the Points of Light Foundation, can play an important part in this development, as the Tucson Volunteer Center notably demonstrates.

Federal Youth Service Programs. Although youth service, particularly unstipended youth service, is relatively inexpensive, especially if it is connected to an existing infrastructure, resources are needed to increase the scale and quality. The Corporation for National Service's Learn and Serve America program, the Department of Education's College Work Study program and other federal education programs offer assistance that can be used to seed or institutionalize service-learning programs. In addition, full-time service corps members, such as AmeriCorps Members, can play a key organizing role—designing service-learning projects, connecting school to community, or leading teams.

AmeriCorps*VISTA Members and other AmeriCorps Members, in increasing numbers, are serving as service-learning coordinators within schools.

Summer Programs. One promising way to develop a new infrastructure for youth service is the expansion of community-based summer corps, connected to the existing network of full-time service corps, including the National Civilian Community Corps. Younger teenagers who are not old enough for jobs but too old for child care need greater access to structured learning opportunities during the summer that are also rewarding and interesting. A “cascading” model, in which young adult corpsmembers serve as team leaders for five to ten young people, can be a cost-effective way (as little as \$500 per person) to enable hundreds of thousands of youth the chance to spend a summer dedicated to improving their communities and begin a lifetime of commitment to service.

If we build it, will they come? A Marketing Campaign. Most service-learning programs are designed and supported at the community level. Research shows that the main reason young people serve is because they were asked, usually by a friend, a parent, a teacher, or someone they know. The significant expansion of well-structured service opportunities should result in more “asking,” and therefore, more serve by young people.

Young people are also greatly influenced by the popular culture, which often seems to glamorize antisocial behavior and encourage cynicism rather than citizenship. National days celebrating service, Make a Difference Day, Martin Luther King Day, National Youth Service Day and The Big Help are all occasions that recognize the significant contributions that young people make to their communities. While national campaigns help promote youth service, these efforts are small in comparison to the significant number of counter messages young people receive every day.

A national social marketing campaign to “make service cool,” would help to encourage young people to become engaged in service. Demand for more service opportunities would also be fueled if colleges and employers routinely considered service experience as a criterion for admission or hiring and publicized that criterion. National service scholarships and prominent youth role models taking on visible service projects are other ways to make it popular.

A challenge faced by prospective organizers of a national promotion is the lack of an organized infrastructure that matches would-be volunteers with service opportunities. The organizers of the key service days should consider collaborating in building this infrastructure—including a national media campaign and 800 number/website that is capable of connecting individuals with quality service opportunities in their communities.

Quality over Quantity?

As demand for youth service opportunities grows, there is a risk that policymakers will mistake quantity for quality. A 100-hours of service graduation requirement could actually undermine civic responsibility of students if there is no structured program to support it. Volunteer placement agencies overrun with youth volunteers may settle for

“make work” rather than effective service. If poorly run service programs fail to yield promised results, service-learning may become an educational fad, rather than a part of the educational experience of every child growing up in America.

To protect against such negative results, national, state and local efforts are needed to promote quality. For example:

Research should identify effective practices for service-learning programs in a variety of settings serving a range of ages and backgrounds.

Information on effective practices should be available in easily understood materials that are prepared for specific types of practitioners and easily accessible through clearinghouses and other means.

Teacher training through teachers colleges and certification programs as well as in-service trainings should include instruction in effective service-learning approaches.

Ongoing professional development for service professionals is needed.

Peer networks can provide support and advice to practitioners of all types.

Evaluation for continuous improvement can improve the quality of even the best programs.

Conclusion

With the commitments made at the Summit to America's Promise: The Alliance for Youth, the goal of 2 million additional young people engaged in service by the year 2000 can be achieved. Indeed, if the organizations participating in this planning effort work in partnership, that goal can be surpassed and by the year 2000 the larger goal of engaging all young people in service will be in sight.

THE 1,000 HOUR CHALLENGE

To fulfill America's Promise, according to the fifth proposition or goal of the Summit, all young Americans should have the opportunity to give back through community service. As a milestone on the road to asking, inspiring and enabling all young people to serve, the Goal Five Advisory Board proposes the following:

Let us challenge the 100,000 young people to become service leaders by providing 1,000 hours or more of high quality service each year.

The recent Presidents' Summit for America's Future focused the country's attention on the needs of our children and youth. As the growing national and community service movement has demonstrated over the past decade and as the Summit's fifth goal recognizes, one of the best ways to meet the needs of our children and youth is by challenging them and providing them with opportunities to serve. Indeed, young people in service can and should be a key strategy to meeting all of the summit goals. As a variety of programs have demonstrated, young people in full-time service can be one of services' "twin engines" (to use Harris Wofford's phrase, along with part-time or volunteer service as the other engine) that mobilizes people to address our community needs.

As part of the effort to engage more young Americans in community service we have set a goal of 100,000 young people serving 1000 hours or more by the year 2000. Currently, through the AmeriCorps program and other initiatives there are somewhere between 25,000 and 35,000 young people in full-time service. To triple or quadruple that number in three years will take a focused and coordinated strategy that draws on the resources of the private, public and independent sectors. In order to help move the discussion forward, this paper outlines some ideas that could be part of that strategy.

To reach our goal we need to focus on both the supply and demand for full-time service. On the supply side we need to dramatically expand the infrastructure and capacity for full-time service opportunities. On the demand side, we need to capture people's imaginations and demonstrate the real value of full-time service.

In order to make full-time service more of an ethic and opportunity in American society, we need to learn from other successful American institutions including the marketplace, sports, the military, the entertainment world and popular culture, and the family. For reasons of length, and since it is just meant to be a starting off point for discussion, this paper will focus on what we can learn from the marketplace in order to

triple or quadruple the number of young people in full-time service to reach our goal of 100,000 by the year 2000.

The Supply Side of Service

In addition to operating on the principles of supply and demand, the marketplace works because it encourages competition and allows for and facilitates different stages of organizational growth from start-up to sustainability to expansion. The marketplace has developed a series of systems and infrastructure including training institutions, a variety of **capital markets** for each stage of an organization's development, and supporting mechanisms and organizations. We need to do the same thing if we are going to build an infrastructure for significantly more full-time service opportunities. In order to dramatically expand the number of young people in full-time service, we need different strategies, funding and support mechanisms for organizations in the start up stage, institutionalization and sustainability stage and the growth stage.

Creating the equivalent of a functioning "capital" market for full-time service.

One of the main reasons the marketplace works is that it has a fully functioning capital market which allows organizations to access different pools and levels of funding depending upon what stage in the organizational life-cycle it is. Thus, the private sector has venture capital firms that provide start-up funding, and also investment banks that focus on growth funds and ultimately the ability to take an organization "public" and thereby provide a steady stream of capital. If we want to significantly grow the number of full-time service opportunities we need to create the equivalent of a functioning "capital" market for full-time service. We could do that in a number of ways.

1. Establishing special "national service venture capital funds." America's Promise and the major national foundations as well as local community foundations should consider establishing special program areas for new national service models launched by national service social entrepreneurs. The Corporation for National Service could possibly match these funds on a dollar for dollar basis thereby leveraging the investments.

The private sector in America is dependent upon unleashing the creative and entrepreneurial energies of literally thousands of people. America encourages and facilitates entrepreneurship by everyone from the person who opens the corner store to Bill Gates. Venture capital firms play a critical role in this entrepreneurial system. Even though venture capital firms control only 1% of the funds that are invested in new business ventures in the United States, 28% of the firms that ultimately go public in America start out with venture capital. (See, "Virtuous Capital" in the March 1997 issue of the Harvard Business Review by Christine Letts, Alan Grossman and William Ryan.)

If we are going to triple or quadruple the number of young people in full-time service, we need to unleash the creative energies of literally hundreds of people to come up with the new service models and organizations. We could do this by significantly increasing the pool of available "national service venture capital" funds. America's Promise could

encourage major national companies and every major national foundation and local community foundation, as well as national non-profit organizations, to establish special social entrepreneur's national service funds. The Corporation for National Service could be approached to match these funds and thereby double the investment as well as provide an additional incentive to develop these new program areas. If these new start up grants were limited to a maximum of \$100,000 per grant, (which is more than enough to get a social entrepreneur launched) with just \$20,000,000 per year, 200 new national service model programs could be launched every year.

As with venture capital, these funds should and will be high risk investments as they will go to new ventures. Yet, if these grants had a similar success rate to venture capital (that is around 20% of the investments are highly successful) they would lead to 40 new successful national service model organizations a year. A likely pool of potential applicants for these funds are the now 75,000 AmeriCorps alumni. If only one tenth of one percent of these alumni were inspired by their service experience to come up with their own service organization, that would lead to 75 applicants right there. Conceivably, if such a pool of funds was made available and well marketed, many more AmeriCorps members would think about launching their own service organization after their term of service was finished. Given its ability to motivate and organize the private sector, America's Promise could play a lead role in getting these national service venture capital funds established.

2. Growing and replicating successful model programs with a demonstrated track record to scale. Establishing special "growth and replication" pools of funds.

In addition to venture capital, the private sector works because it has investment banks and the ability for organizations to go public and thus access significant capital once they have demonstrated success. To dramatically increase the supply of full-time service opportunities, we need to create similar opportunities for successful national service start ups and models. We need to grow and replicate existing model programs that work.

One way to get to 100,000 people in full-time service, would be to double the size of all of the current national service programs, and then double them again. This growth could occur in a variety of ways, by expanding a program's size in its same geographic area and/or replicating a program regionally or nationally. Of course, not all of the current national service programs could likely double in size immediately, but some may be able to over time. One critical factor is going to be funding. Unlike a start up, doubling the size of a fully operating program is going to require significant funds. Consequently, America's Promise should also encourage the major national foundations and national companies to establish special grants programs specifically designed for growth and replication of successful model national service programs with a demonstrated track record. The Corporation for National Service could also be approached to match these funds on a one to one basis, thereby demonstrating the value of a true public-private partnership and leveraging the funds. State and local governments could be approached to match these funds as well, which would expand the pool of funds and make these organizations more sustainable because of multiple investors.

Perhaps a special conference should be organized by America's Promise and the Corporation for National Service inviting and challenging existing full-time service programs to come and discuss what it would take to significantly grow their programs. In order to participate, organizations could have to demonstrate some interest in and capacity to significantly grow their efforts, say a minimum of 25%. Growing existing programs will take more than money. Such a conference could also be used to share lessons learned, discuss strategies on how to build community support and work successfully with community based organizations, how to build organizational capacity through staff training and development, how to leverage economies of scale, etc.

3. Encouraging the private sector and foundation community to match AmeriCorps funding on a one-to-one, dollar for dollar, basis. Developing multiple investors for national service organizations. One of the keys to making the marketplace work in America is the existence of multiple investors. Now that the government is significantly involved in funding full-time service opportunities through the AmeriCorps program, it is even more important that the private sector, the foundation community and individuals build off of this government investment to make more full-time service opportunities available and to help guarantee that organizations don't become too dependent or influenced by only one investor. According to the Independent Sector, private contributions to the non-profit sector encompass more than 100 billion dollars a year. Last year, the Corporation for National Service awarded 250 million dollars in grants to organizations for full-time AmeriCorps participants. As companies and organizations are stepping forward to make commitments to America's Promise it is important to encourage them to support opportunities for young people to serve their communities full-time. With a coordinated strategy and effort, it should be possible to dramatically increase the private sector's contribution to full-time service opportunities and get to the point where the Corporation's funding is being matched on a one to one basis.

4. Encouraging the growth of more two year programs and opportunities as a means to develop more full-time service leaders and social entrepreneurs.

One way to significantly increase the number of people in full-time service is to encourage more programs and organizations to provide two year opportunities. This will expand capacity in two ways. First, by establishing more two year programs, more young people will have the chance to develop into leaders for full-time service programs and thereby help grow the number of opportunities by growing the number of potential staff people. These young people will also become the future social entrepreneurs and leadership staff of existing, growing and new national service organizations. For example, Habitat for Humanity could use second year AmeriCorps members to help develop Habitat programs in areas where none currently exist. Second, organizations that have a two year program will double their numbers just by bringing in a new class. (For example, because Teach For America is a two year program, at any given time it has 1000 people in service, even though it only has 500 in its entering "class.")

5. Establishing more training and professional development institutions for the national service field. Creating a sense that just as military service is seen as a career for some people, civilian community service should become a career option for some people. Another reason the private sector works well in America is the significant number of higher education institutions including colleges, universities, engineering, business and management schools that exist in the United States. These institutions regularly produce a very large pool of talented, trained people ready to add value to the private sector. If we are going to be able to significantly grow the number of full-time service opportunities, we need to dramatically expand the number of trained professionals to lead these service organizations. Many more training institutions and opportunities need to be made available however, if this field is going to experience sustained and quality growth.

6. Encouraging more faith-based institutions to develop full-time service opportunities and expanding the number of "education award only" grants that the Corporation for National Service to support them. President Clinton issued a challenge to the country at the Presidents' Summit by pledging to make available education award only grants to organizations, including faith-based communities, who will provide the living stipend support for young people in full-time service. Already, Rev. Tony Campolo, of the Evangelical Association for the Promotion of Education, has responded to this challenge by saying that he and his members will recruit 10,000 new young people into full-time service. This program should be invested in, marketed and expanded upon as a key strategy to dramatically grow the number of young people in full-time service.

The Demand Side

The above suggestions will help to increase the supply of national service. We also need to address the demand side of full-time service if we are going to grow successfully to 100,000 full-time opportunities by the year 2000. Several things can be done to increase the demand for full-time service opportunities. Some of them are outlined below, again as a starting point for discussion.

1. Making Full-time service a "cool" thing to do. Having MTV and other media launch "give a year" campaigns to encourage young people to serve. Just as MTV mobilized the younger generation to vote through its Choose or Lose voting education project in the last Presidential election, MTV could launch a significant media campaign encouraging young people to get involved in their communities through a "give a year" campaign. Other media outlets could be encouraged to do the same. In order for many more young people to commit to a year of full-time service, it must be seen as something that is recognized and rewarded, not off the beaten path.

2. Rewarding young people who serve by making them our new role models and heroes. Also by giving them preference in higher education opportunities and employment opportunities. We can also increase the demand for service opportunities

by rewarding our young people who serve by making them our role models and heroes and celebrating their commitment through the media and other vehicles. All institutions of higher learning should make one of their admissions criteria whether or not a young person has spent a considerable time in service to their community. Colleges and Universities should also be encouraged to match the AmeriCorps education award as a further incentive for young people. Some colleges have already agreed to do this. In addition, corporate America, especially those companies joining the America's Promise Alliance, should be encouraged to state publicly that they will look more favorably on job applicants who have served their community.

3. Demonstrating the value of full-time service through All-Star

Service Cities and Leading Service States. One strategy the private sector uses for success is to saturate a market. Similarly in order to demonstrate the value of full-time service we need to saturate the market in some cities and states. By establishing even a handful of All Star Service Cities -- cities in which all of the leading national service models co-exist and service opportunities truly are at scale -- we could demonstrate in a dramatic way the power and impact of full-time service. In addition, we should try to encourage some states to become Leader service states by developing comprehensive state strategies and programs.

4. Establishing a research agenda and comprehensive evaluation system that shows the value of full-time service in all of its dimensions.

National service author, Steven Waldman, has likened full-time service opportunities to a Swiss army knife by arguing that it may not do any one thing in the absolute best way, but it is the only way to do many things really well at once. Waldman points to five things that full-time service does well:

- Develop young people
- Get important societal work done
- Unite people from different backgrounds
- Provide access to higher education and
- Re-invigorate a civic ethic.

As AmeriCorps' work with Habitat for Humanity and other organizations demonstrates, a sixth benefit of full-time service can be added to Waldman's list, and that is leveraging and mobilizing part-time volunteers. One of the reasons full-time service suffers is that it is rarely evaluated on its ability to do all six things well, rather people look at one or another aspect solely and say, there is a cheaper or more effective way to accomplish that one thing. One way to increase the demand for full-time service is to evaluate it on its ability to do all six things listed above and not just one or two. If that can be done, it will be much easier to demonstrate the true value of full-time service.

Conclusion

Growing the number of young people providing 1000 hours or more of service by the year 2000 is a challenging, but important and doable goal. The ideas outlined above, focused on increasing both the supply and demand for full-time service, are presented as a means to begin the discussion and are just a few of the strategies that must be pursued if we are going to be successful.

FEDERAL WORK-STUDY & COMMUNITY SERVICE

Our country is at its best when we ask our citizens - especially our youth - to work for the benefit of the community. When Congress created the work-study program more than 30 years ago, it envisioned that -- like the youth of the Peace Corps and the CCC -- at least half of the college students who received this new form of financial aid would give back to their communities through service. Unfortunately, to date many campuses across the Nation have followed a path different from the one set out by Congress.

In the campaign of action to achieve Summit Goal Five, a key strategy must be redirecting work-study to its original legislative intent and tapping the vast unrealized potential of college students to serve the community. This fall, nearly one million college students at more than 3,200 schools across the country will participate in work-study. Yet the vast majority of these students will do on-campus work -- often unrelated to their interest or societal needs. By restoring the original focus of the program, hundreds of thousands of young people could direct their creative energies to the tremendous needs of our nation - tutoring, mentoring, serving the elderly, and housing the homeless.

Recognizing the tremendous potential for work-study to help meet Goal Five -- and all the Summit Goals -- the Corporation for National Service and the Goal Five Task Force committed to ask colleges and universities and students to commit at least 500,000 work-study positions to community service. This will be a formidable challenge. The current mandate for 5 percent community placements -- and the effort now underway to recruit work-study students as America Reads tutors - have moved us part way down the road. But achieving the half-million goal will take an unprecedented mobilization, involving not only colleges and universities but government, students, and community and nonprofit service groups.

Achieving the Goal 5 target of 500,000 work-study students is a win-win for all involved - students, colleges, and communities. Students benefit from the challenge of working on critical social issues, learning leadership and problem-solving skills that are valued in the workplace. The mission statements of most colleges included both developing citizenship skills in their students and acting as responsible members of the community. Communities benefit from tapping the skills and energy of college students to help solve urgent local problems.

FEDERAL WORK-STUDY HISTORY

The work-study program assists needy undergraduates and graduate students in financing post-secondary education costs through part-time employment. Created in 1964, President Johnson envisioned "[An] America in which every citizen shares all of

the opportunities of his society, in which every man has a chance to advance his welfare to the limit of his capacities."

While the program has been invaluable as a source of financial aid, and has grown substantially from 115,000 students in 1965 to more than 950,000 today, one key hope of the creators of work-study has yet to be realized. When Congress passed the work-study program, called upon colleges and universities to develop opportunities for work-study students to work "in the public interest," providing education, health, recreation, and other services that would not otherwise be available to the community.

Despite this strong legislative intent and repeated encouragement from Congress, many colleges and universities have resisted placing work-study students into community service positions. A 1991 GAO report made clear that only a tiny fraction of youth who receive work-study are engaged in community service. Students -- representing a vast resource of skills, talents and energy -- who could be performing work of real benefit to the community are all too often left with low-skilled jobs in food service, administrative offices and libraries that are unrelated to either societal needs or students' personal goals.

In the Higher Education Act amendments of 1992, Congress made several modest improvements designed to restore community service as an essential component of work-study. Effective July 1, 1994, colleges and universities were required to use at least 5 percent of federal work-study dollars for students engaged in community service. As an added incentive, the measure allowed colleges and universities that attained a 10% threshold to be eligible for additional funds not used by other institutions. Three years later, most but not all schools are abiding by this 5% community service mandate even though there is little enforcement.

In 1997, the 104th Congress in a strong bipartisan effort passed a 35% increase in work-study -- raising the total from \$617 million a year to \$830 million and from 700,000 student positions to 960,000. As a result, nearly one million students will earn more than \$1 billion this school year.

Certainly, as a means to help students finance college, the federal work-study program has been invaluable. But much more must be done. As President Clinton said in his 1996 commencement address to Penn State University: "If it's good for students to earn money by putting books back in library shelves or working in the Dean's Office, surely it makes sense for them to earn money helping teen mothers handle their responsibilities, helping other people get around, helping young people to look to a brighter future."

AMERICA READS & FEDERAL WORK-STUDY GOAL

Last year, as part of his America Reads Challenge, President Clinton challenged colleges and universities nationwide to commit 100,000 federal work-study students to

serve as tutors to help all children read well by the end of third grade. Right now, 40 percent of children are not reading well enough by the end of third grade, and research shows that if children cannot read well at that point, then their chances for later success are significantly diminished.

In order to reach this goal, President Clinton asked colleges and universities to earmark 50 percent of the increase in federal work-study money they received for the 1997-98 school year to place students in community service assignments, particularly as reading tutors in elementary schools. In exchange, the government has waived the 25 percent federal work-study matching requirement for all federal work-study students serving as reading tutors to preschool and elementary school children.

After an intense recruiting effort by college presidents, the Corporation, the Department of Education, higher education association and student groups, over 600 colleges and universities have committed federal work-study slots as reading tutors.

ACHIEVING THE SUMMIT GOALS: STRATEGIES FOR SUCCESS

The Corporation for National Service's goal of placing 500,000 work-study students in community service positions goes even further towards transforming the federal work-study program back to its original community service focus. Meeting the America Reads and Summit Goals through the work-study program will require an large-scale campaign of action involving the higher education community, student groups, the government, community organizations and many others. As the President's Summit in Philadelphia reminded us, we ALL have a role to play.

Higher Education - Encourage college and university presidents and higher education associations to dedicate all new work-study resources towards community-service, and to voluntarily shift existing on-campus work-study positions to community service jobs.

Community Organizations - Encourage community organizations to press colleges and universities to provide work-study students as resources for meeting community needs. Have them work with college financial aid administrators and offices of community service to provide well-structured placements for work-study students.

Students - Encourage students groups such as COOL, USSA and student government associations to push their school administrations to dedicate more work-study positions towards community service. Ask student leaders to help build linkages between their campuses and community.

Government - Provide incentives for colleges and universities to encourage them to go beyond the 5% mandatory community service provision. Incentives which have been implemented recently include the 25% waiver for work-study reading tutor positions and the opportunity for counting the work-study community service hours towards AmeriCorps part-time education awards.

DISCUSSION QUESTIONS

1. In order to meet the goal of 500,000 community service work-study jobs, colleges and universities would need to draw upon students currently serving the schools in on-campus jobs. Most schools would not be willing to do this voluntarily. Should the 5% mandatory community service provision be raised to 10%? To 50%? What are the advantages and disadvantages of a mandate approach?
2. Last year President Clinton called on colleges and universities to voluntarily dedicate 100,000 slots for America Reads. While over 600 schools are participating, we are far from reaching the 100,000 goal. What new incentives or strategies can be provided to encourage schools to meet the higher 500,000 positions goal? What are the advantages and disadvantages to the incentives approach?
3. What else can students and community organizations do to encourage their colleges and universities to dedicate significant work-study resources for community service?

Program Example: *Jumpstart*

Jumpstart was founded in 1993 with a mission to engage young people in service to work toward the day when every child enters first grade prepared to succeed. Jumpstart places college students, who are part-time AmeriCorps members, in daycare centers to teach a literacy-based pre-school curriculum. Part-time AmeriCorps members earn \$2,362.50 for a year of part-time service (900 hours). Approximately 50% of the Corps members are also federal work-study students and can earn wages for their service with Jumpstart. Many of the students (Federal Work Study and non-Federal Work Study) have also returned for a second year with Jumpstart as non-AmeriCorps members.

Jumpstart has developed on-going relationships with 13 college work study offices throughout Boston and New Haven and has had extremely positive results. Through the Federal Work Study program, Jumpstart leverages limited service funds to maximum advantage and attracts an extremely diverse of students who otherwise could not afford to make a commitment to service without some compensation. For these students, the federally funded work study program not only enables them to pursue higher education, but contributes directly to their ability to engage in community service and service-learning. Through Jumpstart, the college students are trained and by the end of their service are eligible to receive their certification to teach pre-school.

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ALL-STAR SERVICE CITIES

Imagine if we could harness the energy and idealism of every individual in a community and focus it on achieving the goals set forth at the Summit. What would it look like if we took national and community service to scale in a city or town to meet those goals?

One idea that emerged from the Summit is the All-Star Service City. When Atlantans wanted to bring the Summer Olympic Games to their hometown, they left no stone unturned. From local neighborhoods to international headquarters located in the city, from elementary school children to elected officials, each was called upon to collaborate around achieving this one goal --- to bring the Olympics to Atlanta for the long-term good of the city. Imagine if the residents of a city felt that way about achieving the goals of the Summit by unleashing the power of citizen service.

America's Promise is seeking "Communities of Promise" ... places that claim all their children as their own and do for them what any loving parent would do – mentor, protect, nurture, teach, and inspire to serve (see attached Challenge to Communities). Every community is challenged to 1) take responsibility for reaching a target number of young people, 2) secure commitments from all sectors, 3) establish a contact point and community home, and 4) use standard measurement tools to monitor progress.

The city is a logical organizing unit for such collaboration, especially around service as a strategy to achieve all five goals of the Summit. Cities have assets that are critical to young people's future and are good partners for building service infrastructure --- from the schools to safe places such as city recreation areas to convening authority through City Councils to executive authority through the Mayor. Cities have their own revenue streams. Cities have elected officials who want to make a measurable difference in the quality of life for their citizens; furthermore, they are accountable for their performance and, therefore, motivated to try something bold.

We propose choosing 3-10 cities that, by the year 2,000, would become All-Star Service Cities, offering every citizen a full range of part-time and full-time, high-quality service opportunities focused on achieving the goals of the Summit. Led by the mayor and city council, with a committee of community leaders from the private and independent and religious sectors, as well as young leaders from schools and universities, the Committee for National and Community Service would ensure that the diverse array of programs in a particular city were well-coordinated and operated according to a city-wide plan for achieving the goals of the Summit.

First, All-Star Service Cities would demonstrate the continuum of service, with excellent examples of how people of all ages are creating stronger communities through service. From kindergarten to retirement, the residents would be engaged in a wide range of projects. From service-learning programs in schools for the youngest, to national service scholarships for high school students, to college work study students in the community, to full-time AmeriCorps members giving a year or two of their lives to service, cities are becoming increasingly creative in engaging citizens, particularly young people, in effective service that solves real community problems.

Second, All-Star Service Cities would offer a full complement of high-quality, full-time service opportunities. A young person could choose from a number of high-quality service programs, such as Teach for America, Public Allies, City Year, Youth Build, AmeriCorps*VISTA, the National Civilian Community Corps, religious service corps and conservation corps. All-Star Service Cities would help unify these efforts, making sure that all were working together toward common goals, and ensuring that all offered the highest quality service experience and outcome.

Third, as a result of the first two, city residents would also have an expanded pool of projects and initiatives for which to volunteer. The presence of full-time service programs has a demonstrated positive affect on part-time volunteering, generating tenfold the number of volunteers per full-time member.

Another benefit of the All-Star Service Cities approach is to increase the visibility of service programs. Although the number of volunteers and national service participants might be high in a particular city, their visibility is often low because their efforts are not concentrated in one area or around one goal. Their placement, timing, and objectives can be very diffuse. Having an All-Star approach could focus the full range of volunteer and service assets in a handful of well planned, well marketed, well measured and deliberately visible projects. This would draw more human and financial support as well as fight the cynicism that is born of years of intractable social problems.

Several cities are already engaged in city-wide initiatives. For instance:

- The Youth Advisory Council (YAC) was created in Killeen, Texas, to serve as a liaison between the city and community youth. In 1993-1994, the YAC held a Spring Break Day Camp for low-income youth, a National Youth Service Day, a "Let's Stop Kids Killing Kids" campaign, and participated in the Leader for a Day program.
- The City of Shawnee, Kansas, formed the Cougars Committed to the Community Program to have the city's youth participate in addressing the needs of the elderly, people with disabilities, and the low income and to pursue visions for improving the quality of life for citizens. Student participate in projects which include raking leaves, moving furniture, delivery and food to shut-ins, repairing homeless shelters, painting homes, and making regular visits to nursing homes and reciprocal trips to high school athletic events.

There are a number of other tactics All-Star Service Cities might be deploy:

- national service scholars honored in every school in the city, providing scholarships to high school students who have demonstrated exemplary community service;
- city-wide service events organized every season -- on Martin Luther King Day, National Youth Service Day, the Big Help Day, Make a Difference Day;
- Saturdays of service in which the whole town turns out to tackle a problem;
- city volunteer corps that enlist youth to serve two hours a week (100 hours a year) to work in city issues and develop citizenship and leadership skills.

There are many different ways in which All-Star Service Cities might be started. One would be for a foundation or consortium of foundations to provide funding for a planning process, and most importantly, resources to increase the number of participants in existing programs and begin other service programs.

Another strategy might be for a city official to convene corporate, religious, civic and nonprofit leadership to establish goals for the All-Star Service City and work to increase funding and resources. For instance, the United Way is the premier fundraising organization for communities and could take the lead in targeting support to service efforts city-wide.

The support of the United States Conference of Mayors and the National League of Cities would be sought to support the development of All-Star Service Cities. Conferences and publications of these organizations would provide the opportunity to share the successes of these models and how they can be replicated in other cities.

The imagination of people has not yet been tapped for them to envision the power that exists in service as a strategy for their communities. Once the success of the All-Star Service Cities is in full view, the rapid growth of service programs would be supported by cities, businesses, nonprofit agencies, and the funding community.

For the purposes of discussion:

- What are the assets that a city can bring to this goal?
- What kind of service opportunities should be available?
- What models of programs or city initiatives should be considered?
- What is essential for success?
- Who needs to be involved?
- What are the other benefits ... and pitfalls?

AMERICA'S PROMISE

THE ALLIANCE FOR YOUTH

A Formal Challenge to Communities from America's Promise

Every county, city and town should be a **COMMUNITY OF PROMISE**, a place that claims all its children as its own and does for them what any loving parent would do — mentor, protect, nurture, teach, and inspire to serve.

America's Promise challenges every community that came to the Summit and every community that attended in spirit to commit to do four things:

- **Take responsibility for reaching a target number of young people** in neighborhoods and communities throughout their city and to provide them with the opportunity to enroll by name. (The target: 10% of a community's young people, with special emphasis on those most in need).
- **Secure commitments from all sectors** in providing the resources and in creating opportunities for young people to serve.
- **Establish a contact point and community home** for communication and reporting of events, plans, commitments and progress to America's Promise.
- **Use standard measurement tools** provided by America's Promise to monitor progress on an annual basis. [Tracking of local commitments made to young people, their impact on enrolled youth, and the overall health of young people and community.]

In addition, America's Promise strongly encourages Communities of Promise to:

- **Build on what works.** Map and assess the overextended and untapped resources in every neighborhood, identify and build on what is working in their communities and across the country, use the best methods available for generating commitments and cooperation, reaching young people and families, and tracking progress.
- **Convene a local Summit** bringing together all sectors in the community to generate local commitments. Build it into an ongoing plan to energize, mobilize, organize, and leverage real commitments and real changes.
- **Invest in neighborhoods.** Mobilize and coordinate resource through the development of "community hubs" (places such as schools where coordination and activities can occur) and "community coaches" (individuals trained and focused on connecting resources to young people and to all five fundamental resources).



POPULARIZING SERVICE IN POPULAR CULTURE

The national and community service community often laments its lack of recognition among the general populace. The solutions usually proffered can be neatly categorized as follows: public relations firms should produce advertising for nonprofit organizations pro-bono; television networks should show our advertising during their prime time telecasts as public service; television programming should incorporate service as a theme; newscasts and newspapers should set aside specific air-time/space to focus on community service efforts. Wishful -- and limited -- thinking.

Television and cable programmers are for-profit enterprises. Not all will help a non-profit enterprise out of the goodness of their heart. Do not expect the producers of "Seinfeld" to do an episode about community service unless it helps them fit a marketing niche or boost their ratings. Most nonprofits rely on the generosity of television, radio, newspaper, and periodical public service directors to play ads as a public service -- most service organizations do not have the resources to buy time. "Advertising Week" recently reported that public service advertising time is down significantly while paid advertising time is up. The Ad Council's youth campaign, the Office of Drug Policy's anti-drug campaign, and the networks' own public service advertising will squeeze an ever-smaller piece of the pie. In fact, the U.S. Census, which has traditionally relied on public service announcements, has now turned to paid advertising (\$100 million) because of this trend. While seeing your PSA on TV (too often at 2 a.m.) may be personally gratifying, it is no way to reach target audiences.

Further, think about pro-bono efforts you've seen where the advertising firm is "doing its duty as a community citizen." After you get over the shock of learning that 'pro-bono' means that you still pick-up production costs, you may find that your project has been turned over to interns as a 'special project' or to harried account executives for whom the boss' commitment is just another task with no pay-off. This often results in advertising that is poorly produced and may not even carry your message. Then you've got to 'guilt' some television or radio public affairs director into playing your PSA.

Don't despair. Rather than trying to fight the interests and instincts of entertainment and news providers, ***community service organizations need to position their product to help the industry meet their goals.*** Case in point: AmeriCorps and MTV Networks. In 1996, the Public Affairs staff at the Corporation for National Service took a studied look at purveyors of television and cable fare. They were looking for the top entertainment outlet for their targeted age group -- 18-24 year olds, with a focus on reaching males, due to a pronounced recruitment need (AmeriCorps enrollment was 64 percent female). AmeriCorps concluded it needed a partner with Generation X credibility.

One answer: MTV Networks. Not only do people among the 18-24 age group look to MTV for entertainment, MTV serves as a validator of their values and culture. Take a look at their for-profit advertising -- Pepsi's "GenerationNext" campaign, Fila's "Do Some Good For The World" campaign, K-Swiss Tennis Shoes' "The Club I Belong To" campaign, Nike's "P.L.A.Y" campaign. There's a reason why Taco Bell, Reebok, Levi's, and even Trojan condoms advertise on MTV. MTV's newscasts, Rock the Vote effort, political campaign coverage, etc. serve as *the* information vehicles for many young people. They don't watch network newscasts, they don't read newspapers. Simply, MTV

is the network of record for their generation -- and if it's on MTV, it's got the GenX stamp of approval.

The natural inclination might be to call someone at MTV and 'guilt' them into a few showings of the existing AmeriCorps ad. Instead, AmeriCorps conducted **market research to see if there might be a confluence of interest** between their program and MTV. They determined the level of AmeriCorps name recognition among the American public, with a particular focus among 18 - 24 year olds -- not coincidentally the target audience for MTV. They found that name recognition for AmeriCorps among the general population was 31 percent; that dropped to 16 percent among 18-24 year olds. Through surveys and focus groups, they probed for motivators that might attract this age group -- both college and non-college tracked -- to consider a year of full-time, intense national service. They studied their values and validators. And, they took a close look at MTV Networks.

It turned out that the president of MTV Networks, Tom Freston, has a particular interest in disabusing the general public of stereotypical views of young people. National Service chief Harris Wofford joined a National Press Club panel to meet Freston, who was speaking on the issue. MTV had finished its "Choose or Lose" campaign, and were looking for new ways to incorporate community involvement into its programming. Further, it's top-rated program, "The Real World" was considering community service as a possible topic for its next season. And an added piece of luck -- the son of an MTV Vice President happened to be starting a year of full-time community service -- with AmeriCorps' National Civilian Community Corps in Denver.

Armed with the findings of its market research and its knowledge of MTV's interests, the unfolding partnership between MTV and AmeriCorps became a **natural enterprise for both parties**. The co-produced advertising was premiered at the Summit for America's Future in April by First Lady Hilary Rodham Clinton and Wofford, with generous recognition of MTV's role. MTV supplied valuable marketing and advertising expertise to help create a top-quality spot that was carefully targeted to reach 18-24 year olds. Did it work? The proof is in the playtime. The ad aired on MTV over 400 times in May, June and July, 1997 alone; it aired over 9,000 times on the national networks, local affiliates, and cable outlets (accounting for over \$8 million in donated air-time) in those first three months. The AmeriCorps spot is airing during each showing of "The Real World," in which the cast is volunteering at an AmeriCorps project (see below). National service was not only attractive to the MTV promotions team. MTV News incorporated coverage of an AmeriCorps Alternative Spring Break project in Florida into its "Spring Break 1997" coverage from Panama City Beach. MTV Networks even paid for equipment and supplies for the boardwalk restoration.

MTV Networks' **corporate contacts expanded the reach of the effort**. Paramount Pictures (like MTV, a Viacom subsidiary), in a rare move (you rarely see advertising on home videos because of consumer pressure), agreed to place the ad on the front end of its home video release of the movie "Beavis and Butthead Do America" -- a very attractive medium to reach young males. The film was #5 on the home video release chart its first week out. The new cast of "The Real World" volunteers alongside AmeriCorps members at the Parents United For ChildCare program in Boston -- which not only inculcates service into popular culture, but raised \$275,000 to fund a new, ongoing after-school program. And, AmeriCorps is working with Viacom and all its subsidiary companies (VH-1, Showtime, USA Network, Paramount, Blockbuster, Prentice Hall, MacMillan, Spelling Entertainment, and a few others) to engage its 40,000 employees in community service, to fulfill one part of Viacom's Summit commitment.

By starting small, with discrete goals, both parties are now able to measure outcomes and match each other's commitment. AmeriCorps gains from access to target audiences; MTV gains from affiliation with the "better angels" of Generation X. Mutual benefit is the magic behind other well-known relationships – City Year and Timberland, Habitat for Humanity and Maxwell House, Share Our Strength and American Express.

Share our Strength's Bill Shore advocates turning non-profits into community wealth enterprises. "Nonprofits for-profit" add to the resources available to the non-profit sector, rather than simply cutting the existing pie into smaller pieces. A hidden -- yet enormously powerful -- contribution of this strategy may be to change the image of nonprofits into that of innovative, results-driven entities that apply the lessons of the private sector in the realm of the non-profit. Service groups have a real opportunity to expand upon this approach and capitalize on this updated image when it comes to communications efforts, especially following the Summit.

"Popularizing service" – the title of this discussion session -- is a misnomer. ***It's already popular. That's your asset.*** Market research shows overwhelming public support for community service programs – even those that receive government funding. For example, when the program is described, 8 out of 10 Americans support the use of tax dollars to help fund AmeriCorps.

Each group associated with the Goal 5 effort has a special niche. The way to make service the common experience and expectation of every young American is to market the panoply of service experiences these organizations represent. "Young people should serve others" itself has limited marketing value. A PSA that carries that message fails to connect the individual viewer with a specific service opportunity. But think about the thousands of community service groups and other nonprofits that *provide* specific service opportunities – together they have significant untapped marketing potential. Imagine the small and large-scale pro-social marketing campaigns that can replicate – or improve upon – the AmeriCorps-MTV partnership. Consider the thousands of commercial entities, sports figures, entertainers, and others who are reaching young people every day. The rubric of the Summit strengthens the position of service organizations to attract those partners to help carry the Goal 5 message to today's youth.

Seeking confluences of interests with for-profit entities in pursuit of full communications partnerships is much more labor intensive than holding a guilt session with a reluctant executive. You will need to carefully assess your own goals and market position, and research the objectives and background of potential partners, to find the right fit. But the result can be powerful.

Community Coach Executive Overview

Across the nation, thousands of organizations and individuals are working hard to improve their communities and to impact the lives of young people. Businesses partner with schools to create tutoring and mentoring programs. Technology is donated to school sites. Non-profit organizations support and energize citizens through grass-roots efforts. Faith communities generate over seventy percent of our nation's volunteer efforts. Federal, state, and local government initiatives work to create opportunity for young people.

Young people themselves, most of all, have a natural desire to improve their own lives and the communities in which they live. The challenge is to create a structure to channel their boundless energy and idealism in a positive direction.

The Presidents' Summit for America's Future was the boldest initiative ever undertaken to galvanize the nation and coordinate resources to young people. In order to sustain and build the momentum of America's Promise, the follow-up effort to the Presidents' Summit, schools will necessarily become the focal point for neighborhoods and communities.

Given the tremendous resources that will flow from businesses, universities, religious institutions, and community groups, each school will need the internal human capacity and infrastructure to effectively coordinate efforts channeled from the community to the school. An individual within the school, the "Community Coach," will fill this role. Creating the name "Community Coach" and outlining the basic duties of this newly created position in society will help create a sense of a national effort to improve the lives of our young people.

Do Something plans to partner with communities and school districts across the country to select, train, and support Community Coaches in schools, businesses, and other community institutions. The "School Coach," who is typically a teacher or staff person selected by the principal, will be trained to connect community resources to the young people in the school while helping the young people be leaders and givers themselves.

For example, the School Coach will work directly with a "Business Coach" at a local corporation to match 100 employees (Youth Champions) with 100 students (Young Leaders). The School Coach may also work with a local non-profit like the Boys & Girls Club to create after school programs at the school site for the students. It is expected that "Coaches" will also be selected and trained in Communities of Faith, colleges, and other community institutions. All of the Coaches will undergo an intensive, one-week training led by Do Something, and will receive ongoing support from a community-wide "Commissioner" and staff who will coordinate community efforts and provide continuing technical support. A national media campaign led by a cadre of young celebrities and several corporate sponsors and a CoachNet Website will promote the work of the Coaches and young people while tracking progress community by community.

Young People Can –And Should-- be Youth Champions

At the Presidents' Summit for America's Future, General Colin Powell urged all Americans to be "youth champions" – to ensure that young people have access to five fundamental resources: an ongoing relationship with a caring adult – mentor, tutor, coach; safe places and structured activities during non-school hours; a healthy start for a healthy future; marketable skills through effective education; and the opportunity to give back to others through service. It has been suggested that a "youth champion" is one who volunteers to help young people—or at least one young person--gain all five of those resources.

This does not mean that such a champion will be the tutor, mentor, coach, after-school organizer, health provider or leader of a program for youth service. It means that the champion takes action to see that the youth gain access to programs of people offering those resources. It is the purpose of this paper to make the case that young people themselves can—and should—be such champions for youth.

There are many outstanding service programs that spotlight adults helping young people and serving as role models for these young people. While these programs directly benefit young people and oftentimes provide life-changing experiences for them, it is important for the spotlight also to focus on programs that engage young people to serve as the leading agent for catalytic change.

Representing a quarter of the population, young people have a significant impact on the fabric of our society. While there is some rhetoric about, today's youth being seen as resources and solutions, not as threats and problems, we have not reached the point where young people are generally viewed as part of the solution to many of today's most pressing problems. For example, young people are seldom given the opportunity to work alongside adults in areas that affect them –on School Boards, on boards of large organizations targeted or marketed to youth, even in meetings and conferences about young people. One area where there have been great strides in incorporating young people into the leadership arena is service. Yet even there the full potential for the young to serve the young, especially for older youth to serve as mentors, tutors and coaches for younger children is just beginning to be tapped.

Through service-learning, students are able to practice what is being preached and to experience hands-on learning. Many of the service-learning program models work with older young people empowering younger students to become leaders and problem solvers. Through the WEPIC (West Philadelphia Improvement Coalition) program based at the University of Pennsylvania, college students work with high school students so that they may then teach middle school students. A college student may teach a course on

HIV/AIDS in such a way that the high school student is able to not only understand what is being taught for their own knowledge but so that they may share this information with their younger brothers or sisters, their neighbors, or their parents. The cycle of learning does not stop with a young person -- it picks up steam.

While many people vividly remember their first teacher, do you recall the first person that taught you something? This person is not always an adult, but rather a sibling or peer. Young people have learned that they can be resources to address society's social problems and they do not need to sit back and listen -- they can go out and teach. In seven states, the National Literacy Corps is engaging 11th and 12th grade high school students as tutors for elementary school students in reading and writing in after-school programs. In a recent study, eighty percent of second graders who were tutored are now reading at their grade level, contrasted with 57% that were reading at grade level before the National Literacy Corps arrived. The high school service-learning tutors benefit as well. At Lincoln High School in Philadelphia, 64% of the volunteer tutors went to college, contrasted with 3% of the students in other low-achieving English classes. Attendance increased to 95% from 83%.

Each of the Five Goals of the Summit strategically address problems that young people not only encounter but also have invested time and energy in every day. Whether as a partner in a on-going relationship with a caring adult, an active participant during safe and structured after-school activities, a recipient of healthy decisions, a user of marketable skills, or an active service provider or recipient, young people have a reason to achieve the Five Goals of the Summit. And that will not happen by young people watching adults come to the rescue. It will happen by young people and adults working together to find a new level of understanding and leadership.

The opportunity to give back to others through service is a strategy to not only meet Goal 5 but to accomplish the other four goals of the Summit as well. In AmeriCorps, for example, over 25,000 young people are serving as youth champions for one or more of the Summit goals, addressing unmet educational, environmental, public safety and other human needs. In the SLICE Corps in rural Kentucky, twenty-five AmeriCorps members teach reading skills to 122 second- through fourth graders. This intense one-on-one attention has produced dramatic results. Students' reading comprehension has improved by an average of three levels, and more than one-third have improved their comprehension by more than four levels. The AmeriCorps members also conduct home visits to increase parental involvement in school activities. Considered one of the most effective school success programs in the country, SLICE Corps has been recognized as a national model. It is one way to promote the effective education called for in the Summit's goal 4.

The young people who attended the Summit in Philadelphia issued their own challenge: "This summit must be by youth, not just for youth, empowering youth to recognize the issues we are all facing. This movement can only work if we unite, youth and adults together. We remain committed to the five Summit goals. These goals cannot be met

without equal representation between adults and the youth they intend to serve.” As America’s Promise: The Alliance for Youth further defines the concept of youth Champions, it should include youth themselves among those champions.

SERVICE THROUGH OUR SCHOOLS: GROWING SERVICE-LEARNING

The President's Summit for America's Future, and specifically Goal Five, offers an unprecedented opportunity for youth to give back to their communities. As this fifth fundamental resource, youth possess a wealth of talent and energy that can help meet real needs. Yet to provide 2 million youth with this opportunity, service activities must be thoughtful, well-organized and offer the preparation that will help them succeed.

The time is ripe for service-learning. With over 60 million students currently enrolled in elementary, secondary and higher education, schools are ideally positioned to involve large numbers of youth in meaningful service. However, service must be tied to the mission of public education. Service-learning is the most sound strategy for expanding service through the schools, and meeting Goal Five.

Service-learning is a method by which students improve academic learning and develop personal skills through structured service projects that meet community needs. This year, over 1,000,000 students from kindergarten through higher education will engage in service activities that enhance their learning. With the support of Learn and Serve America, at the Corporation for National Service, service-learning programs have taken root in all fifty states, including the District of Columbia, various Indian Tribes and U.S. Territories. Although each service-learning program may be unique, they all provide fundamental building blocks on which we can reach Goal Five, and improve the lives of youth and their communities.

Strategies for Growth

Let's begin with the **students**. Intrinsic to the purpose of public education is democracy, and teaching our students the meaning of citizenship. Whether in kindergarten or high school, college or graduate school, each and every student is a resource for his or her community. To foster the importance of civic participation, we need to ensure that every student has the opportunity to serve.

How can we reach ALL students?

- Support the efforts of the Partnering Initiative on Education and Civil Society
- Promote service-learning within structures of student government
- Increase recognition of student service, through awards and scholarships such as the National Honor Society and National Service Scholarships
- Connect service-learning to student organizations such as the the United State Student Association and Campus Outreach Opportunity League (COOL)

Teachers are the professionals best equipped to tap youth as a fifth fundamental resource. A teacher's role in shaping a student's experience, and facilitating learning, should not be

underestimated. For many teachers, service-learning is not new. By recognizing the principles of quality service-learning as effective teaching, the idea of service becomes less of an add-on activity and more of a way for teachers to do what they do best. Through a teacher's interest and commitment to service-learning, we can provide an exponentially increasing number of youth with quality, meaningful service experiences.

How can we help more teachers see the value of service-learning as a learning tool?

- Develop curriculum resources and document effective service-learning models that demonstrate the connections between service activities and learning outcomes
- Incorporate service-learning into district in-service and professional development
- Promote networking among teachers and faculty through associations such as the National Education Association, Campus Compact, National Society for Experiential Education
- Incorporate service-learning as a methodology into teacher education programs, with outreach through the National Association of Colleges for Teacher Education

With many grass-root efforts already underway, we are now in need of **administrative leadership and systemic support** to sustain and institutionalize service-learning. From school principals to state superintendents, more educational administrators need to recognize service-learning as an important element for school reform. Their support is key to accessing resources, validating teachers and providing the flexibility for service-learning to work.

What infrastructure is needed to sustain service-learning opportunities?

- Partner with national education and curriculum associations, such as the Council of Chief State School Officers and the Association of Supervision and Curriculum Development
- Incorporate service-learning into state frameworks and national standards
- Link service-learning to IASA (Improving America's Schools Act) programs
- Allocate state and local funds for service-learning
- Develop state and local policies that encourage service-learning experiences for all students, and prepare teachers to implement service-learning
- Facilitate partnerships between universities and schools

Crucial to these efforts are: **community-based organizations, businesses and parents**. Service-learning forges partnerships with each, and each group contributes greatly to this effort. Community-based organizations have been our partners from the start, as both schools and agencies continue to learn from one another. By connecting service-learning to school-to-work programs, the business community has begun to recognize how service can prepare students to enter the workforce. However, the service-learning field has yet to reach out effectively to parents, rallying their support for service as a vehicle for transmitting strong community values and enriched learning opportunities.

How can we involve community-based organizations, businesses and parents in the promotion of service-learning?

- Reach out to parents through organizations such as the National Parent Teacher Association

- Engage local businesses in joint service-learning projects with students, through initiatives such as the National Association of Partners in Education
- Raise visibility for service by partnering with national organizations and corporations to sponsor events, such as “Make a Difference Day” by USA Weekend and Do Something!
- Foster cross-stream collaboration among all types of service and volunteer programs in connection with the development of CNS Unified State Plans for service
- Incorporate service-learning programs into national volunteer organizations such as the Red Cross, the Girl Scouts, and Youth Volunteer Corps
- Create state and local service-learning advisory councils that represent all constituents

Looking Forward

Over the past several years, service-learning has begun to prove itself as an effective strategy for teaching and learning. National evaluation studies, such as two commissioned by CNS (Brandeis University and RAND), have documented measurable academic accomplishments. However, this is just the beginning. As the field expands, further evaluation and research is needed to keep pace with changing practices. These efforts help to substantiate our work as well as extract valuable lessons so that service-learning can continue to grow.

As we look ahead, reaching 2 million students by the year 2000 seems less formidable as we partner with schools and their communities. Schools are our stems, rooted in the past success of service-learning as a strategy for educational improvement. Tapping youth as a fundamental resource, together we will reach and surpass Goal Five of the President’s Summit for America’s Future.

Motivation and Recognition Strategies Scholarships, Awards, and Events

"It is only a question of blowing on the spark until the whole population gets incandescent" William James, the Moral Equivalent of War.

In developing a tactical plan to engage 2 million additional young people in at least 100 hours of service a year, planners need insight into the motivation of young people who are being asked to serve ... and then must embrace those values, needs, and aspirations through initiatives and opportunities that directly address them. Another way of looking at this is purely pragmatic -- as any manager, mother, or mentor will tell you, you get the behavior you reward. To support sound strategic planning around Goal Five, following are summaries of observations on the attitudes and motivations of young people around service, on several tactics that speak directly to these, and on thoughts for further discussion and review.

Is there a spark?

Adults are volunteering less ... but young people are volunteering more. In a time when more Americans are working, and working longer hours, nearly twice as many young people perform community service as 20 years ago. (Gallup 1996). In 1996, teenagers reported a greater incidence of volunteering than their adult counterparts: 59% of young people aged 12 to 17 reported volunteering in the past year, while only 49% of adults reported serving during the same period (Independent Sector 1996). A national survey of young people between the ages of 18 and 24 found that one in four young Americans volunteered regularly with children or through his or her church, and a majority volunteer in their communities at least occasionally. ("Who Cares" and the Center for Policy Alternatives 1996). College freshman across the country are doing volunteer work in record numbers, with 38% spending one or more hours per week volunteering, and with 72% having done volunteer work in the past year. (UCLA 1997).

What are the factors in youth serving?

Asking someone to serve is one of the single most important steps to take. Of the young people who reported being asked to volunteer in 1996, 93% of them did so ...but only about 24% of them volunteered without being specifically sought out by others. (Independent Sector 1996).

Another important influence on the motivation of young people to serve is the age at which they begin to volunteer. Early and active service as a child has a positive affect. Teenagers are more than three times more likely to volunteer if they had done some volunteer work as children than those who did not do any. They were more than twice as likely to be currently volunteering if they had been a member of a youth group as a child. (Independent Sector).

In 1996, volunteers reported learning most frequently about their volunteer activities through their teachers or schools. The other most frequently cited ways were that they were asked by someone (a friend, a teacher, a family member of someone at church); that a family member or friend would benefit; or that they participated in the organization or group (a religious organization, school, and voluntary organizations such as service clubs). (Independent Sector).

When asked, teenagers responded that their reasons for volunteering were compassion for others in need, perception that their volunteering will make a difference for a cause that is important to them, and that if they help others, then others will help them when the time comes. (Independent Sector).

Young adults have a results-oriented point of view: 62% of the young people polled "believe strongly" that "the best way to make a difference is to get involved in your local community, because that's where you can solve the problems that really affect people." ("Who Cares").

As young people mature and face economic realities presented by school and entry into the job force, an increasingly important influence is financial. Two thirds of college freshmen are at least "somewhat concerned" they won't have enough money to complete college (UCLA 1996). 76% have a job, including 13% who have more than one, and 61% have debts --- 30% have credit card debts, 27% make car payments, 21% have student loans ("Who Cares"). The concerns escalate when young people consider service as a full-time opportunity.

And from an "adult" or "parental" point of view, in a recent poll conducted for national service those asked what young people would value from their service experience, over half said "individual satisfaction of helping to solve real problems within the community", with a quarter citing new skills and an opportunity to get help with financing a college education. (Corporation for National Service).

What do we need to do to generate more?

Based on the above, there are several conclusions to draw about how to engage more young people in service. To name a few: ask young people to serve, link them with opportunities, reduce the barriers to service (time, attention, and money), and reward and recognize that service.

Ask young people to serve and link them with opportunities ...

One tactic is to concentrate service recruiting efforts through high profile service days. Service days help you reach out to new volunteers, provide a burst of energy for a specific community need, offer visibility for service as a strategy to solve real problems, and provide an introduction to service for those who have not yet volunteered their time.

Following are a few of the largest:

The Big Help-a-thon (October 19, 1997)
Make a Difference Day (October 25, 1997)
Martin Luther King, Jr. Day (January 19, 1997)
National Youth Service Day (April 21, 1998)
The Big Help Week (April 19-25, 1998)
National Volunteer Week (April 19-25, 1998)
United Way Days of Caring (spring and fall)

A description of each is attached. Some days offer funds, such as the mini-grants offered for Martin Luther King Day, and others offer awards for service, such as Make a Difference Day. And all offer motivation, visibility, and opportunity.

Another important piece of the puzzle is represented by youth groups supported by the national civic and voluntary organizations. For instance, the Key Clubs (Kiwanis), Leo Clubs (Lions), and Rotaract and Interact (Rotary International) engage millions of young people in clubs located in thousands of schools all across the country. 4-H, Boy Scouts and Girl Scouts, the Boys and Girls Clubs, and others provide structured opportunities for service. And research cited above points to the important of clubs as a way to motivate and engage young people.

But there remain significant gaps. For instance male and female teenagers volunteer at generally the same frequency, but by adulthood, there is a volunteer "gender gap" with 45% males and 52% females. (Independent Sector) The gender difference is even more extreme in the AmeriCorps national service program with women filling approximately 60% of full-time positions. (Corporation for National Service).

SERVICE DAYS

The Big Help is a grassroots campaign designed to encourage and empower kids to volunteer in their communities. The goal of The Big Help is to provide opportunities, motivation, and information to help kids volunteer and to challenge the existing service infrastructure to more readily accept kids in their ranks. The **Big Help-a-thon** (October 19, 1997) is a televised extravaganza aired on Nickelodeon when kids call in to pledge hours. The **Big Help Week** (April 19-25, 1998) is the day kids fulfill their pledges.

Make a Difference Day (October 25, 1997) is a national day of volunteering sponsored by USA Weekend, in partnership with the Point of Light Foundation. More than 1 million Americans reach out to help others on the fourth Saturday of each October. Millions more are helped by their efforts. Sixty-five outstanding projects receive national recognition and are awarded \$12,000 donations to continue their good work.

Martin Luther King, Jr. Day (January 19, 1997) is a day of service that reflects his life and teaching – bringing people together around the common focus of service to others. On Monday, January 19, Americans across the country will celebrate the King Holiday with a day that reflects his proposition that “every body can be great because everybody can serve,” making it a day on, not a day off, a day of action, not apathy, a day of responding to community needs, not a day of rest and recreation. The Corporation for National Service provides mini-grants to support service projects that reflect Dr. King’s life and teaching.

National Youth Service Day (April 21, 1988) is the annual public education campaign, highlighting the efforts of young people in their communities, encouraging more young people to become involved in volunteering and promoting the benefits of service to the American people. This year is the tenth anniversary and Youth Service America, the national coordinator of the day, anticipates over four million young people will participate in community-building service projects across the country.

National Volunteer Week (April 19-25, 1998) is sponsored by the Points of Light Foundation and Volunteer Centers to honor those who reach out to others and to call attention to the need for more volunteer community service. National Volunteer Week is the third week of April and is the umbrella for a variety of service days, including Earth Day, National Youth Service Day, and National Parks Day.

United Way Days of Caring are community-wide volunteer efforts that bring service to the agencies that are supported by United Way. Volunteers have a hands-on experience with the organizations they have worked to support throughout the year and the public learns more about the issues and strategies in solving some of society’s most intractable problems. Days of Caring are often the United Way’s kick off to their annual campaigns, so look for them in the spring and fall.

And in the last four years, there has been a 12% decline in volunteering among both adult and teenage minorities. However, one crucial factor in rates of volunteering is being asked to serve. The same survey noted that only 37% of black teenagers (vs. 45% of white teenagers) were asked to volunteer; but when asked, 90% of black teenagers volunteered. (Independent Sector).

In light of the above ...

What else should be done?

Who else is providing leadership and opportunities for young people to serve?

What other tactics should be employed?

How should these work together for maximum benefit?

Reduce the barriers to service

One of the first impediments to serving is lack of awareness of the opportunity to serve. That is one reason that organizations spend so much energy on national days of service. And that is one reason that media and communications companies are crucial partners in the effort. If it is a constant presence, and if it is easy to access, people will serve.

But there are other factors that are more intractable. One is the pressure of time that is a reality for young people and adults. 5 million fewer people volunteered in 1995 mainly because of "less time". It is a systemic change due to the shifting working patterns: two-thirds of Americans work, up 11% since 1970 and they average an hour a week more on the job. Three-fifths work outside the home, double the level 35 years ago. (Gallup 1996).

Related to the "less time" issue is the financial pressures young people face. A new initiative, the National Service Scholars program, seeks to alleviate this somewhat as well as to recognize outstanding community service and to motivate others to serve. The communities raise \$500 for their local high schools, which the Corporation then matches up to an additional \$500. High school principals nominate the junior or senior with a strong commitment to community service to receive the scholarships. There are other programs offering financial help and incentives to those who serve, such as the Prudential Spirit of Community Awards and full-time service opportunities such as the range of national service programs.

And young people have issues that require adult assistance, everyday things like transportation and more long-term issues like family relationships and models of behavior. For young people in rural America, the transportation challenge is even more acute. The Points of Light Foundation's "Family Matters" program is one smart way to get at this barriers by encouraging families to volunteer together.

For the purposes of discussion ...

What else?
What other barriers are out there?
What can we do about them?
Who else should be involved?
What is being done that should be replicated?
What is not working?

Reward and Recognize Service

Values and behaviors are strengthened by constant reminders. Reward the behavior you want to multiply. Or, you get the behavior you reward.

Following is a sampling of the awards and recognition programs already underway:

President's Service Awards
Yoshiyama Award for Exemplary Service to the Community
J.C. Penney Golden Rule Award
The Jefferson Awards
Make a Difference Day Awards
Do Something Brick Awards
Prudential Spirit of Community Awards

And there are so many others, some focusing on the extraordinary accomplishments of individuals in a particular organization, and others highlighting the impact of an organization on a particular problem in communities.

One approach to achieving the goal of 2 million additional young people in service is the need for a youth service award connected to the specific target of 100 hours per year. One model might be the President's Youth Service Award, modeled on the President's Physical Fitness Award, initiated by The American Institute for Public Service.

Beyond awards and recognition, there are more systemic ways to encourage service to others. A critical player in shaping the behavior and values of young people are institutions of higher education. Colleges and universities could make service an explicit and critical component of their application process. From the selection of young people, through community service programs at the center of student life, to service-learning in the curriculum, and finally to honors at graduation based on service, colleges and universities are present at pivotal points in young people's lives.

The workplace permeates the lives of young adults as well. Even before reaching an age of full-time employment, young people are processing what is of value to corporate America and weighing the options that might bring them closer to "a good job." To start, corporations could make a deliberate hiring preference for those who have made a substantial commitment to service. This not only directly rewards service, but it alleviates a concern that a tour of duty helping others "puts them behind" peers whose first job was strictly corporate. Once a young person is hired, service should continue to be rewarded. Employers are increasingly aware of the benefits of the volunteering to their workforce, from skill-building to leadership development. The next logical step is to tie benefits and awards to that service. From simple cash awards for community service performance, to matching "dollars for doers" programs to full-scale "service sabbaticals," employers are allies in building service. And as employees "mature," their families and children are learning what behavior is valued by employers and the cycle continues.

But, for the purposes of discussion:

- What is working?
- What is missing?
- Do awards build an ethic of service?
- How else do we reward and recognize service?
- Who else is important for success in this area?

The above is a starting point for discussions and planning around engaging 2 million additional young people in 100 hours of service by the year 2000. Whether we are talking about building an ethic of service through incentives and models of behavior or about building an infrastructure of opportunities and programs, we must deliberately put service at the very center of young people's lives and be there to "blow on the spark".

THE TRADITION OF FAITH-BASED SERVICE

The link between faith and service is a celebrated, strong tradition in our nation's history. Whether communities of faith have named their work as "volunteering" or "service" or "mission" or "duty," they have long been involved in the welfare of their neighbors and their surrounding neighborhoods. The ideals of service and giving back without expecting anything in return are central to many religious faiths and are often seen as important values to pass on to younger generations.

General Powell has signaled the intent of America's Promise to work closely with communities of faith to achieve all of the goals of the Summit in a recent statement: "As many as 150,000,000 Americans of all beliefs attend religious services on a weekly basis. These millions of believers are clustered in an estimated 300,000 congregations in virtually every community in the nation. They are a vital resource in our mission to reach young people. On May 23, I met with religious leaders representing a religious spectrum that included Baptists, Evangelicals, Churches of Christ, Catholics, Mormons, Greek Orthodox, Jews Muslims and others. They all affirmed with "enthusiasm and passion" the five resources we are seeking to provide to young people, and committed to reach ten percent of all youth—especially the most needy—with these resources by the year 2000."

The commitments of communities of faith to the Presidents' Summit combined with their great success in inspiring their members to volunteer signal to us that they can be a tremendous resource in achieving the fifth goal. If we can create collaborations with such a large, dedicated population of people, we can make significant strides toward our goals of providing at least 2 million youth with opportunities for 100 hours of service each year to their neighborhoods and challenging 100,000 young people to become service leaders by contributing 1,000 hours or more each year. Some initial ideas:

Communities of Faith and the 100 Hour Challenge: Nearly every religious denomination has a program or programs focused on educating and developing young people from early childhood through high school and college. Whether through religious education programs or youth clubs, communities of faith reach millions of young people, each of whom could be asked to serve at least 100 hours each year. The Evangelical Association for the Promotion of Education, led by Tony Campolo, is developing a youth corps that, among other things, will focus on secular service. The Jewish Social Justice Center for Literacy committed to mobilize 100,000 volunteer tutors in eight target cities through synagogues and Jewish social service agencies. A key challenge would be to ask them to focus on mobilizing high school and college students as tutors, to encourage those young people to serve at least 100 hours each year. Catholic Campus Ministries made a Summit commitment to recruit volunteers to provide five million hours of

service. Campus ministries of other faiths could significantly expand that number. Many religious groups run summer camps, which could introduce young people to service through a high-quality summer service effort.

Communities of Faith and the 1,000 Hour Challenge: Many denominations also challenge young adults to spend at least one year in a full-time service program, such as the Jesuit Volunteer Corps or the Lutheran Volunteer Corps. Most of these are residential, full-time, year-long programs that combined service through churches and secular organizations with education that leads to a deepening of spiritual values. Many of the programs focus on social issues that relate to children, including education, hunger and homelessness. One challenge would be to encourage these and other full-time corps to expand their ranks and focus the service performed on the five goals of the Summit.

The Challenge of Collaboration: Many times faith-based service organizations and secular service programs do not work closely together, despite the fact that they often serve the same population. An idea would be to develop comprehensive community-wide plans that take advantage of the core competencies of both groups. An example: In Decatur, Alabama, collaboration between local churches and the Volunteer Center of Morgan County has led to a program that works toward improved racial relations through service. Run out of the Volunteer Center, Connect Decatur pairs churches of similar faiths but different ethnic and racial backgrounds to plan and perform service together.

Such collaboration offers young people in both congregations an opportunity to serve as well as a chance to learn about and meet people from different backgrounds. The partnership works because it builds on the strengths of both groups: the Volunteer Center has the organizational capacity to manage the program while the churches have the “people power” to motivate and mobilize the volunteers. We can learn from this model, as well as from the many collaborations that are emerging as a result of local summits.

Some questions to consider:

How do we more effectively share information in order to better coordinate our efforts at both the national and local levels?

How can faith-based and secular groups learn from and build upon each others’ experiences?

Who do we need to engage in this conversation?

What are the key next steps?

**Statement of Religious Community Co-Chairs
for
America's Promise**

Presented to General Colin Powell, May 23, 1997

by

**The Rev. Dr. Joan Brown Campbell
General Secretary
The National Council of the Churches of Christ in the USA**

The following agreement is presented by the religious community co-chairs:

1. We affirm the five resources for youth - caring adult, safe space, healthy start, marketable skill, ability to give back to another. These goals, identified by the Summit as essential for every child, were affirmed with enthusiasm and passion.
2. We affirm that all youth need a better social policy as well as better social service.
3. We affirm the goal of reaching 10% of all youth, especially the most needy, by the year 2000.
4. We acknowledge, especially in the African American Community and other minority communities, that churches, synagogues and mosques have already made this commitment. We seek to support these efforts.
5. We will seek to increase volunteer strength in all churches and to provide faithful inspiration and staying power.
6. We seek to be partners with other sectors nationally and, especially at the community level, we will make ourselves available to cooperate with other sectors.
7. We will create unifying communication mechanisms to enable communities of faith to relate to America's Promise.
8. We will explore a national weekend - A Call to America's Promise for Kids.

We ask you, through America's Promise, to provide links to government, policy leaders, business leaders, etc., and to give the religious community a seat at the table where decisions are made.

What have we to offer?

- 300,000 congregations - in every neighborhood in the nation
- 150,000,000 persons attending religious services every week

In addition, we can offer.....

- ◆ safe space in underused buildings
- ◆ leadership sensitive to kids
- ◆ volunteers already at work teaching kids and adults to read, feeding the hungry and the homeless
- ◆ inspiration
- ◆ education
- ◆ national infrastructure

We can recruit, train, motivate and sustain volunteers. We have experience in this area.

Signed by: The Rev. Dr. Joan Brown Campbell, General Secretary, NCCCUSA
 The Rev. Dr. Jim Wallis, Convenor, Call to Renewal; Editor, Sojourners
 Bishop Roger Schwietz, Chairman Youth Subcommittee, National
 Conference of Catholic Bishops
 Elder Jeffrey Holland, Quorum of the Twelve Apostles, Church of Jesus
 Christ of Latter-Day Saints
 The Rev. Dr. Bennett Smith, President, Progressive National Baptist
 Father John Bakas, Dean, Sophia Cathedral, Los Angeles Greek Orthodox
 Diocese of America
 Imam W. D. Mohammed, W.D. Mohammed Ministry
 Rabbi David Saperstein, Director, Religious Action Center of Reform
 Judaism
 Rev. Buster Soaries, Pastor, First Baptist Church
 Dr. Leonard Lovett (for Bishop Chandler Owens), Church of God in Christ
 World-Wide
 Rev. Richard Cizik (for Rev. Don Argue), National Association of
 Evangelicals

YOUTH SERVICE-LEARNING EXPANDING OPPORTUNITIES IN OUT-OF-SCHOOL TIME

Youth Service offers an effective and creative way for addressing the second goal of the Summit, to provide 2 million additional young people with safe places and structured activities for out-of-school time. Youth service-learning also offers out-of-school time care providers an effective strategy to address the problems of availability and quality of programs. The need for quality, caring environments to provide enrichment activities for children and youth during non-school hours has reached critical proportions. Students spend more than 4,000 waking hours outside the classroom each year. According to a 1991 Census Bureau report, there are approximately 24 million children in need of such school-age care outside of the classroom, a population which is expected to grow with recent changes in welfare laws. The Government Accounting Office estimates that in the year 2002, the current child care supply would meet as little as 13 percent of the demand in some urban areas (GAO/HEHS-97-75, May 1997).

Efforts to increase supply and accessibility of out-of-school time care must go hand-in-hand with efforts to improve the quality of programs and increase the availability of well-trained providers. The success of out-of-school time programs in promoting the well-being of children relies heavily upon building positive, caring relationships among students, staff, parents and volunteers. Out-of-school time programs need additional resources in staff development and training, evaluation and continuous improvement to insure the delivery of quality care.

Quality out-of-school time programs provide a variety of enrichment activities that keep children safe, tutor and mentor students, promote development through recreation and play, and offer youth positive alternatives to gangs and drugs. Out-of-school time activities can be further enhanced through the integration of community service opportunities for children and youth, combining learning experiences with sustainable benefits to communities.

Service-learning Activities in Out-of-School Time

High quality service-learning activities are connected to an organized curriculum, involve preparation as well as "reflection" that enables young people to process what they have observed, and involve service that benefits others. Quality service-learning opportunities foster civic responsibility and leadership skills while helping to meet critical community needs.

The integration of service-learning in out-of-school time programs includes a wide spectrum of age-appropriate activities with varying levels of time and resource commitments:

- high school volunteers serving as tutors and mentors for younger students;
- children in summer camp creating a neighborhood garden; or
- a one-time after-school project in which middle school students prepare and deliver meals to homebound AIDS patients.

To reach the 100-hour goal of the Summit's Youth Service Commitment, school-age care programs could devote one afternoon per week throughout the school year as a "Service-Learning Day," or a high school student could commit one semester to tutoring everyday in an after-school center.

Examples of successful service-learning projects in out-of-school time include:

- Camp Fire Boys and Girls has developed "Gift of Giving," a community-based service-learning curriculum for children grades K-6. Administered by a community volunteer, Gift of Giving curriculum books provide five structured lessons that include project development, implementation and reflection for youth-led service activities. Gift of Giving has engaged more than 19,000 children in 57,000 hours of community service.
- The YMCA of the USA has long considered service-learning an effective tool in nurturing caring, honesty, respect and responsibility among our nation's young people. Among the nation's nearly 2,200 YMCA's, YMCA volunteers and staff engage children and youth in numerous service-learning opportunities, including environmental education, peer tutoring, and diversity awareness.
- In Connecticut, the Leadership, Education and Athletics in Partnership (LEAP) program pairs 90 part-time college student AmeriCorps Members with 90 high school volunteers to tutor and mentor 900 younger children in the out-of-school time hours. The goal of LEAP is to help Connecticut children (ages 7 to 14) from high-poverty urban neighborhoods develop the academic skills and self-esteem which will allow them to succeed in school and grow up to be productive citizens. Results include a 100 percent graduation rate for the high school tutors and significant increases in academic performance for younger students.
- The Hands on Atlanta AmeriCorps program places 110 AmeriCorps members to work full-time in eight of the Atlanta public schools as mentors and tutors in out-of-school time programs organizing diverse educational, recreational and enrichment opportunities for children, including opportunities for youth and children to serve. The program is structured so that each school component feeds into another, which results in middle and high schools served by AmeriCorps members as tutors and mentors for younger students.

Reaching Summit Goals-- Strategies for Success

Reaching Summit goals requires an unprecedented mobilization of public and private organizations, schools, families and communities committed to supporting professional development and training, materials development and publications, public outreach and networking. Efforts to integrate service-learning opportunities in out-of-school time should build upon the knowledge, resources, and effective practices which have already been developed by the field.

- **Professional Development and Training -- Tap existing resources to further incorporate service-learning professional development and training within the larger instruction about quality programs.** Organizations such as the National Institute on Out-of-School Time (NIOST) at Wellesley College have established a national network of research, training, consultation and professional development specialists for project staff in out-of-school time programs. The National School-Age Care Alliance, representing nearly 5,000 providers, has launched a national accreditation campaign to insure quality standards in out-of-school time care. Colleges and universities, like the Concordia College in St. Paul, Minn., have developed school-age care degree programs. The YMCA of the USA offers staff development courses in "youth development through service-learning" which contributes towards professional youth worker certification.
- **Publications/Materials Development -- Develop and disseminate materials that explain the benefits of service, share effective practices and provide how-to instructions and curriculum for implementing service projects.** The Corporation for National Service and the Wellesley NIOST are currently producing a how-to manual on the integration of service and out-of-school time programs, scheduled for publication in Fall 1997. The National Service-Learning Clearinghouse, a partnership of the Corporation and the National Youth Leadership Council, provides free technical assistance information and houses a library of resource materials on service-learning for grades K-12.
- **Public Outreach -- Relay the message about the benefits of service-learning to parents, youth, educators and care providers.** Several research studies, such as "Starting Out Right: Development Assets for Children" published by the Search Institute in January 1997, make the case for service-learning activities as an important contribution to a child's well-being. This information should be packaged in a way to reach the general public. Common terms and definitions need to be well defined to create an identity for service-learning methodology.

- **Networking -- Recruit and support existing networks and organizations to assist in leveraging resources and disseminating information about quality service-learning opportunities in out-of-school time.** National initiatives, like the Save the Children U.S. programs, are directing resources to foster local level collaborations among organizations involved in children's out-of-school time. NACCRRA supports a network of child care resource and referral agencies with local affiliates in every state that includes updated information on 310,000 child care providers nationwide. The NACCRRA-Action for Children Today program places 84 full-time AmeriCorps members serving in 10 states to support the efforts of community-based resource and referral agencies. As part of President Clinton's America Reads Challenge, 600 colleges and universities have committed to recruiting work-study students as tutors and mentors for young children, and federal match requirements have been waived for programs that place these work-study students. The To Learn and Grow public/private partnership on service and school-age care provides administrative support and coordination for a network of organizations to promote using service and service-learning as a strategy in out-of-school time programs.

Discussion Questions

Joan Lombardi, Associate Commissioner for the HHS Child Care Bureau, has described the integration of service and child care as "the new neighborhood." Are we creating a new community? If so, how will it be sustained?

What action steps can we take to implement the strategies for success? Are there other strategies that will help incorporate service-learning into out-of-school time programs?

How can we work closely with child care professionals to spread the idea that service can be a vital part of out-of-school time for children?

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COMMITMENTS TO GOAL FIVE

An Opportunity to Give Back through Community Service

Corporate/Private Commitments:

Aid Association For Lutherans

The Aid Association For Lutherans will mobilize youth to provide over one million hours annually to volunteer community service and will increase its annual investment in youth leadership development and life skills training by \$5 million.

Bain Capital

Bain Capital is committing \$1 million from their employee partners to youth programs by the year 2000.

Bain & Company

Bain has committed \$1 million in cash and consulting services to City Year over the next three years. They have also committed \$1 Million in consulting services to the Boston Public Schools over the same time period.

BJ's Wholesale Club

BJ's Wholesale Club will partner with a public school in each of its markets for a total of 100 schools by the year 2000. This is a comprehensive relationship with students, faculty, parents, and administrators that includes fundraising assistance, product donations, volunteer support, and awards programs. BJ's also is expanding its program that engages school aged children in community service projects to reach 300 schools and more than 100,000 kids in hundreds of community service projects. The Clubs donate supplies for the service project, and, upon completion, then makes a cash donation to the school.

Dayton Hudson Corporation

Dayton Hudson commits to a "Weekend of Giving," a three year effort to engage employees through its 1,000 stores in projects that encourage young people to get involved in their local communities. Dayton Hudson's, Marshall Fields and Mervyns stores will recruit 30,000 young people and their families in service projects over a weekend in June.

Entertainment Coalition for Education

The Entertainment Coalition for Education, an emerging group of leading entertainment industry studios, agencies, companies, artists and educators, commits to develop a major public awareness campaign designed to support education initiatives in America. This two year campaign will be launched by the fall of 1997, and will ask all citizens to become more involved in teaching and learning and will issue a call to young people to help their peers and build stronger schools and communities through service.

Fannie Mae Foundation

The Fannie Mae Foundation will support the Presidents' Summit for America's Future with a \$5 million pledge to engage youth in aiding homeless efforts in the Washington, DC metro region over the next four years. In keeping with the Presidents' Summit's emphasis on the nation's youth, the Fannie Mae Foundation will engage 50,000 young people as volunteers to reduce homelessness by the year 2000. This commitment broadens the scope of Help the Homeless, an annual effort by the Foundation, celebrating its 10th anniversary of raising awareness and money for nonprofit organizations and community groups that serve the homeless in the Washington area.

Farmers Insurance Group of Companies

The Farmers Insurance Group of Companies is expanding their American Promise program, a service-learning program that has been operating in 15,000 schools. The program will be expanded to 150,000 schools by the year 2000. Farmers Insurance Group has also committed to creating the American Promise Foundation and will provide \$1 million to the American Promise schools and promote the goals of the Summit through their institutional advertising. The Farmers Insurance Group will join Connect America as a member of its national steering committee and devote a full range of corporate resources to engaging more Americans in service. The total value of this commitment is over \$2 million.

Glaxo Wellcome

Glaxo Wellcome will expand its employee volunteerism to support 300,000 hours of employee volunteer time, worth \$4 million, focused specifically on tutoring kindergarten through third grade students to improve their reading skills and enhance their interest in science. Glaxo Wellcome will also partner with America Reads to establish collaborative agreements between school systems, colleges and universities in North Carolina which will involve 1,000 college students to serve as tutors. GW will also donate \$10 million to schools and organizations that emphasize school-to-work initiatives.

Grantmaker Forum on Community and National Service

The Grantmaker Forum on Community and National Service will develop and implement a strategy designed to increase the number and quality of foundation and corporate

investments in the field of community and national service. The Forum will work with family foundations, community foundations, private foundations, corporate giving programs, and federated giving programs to create more and better opportunities to engage young people in meaningful service to their communities.

Hugh O'Brian Youth Foundation

The Hugh O'Brian Youth Foundation will implement a service component in their leadership development seminars, for the first time in their history, asking the 14,000 sophomores who attend to undertake a community service project requiring a minimum of 100 hours. This effort will result in at least 1,400,000 volunteer service hours each year. To step up efforts to help young people realize the personal and social benefits of volunteerism and service, HOBY will create \$1,000,000 in Community Service Scholarships over the next five years, to be funded half by corporations and half by participating colleges and universities.

KPMG Peat Marwick, LLP

Twenty thousand employees of the international consulting firm KPMG Peat Marwick, LLP will spend an entire business day by investing 160,000 volunteer hours of community service in more than 1,000 local communities across the country. Their service will focus primarily on education for youth, and will range from painting classrooms, renovating school playgrounds, and leading educational programs for young people. The commitment is valued at \$20 million which includes billable time, salaries, and expenses for the service projects.

IBM

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

MTV

MTV will launch a new on and off air pro-social campaign entitled "You Are Here." Focused on themes of community service and personal responsibility, the channel will commit on-air programming time and will partner with its cable affiliates to involve its 62 million viewers on a more grassroots level. IN line with MTV's "Choose or Lose" campaign, which devoted more than 100 hours of programming, valued at \$72 million, "You Are Here" will use concerts, promos, news and special events to speak directly with its audience about personal involvement and responsibility. Through partnerships and 800 numbers, MTV will provide viewers with the information necessary to become active members of their communities.

National Basketball Association

The NBA has launched a league-wide program to promote volunteerism and community service. NBA Team UP will produce and air PSA's showing players performing community service and encouraging young people to do the same devoting a minimum of \$10 million of air time over the next two seasons. NBA Team Up will work with its teams and non-profit partners to engage 100,000 additional students to complete Team UP approved service projects during that period. Projects will then be recognized during an annual television special at the NBA all star weekend.

Nickelodeon

Nickelodeon is building on its grassroots efforts to support the "Opportunity to Serve" goal, by increasing its airtime from eight percent to ten percent, valued at \$21.8 million per year, to educate and encourage their 22 million kid viewers to volunteer through their The Big Help campaign. Nickelodeon will commit to doing the following: create a Big Help-on-the-Road tour to complement local volunteer activities; empower parents to help their kids volunteer with a specific message on-air and through a special "Parents' Guide to The Big Help"; and develop, create and distribute materials to 25,000 community groups (a 150% increase from 1996) to help organize volunteer activities for kids on local communities.

OASIS and The May Department Stores Company

Oasis and The May Department Stores will reach 100,000 children and youths through intergenerational community service programs in 25 cities. Sponsored by The May Department Stores Company, OASIS is a national educational program designed to enrich the lives of older adults, with a focus on recruiting, training and supporting volunteers in meaningful community service. Their intergenerational tutoring program will provide one-on-one weekly tutoring to 25,000 students in the first through third grade; will launch a new mentoring-via-computer project to 2,500 youth; present a new interactive series on diversity and self-esteem to 50,000 students; engage 20,000 youth in their interactive Reader's Theater; and involve 2,500 youths in community service by training middle and high school students to teach computer skills to older adults.

Prudential

Prudential will sponsor recognition, education, and training programs to engage one million school-age youth in making their communities better places through volunteer community service. Employees will provide 200,000 hours of volunteer service in support of the five Summit objectives. The Prudential Foundation will deploy a new strategic focus for grant-making --- making over \$40 million available in grants through the year 2000 to support efforts to help America's children and youth. And Prudential will make available \$10 million in below market loans to help finance new school start up costs in support of home state New Jersey's Charter Schools Initiative.

Taco Bell Foundation

The Taco Bell Foundation is launching a new membership recruitment drive on behalf of The Boys and Girls Clubs of America to place 30 percent more at-risk teens into the safe havens of their TEENSupreme Centers recruiting a total of 65,000 teens through a national TV, radio, print and field campaign; will engage 45,000 teens in the TEENSupreme Career Preparation Program through the clubs; will initiate an effort to employ 50 percent of teens who graduate from the Career Preparation Program—resulting in approximately 22,500 teens employed; will double the number of counselors trained as teen mentors to 400; and will increase the number of TEENSupreme Keystone programs, engaging 12,000 teens in leadership training through the creation and execution of local community service projects.

Timberland, Inc.

Timberland is donating an additional \$1 million and five thousand pairs of Timberland boots to City Year, a model AmeriCorps national service program. In addition, Timberland will offer its employees up to one full week of paid time to devote to community service (40,000 hours of service).

Viacom

Viacom will give one extra day of vacation day per year to full-time employees who volunteer at least 16 hours per year to nonprofit organizations dedicated to benefiting children. The Corporation for National Service (AmeriCorps) will act as our partner and assist with program structure and implementation, including helping Viacom employees volunteer for causes and programs of specific interest to them. The company will create a Viacomcommunity Board consisting of community relations executives from MTV Networks, Paramount Pictures, Blockbuster, Nickelodeon, Simon & Schuster, Paramount Parks and Showtime Networks and overseen by the Viacom Corporate Human Resources department.

USA Weekend

USA Weekend will increase the national participation in Make A Difference Day by one-third by the year 2000 as well as publishing an annual article to review the progress made by other Summit commitment makers. USA Weekend readers have already pledged 1,425,715 hours of community service in 1997 in response to a published request asking individuals to join the spirit of the Summit.

Volunteer/Public Commitments:

The Agriculture Department

The Department of Agriculture will engage 26,000 more Americans in voluntary environmental service, offering conservation education to half a million school children through a 25% increase in the Forest Service Volunteer Program and a 40% increase in the Natural Resources Conservation Service's Earth Team. The Department will expand its efforts to distribute excess food to Americans in need, with a special emphasis on engaging young people in food recovery and gleaning.

The American Legion Auxiliary

The 120,000 Junior members of the American Legion Auxiliary (18 years of age and under) will establish voluntary service projects in 4,000 communities nationwide. Each group will identify needs in the community and select age-appropriate projects to encourage volunteerism beginning at an early age. Junior members in grades nine through 12 will be asked to devote at least 100 hours per year to community service.

AmeriCorps Alums

AmeriCorps Alums will encourage all association members to commit at least 10 hours per month to ongoing service leadership. Local alumni leaders across the country will coordinate with local service providers to provide volunteer people power. The service leadership opportunities will focus on the five summit goals, with preference given to programs supporting ongoing relationships with young people.

The Benevolent Order of the Elks

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

Big Brothers/Big Sisters of America

Big Brothers/Big Sisters has committed to doubling their mentoring relationships, reaching 200,000 matches through the year 2000. Service will become an integral part of the mentoring relationship and a key activity for current and future "Bigs and Littles."

B'nai B'rith Youth Organization

B'nai Brith will train their youth members to be tutors for the America Reads program, providing 5,000 new tutors for 10,000 hours of service a week, totaling 500,000 hours of service a year.

The Bonner Foundation

The Bonner Foundation will engage its 1,500 students in 22 colleges and universities in a national goal of giving back to others through effective citizen service, targeting the integration of students, faculty, and community members in creating a culture of service for campuses throughout the nation. Projects include establishing community service centers on all Bonner campuses, increasing the mentoring and tutoring hours of scholars, and developing more training and internships.

Camp Fire Boys and Girls

Camp Fire Boys and Girls will engage a minimum of 100,000 children every year in its serving-learning program "The Gift of Giving." Led by adult volunteers in grammar and middle schools, students participate in a five to six week curriculum, culminating in a community service project designed by the young people themselves.

Campus Compact

Campus Compact will expand student service in its 520 colleges and universities by 50%, engaging approximately 250,000 more students on campuses across the country.

Campus Outreach Opportunity League (C.O.O.L.)

C.O.O.L. will encourage students on at least 100 college campuses to partner with local secondary school students for an annual day of service.

Catholic Campus Ministries

Catholic Campus Ministries will recruit volunteers to provide 5 million hours of service by Catholic students and faculty on campuses across the nation by the year 2000.

Catholic Network of Volunteer Service

The Catholic Network of Volunteer Service, representing 180 faith-based lay volunteer programs offering full-time service opportunities, pledges to provide services to an additional 1 million children by the year 2003, in the areas of child care, school counseling, education, recreational programs, coaching, tutoring, literacy, legal counsel, and social work. CNVS is also committed to engaging an additional 10,000 volunteers in full-time service with youth during this time period.

Center for Effective Compassion

The Center for Effective Compassion will partner with the Family Matters program of The Points of Light Foundation to engage 150,000 families in volunteer activities, including the creation of a Family Matters site in the nation's capital.

Christmas in April

Pledges to expand its efforts to capture the leadership of young people by integrating youth into the direct delivery of rehabilitation services, both during the house selection/planning period and during the actual workdays and by recruiting young people to serve on the boards of directors of their 190 affiliates. To support this organizational priority, Christmas in April sets a goal of engaging at least 5,000 additional young people in leadership positions and service opportunities and will develop and publish a manual for their affiliates "Exemplary Ways to Involve Youth".

City Cares of America

City Cares of America will recruit and manage through its 23 affiliates, 75,000 new volunteers who will tutor and mentor one million children and rehabilitate schools, parks, and community centers through the year 2000.

City Year

City Year will lead 250,000 citizens in 5,000,000 hours of powerful community service building playgrounds, tutoring and mentoring children, teaching HIV/AIDS and domestic violence curriculums; creating urban gardens; leading the next generation of youth into service through the national Young Heroes program, and creating safe and educational after-school and school vacation activities; raise \$5 million of new private sector commitments to support youth service and civic engagement; harness the energy of corporate citizens through 250,000 hours of service; convene an annual training and policy youth summit for the national and community service field called CYZGY.

Council of Chief State School Officers

The Council of Chief State School Officers will work with states to increase the number that include and support service learning as a key strategy for building civic responsibility, improving the quality of life in our communities, and improving academic achievement for all students. Over the next three years, CCSSO will provide resources and technical assistance to help more states develop their policies and practices, reaching 25 states by the year 2000.

The Corporation for National Service

The Corporation will ask all participants in national service programs to make the maximum contribution toward achieving all five conditions for the success of young people, with a special emphasis on the fifth goal of all young people serving. Working with the Summit Task Forces for each goal, the Corporation for National Service will: help recruit one million additional tutors, engage 100,000 students through college work study, and if Congress concurs, deploy an additional 11,000 AmeriCorps members for America Reads; enlist 10,000 high school and college students to serve at least 100 hours per year for and with youth in school-age care programs; support immunization initiatives; work with the new Partnering Initiative for Education and Civil Society to engage high school students in service-learning; and work to engage an additional 2 million young people in 100 hours or more of service each year, 100,000 additional young people who serve 1,000 hours a year through public/private partnerships and independent, full-time youth corps and ask colleges and universities and students to commit at least 500,000 work-study positions to community service.

The Secretary of Defense

The Office of the Secretary of Defense commits to mobilize children of active personnel (more than 300,000 children ages 6-18) to volunteer 1.5 million hours of service annually in on- or off-base community service projects, including programs supported by the Boys and Girls Clubs of America and the Junior ROTC.

DePauw University, The George Washington University, University of Denver, Morehouse College, University of Notre Dame

The Universities pledge to coordinate and host 30 local Summits by September 1998, as members of the University Summit Advisory Board. Will host a local Summit on their campus and recruit five other universities to host Summits on their campuses.

DO Something

DO Something commits to help 1,000,000 young people by the end of the year 2000 take local action as leaders by 1) partnering with 5 more communities to establish city-wide Local Do Something Funds; 2) coordinating, with national education and service organizations, an annual Kindness & Justice Challenge in schools across the country leading up to Martin Luther King, Jr. Day; and 3) partnering with dozens of organizations to invite schools, businesses, and other community institutions to select a "Community Coach" who will be trained to connect young people with the five fundamental resources and to help the young people become leaders in their own right.

The Elementary Science Education Partners (ESEP)

Programs of Emory University and Morehouse School of Medicine, over the next three years will double the number of undergraduate student science partners in elementary school classrooms from 150 to 300, providing 3-4 hours/week of mentoring for a total of 6000 Atlanta Public School children. ESEP will develop an after school/Saturday program of Health Science Guides for 1000 elementary and middle school children in the Metro Atlanta area, staffed by medical, nursing and public health students. ESEP will produce text and video instructional materials designed to encourage other educational institutions in Georgia and the nation to establish partnerships with schools in their own communities.

The Federal Emergency Management Agency

FEMA will offer high school seniors with new service opportunities through a Spring Break Program.

The Florida State University

The Florida State University commits to double the total number of hours of public service provided by the University community by the year 2000. To accomplish this goal, the University will include service as part of the criteria for the first time in college and undergraduate transfer admission process; require students to report the number of service hours they have performed and include that data on their permanent transcripts; increase the number of humanitarian awards from one to 17; inaugurate a grant program that will award up to \$500,000 by the year 2000 for students in kindergarten through high school to administer their own service mini-grant programs; and design and challenge other universities in the State University System of Florida and the Atlantic Coast Conference to match their commitment and their total hours of public service.

Girl Scouts of the U.S.A

The Girl Scouts will dedicate 8.5 million hours of community service by scouts beginning this year, their 85th anniversary, and continuing through the year 2000. The hours will be devoted to achieving the five resources for, and in this case with, America's youth.

Goodwill Industries International, Inc.

Goodwill Industries Volunteer Services commits to encourage the development of youth volunteer opportunities throughout Goodwill Industries International across the United States.

Habitat for Humanity

Habitat for Humanity commits to expanding the opportunities and incentives for young people aged five to 25 to serve, committing that by the year 2000 there will be a Habitat for Humanity presence on 600 college and high school campuses through the Campus Chapters for high school and college youth and the Youth Programs for young people from kindergarten through junior high school. In order to break the cycle of poverty, Habitat is investing in a new program that supports mentoring, tutoring, and after-school programs for disadvantaged children, homeowner children and their friends to improve school performance and their life opportunities. Specific areas of investment in the young include: the construction of 24,500 new houses by the year 2000, providing simple, decent homes to 45,000 children; a national goal of having every Habitat house on the information highway, providing poor children with access to these incredible resources; will work with a wide range of partners, including Girls, Inc., the Boys and Girls Clubs for mentoring programs, and will increase its number of AmeriCorps members by 10% across the country; expand the alternative Spring Break program to engage 27,000 young people and raise \$3 million in house-raising funds; and with the US Department of Housing and Urban Development, pledge jointly to encourage every HUD staff person across the country to participation Habitat for Humanity house builds.

"I Have a Dream" Foundation

The "I Have a Dream" Foundation will launch at least 25 new projects in 20 cities across the country over the next 10-15 years with over \$18 million in new private funds. Each project will provide long-term, comprehensive education and social enrichment comprised of tutoring, mentoring, after-school, weekend and summer activities, cultural exposures, college preparation, job placement and community service opportunities for children.

The Interior Department/National Park Service

The National Park Service proposes to allocate \$1-2 million per year to expand youth service opportunities to restore trails and facilities in the national parks. The Department will launch two Internet-based initiatives: the National Junior Ranger program for children aged seven to eleven, to stimulate interest, knowledge, and career interest in natural resources, and the National Park Service Volunteer Opportunity System, a nationwide volunteer opportunity listing service.

JUMPSTART

Jumpstart will focus on and build early childhood literacy by engaging 2,000 corps members in service to young children and their families, reading approximately 250,000 children's stories one-on-one with young children; by providing 1, 440,000 hours of out-of-(pre)school time activities for young children in Head start and other preschool programs; and by engaging 10,000 volunteers in service with young children and their families through Children Across the City events to provide examples of literacy-based learning activities that can be recreated in the home, reaching 100,000 children and families by the year 2000.

"Just Say No" International

"Just Say No" International will triple the number of "Youth Power" teams to 324 and triple the number of youth participants to 6,060 by the year 2002. "Youth Power" is a youth-led program that includes peer tutoring, drug-free activities, peer support and community service.

The Department of Justice

The Department of Justice will commit \$8.6 million to 52 new Juvenile Mentoring Program (JUMP) sites across the country to support one-on-one mentoring; will join the Department of the Navy and Army to expand their Drug Education for Youth (DEFY) programs from 3 to 30 sites; will create Youth Network, a public private partnership to offer young people a chance to serve in programs and join the national debate on juvenile violence and delinquency prevention; will convene a Public/Private Mentoring Alliance to support mentoring programs across the country; and will launch the "Get Involved America" partnership to reduce youth violence.

Kiwanis International

Kiwanis International will establish Kiwanis Young Children's Councils in clubs in 50 cities that will draw together child-serving agencies, service organizations, government officials, and businesses to identify the greatest needs of children and develop comprehensive responses. Young people in the Builders Clubs (in junior high and middle schools), Key Clubs (in high schools), and Circle K (in colleges and universities) pledge to involve at least 25 percent more peers in service, engaging 250,000 young people in more than 30 million hours of community service.

Lions Clubs International

Lions Clubs International will commit to reaching three million students with the message of volunteerism by donating its youth volunteer video program, "The Future is Ours ... So Now What?", to 3,000 middle and high schools.

Maryland Youth Service Action Committee

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

Michigan Nonprofit Association

The Michigan Nonprofit Association will engage 50,000 young people in community problem solving through volunteerism over the next five years in the state of Michigan. This is a Connect America partnership, in cooperation with Volunteer Centers and Campus Compact higher education institutions in the state.

Miss America Organization

The Miss America Organization will offer matching funds of \$100,500 for the National Service Scholars Program to be given to 201 high schools located throughout all 50 states and the District of Columbia. Scholarships will be awarded to high school students based on the quality and quantity of their community service.

National Assembly

The National Assembly of National Voluntary Health and Social Welfare Organizations is proud to join other Connect America Partners in making its commitment for the Presidents' Summit. The Assembly represents 50 national not-for-profit health and human service organizations which collectively serve and involve in servicing more than 50 million Americans each year. The National Assembly will inform 20,000 young people by the year 2000 about opportunities for service and internship opportunities within voluntary human service organizations

National Conference

The National Conference commits to engage an additional 8500 high school students in giving back in their communities to address bias, prejudice and bigotry in their schools and lives through its 63 regional offices. These diverse students, after engaging in intensive workshops will volunteer in new ways to educate others by speaking out publicly about their experience, volunteering to mentor elementary and middle school students in diversity and multicultural education and facilitating dialogue with peers on cultural and religious awareness.

National Council of Volunteer Centers

The National Council of Volunteer Centers will commit the Volunteer Centers that are members of the Point of Light Foundation to develop 400 new collaborations, on new or expanded youth initiatives, connecting one million young people with caring adults and/or with the opportunity to serve.

The National Court Appointed Special Advocate Association

The National Court Appointed Advocate Association will recruit 35,000 new volunteers and increase representation of abused and neglected children over the next five years by 205,000. The CASA and volunteer Guardian ad litem network --- currently more than 38,000 volunteers -- will expand to more than 175 new communities.

National 4-H Council

The National 4-H Council will expand its community service programs to involve 300,000 additional young people over the next three years in direct service.

National Fraternal Congress of America

The National Fraternal Congress of America will mobilize its youth members to provide two million hours of voluntary service to their communities, plus an additional \$10 million to leadership development and life skills education for children, teens, and young adults nationwide. The NFCA is an organization of 92 individual societies composed of ten million members in organizations such as the Knights of Columbus, Aid Association for Lutherans, and the Independent Order of Foresters.

National Society of Fund Raising Executives

NSFRE supports all five goals of the Summit and Connect America in three primary ways by assembling a national council of philanthropy, which will be made up of leading philanthropists from across the country; by launching a new nationwide initiative called "Design for Leadership" which will combine the power of philanthropy and volunteerism in communities across the country to help solve our society's problems, especially those affecting youth; and, by promoting the goals of the Summit in conjunction with National Philanthropy Day which more than 130 chapters with 6,000 members sponsor in communities throughout the month of November.

National Volunteer Fire Council

The National Volunteer Fire Council, representing America's 850,000 volunteer emergency personnel, will raise the number of volunteer emergency personnel to 1 million by the year 2000. The NVFC will expand participation by young people in the volunteer emergency services by providing high-school aged youth through their junior firefighter programs. Working with the Volunteer Firefighters Insurance Services, the NVFC will raise the number of fire departments that participate in cadet or junior programs to 10,000 thereby giving an opportunity for up to 50,000 young people to get involved in volunteer emergency services.

National Youth Leadership Council

The National Youth Leadership Council commits to increasing participation of school-age youth in service by 50 percent, an increase of six million young people. NYLC is jump-starting this effort by creating an interactive, youth-oriented Summit Action Website (SAW) that will be operational before, during and after the Summit. SAW will immediately forward Summit news from Philadelphia to 60,000 classrooms, 2,500 online media contacts, and young people in 58 countries.

The Partnering Initiative on Education and Civil Society

America's leading education associations and organizations, representing 106,000 schools, colleges, and universities and approximately 64 million students are launching a ten year campaign to revitalize American classrooms and communities by involving students in "learn and serve" programs in more than one million non-profit neighborhood

organizations. Millions of students will be learning by serving as volunteers in non-profit and community programs including environmental protection, care of senior citizens, working with the homeless and disables, tutoring, historic preservation, and the arts. The coalition is establishing 10,000 partner schools to serve as resource centers to move the nation's students into community service, citizen-education, and character education programs. Partners include Communities in Schools, Campus Compact, National Association of Secondary School Principals, National Association of Elementary School Principals, Council of Chief State School Officers, The National Youth Leadership council, The Community Service Learning Center, the Department of Education, the Association for Supervision and Curriculum Development, the Foundation on Economic Trends, The Closeup Foundation, the Corporation for National Service, the Constitutional Rights foundation, Council of Chief State School Officers, American Association of every thing in the world and them some, etc.).

The Peace Corps

The Peace Corps will triple the number of partnerships with teachers in its World Wise Schools program which pairs returned Peace Corps volunteers with teachers in the schools, and will tell 50,000 young people a year about service opportunities in the U.S.

Points of Light Foundation

The Foundation has made three commitments in support of the Summit/Alliance:

- To continue to build the Connect America coalition to achieve its goal of 10 million Americans "committing to connect" in the next five years.
- To engage 150,000 families in volunteer activities nationwide including the creation of a Family Matters site in the nation's capital; and,
- To work in partnership with selected national entities to coordinate development of a training/technical assistance consortium that will respond to new demands growing out of the Summit/alliance effort.

Public Allies

Public Allies will build 300 young leaders through rigorous training and full-time apprenticeships in local organizations who will make six communities stronger places for children and youth to live and grow. These young leaders will engage 12,500 citizens in community service activities, and change the lives of children and youth by providing mentoring and tutoring opportunities for 50,000 and supporting the health needs of 32,500; creating safe and decent places for 12,500 children and youth to gather, learn, work and play and involve 25,000 of them in giving to others through citizen service.

Quest International

Quest International commits to providing training for an additional 30,000 teachers/mentors who will bring life skills education to an additional 1.5 million kindergarten through high school youth in the 150 Summit communities. The adult training and student youth development programs will focus on anger and conflict management, drug use prevention, character development and service learning. Quest International will deploy its more than 200,000 trained alumni to achieve their Summit commitment.

Rotary International

The more than 7,400 Rotary Cubs in the United States will conduct activities directly benefiting an additional one million young people (more than 6 million total) by the year 2000. Activities include mentoring and tutoring 200,000; creating community parks and urban peace initiatives serving 1.5 million; providing vocational counseling for 750,000; donating scholarships valued at \$10.5 million for 30,000 young people, providing 1,200 international scholarships; leading health related projects to benefit an estimated 2 million, and enabling an estimated 550,000 young Americans to serve their communities through a range of youth service opportunities supported by the organization, including Scouts and Rotaract.

The Selective Service System

The Selective Service will expand its information on serving the nation to include information on community and national service opportunities that arise out of the Presidents' Summit to the nearly 5,000 men turning 18 years old every day.

Special Olympics

Special Olympics will train 5,000 persons with mental retardation to serve with other volunteers in their local communities by the year 2000. For each of these 5,000 volunteers, there will be at least one mentor providing training, and one community volunteer partner. The goal will be to involve at least 10,000 volunteers in this new initiative, each committing at least 100 hours of service to others per year.

Steering Committee of College Presidents

Through the leadership of the President of San Francisco State University, 21 university presidents have committed 50% or more of their increase in work-study funds to community service initiatives and other university resources to support the America Reads Challenge. Members of the steering committee have also committed to each recruit five other university presidents.

United Cerebral Palsy Association

UCP will launch a new initiative that engages 100 individuals in 100 communities who dedicate 100 hours of community service each for a total of 1 million hours of community service. These volunteers, with and without disabilities, will create new circles of support for children and young people with disabilities. Activities include tutoring, mentoring with younger children, and assisting families and business with access issues and barrier removal. The AmeriCorps ADD Program sponsored by UCP performed the ADA audit for the Summit free of charge and will provide services on-site.

The University of Notre Dame Fighting Irish Retired Service Team

The Fighting Irish Service Team (FIRST) will target the improvement and involvement of youth, especially those in low income neighborhoods. FIRST is committed to reaching 153,000 children, youth, and families through intergenerational community service activities in the over 200 Notre Dame alumni clubs across the nation. Alumni, through the University's Center for Social Concerns, are inviting and encouraging other public and private institutions of higher education to develop similar efforts and more participation in community service for and with young people.

United Way of America

The United Way of America will elevate their current efforts to improve healthy early childhood development and school success for the nation's children to an organization-wide priority focus area. The United Way of America will support the development and implementation of 50 additional local United Way collaborative community initiatives to help children enter school ready to learn and succeed in school.

University of Pennsylvania

The University of Pennsylvania is making a commitment to meet all five goals of the Summit. For Goal I, the University will increase its students, faculty, staff, and alumni involved in one-to-one mentoring from 200 to 400; increase the number of students in community service from 2,000 to 3,000; and will increase its work-study students engaged in community service from 229 to 460, expanding the number of children reached from 7,200 to over 10,000. For Goal II, Safe Places and Structured Activities, the University will extend hours in university-assisted schools, expand its literacy program for at-risk youth, and partner with the Pennsylvania Police Athletic League Center to serve children after school, in the evenings, and in the summer; For Goal III, a Healthy Start, it will expand the number of children receiving direct health care services from 1,900 to 5,300 through the Penn Nursing Network, expand the number of children participant in peer and community health education from 550 to 3,000 and reach an additional 2,500 children through an additional 24 sites with oral health care through its School of Dental Medicine; for Goal IV, Marketable Skills, the University will increase the number of students and faculty involved in school-to-work programs from 160 to 320;

and for Goal Five, Opportunities to Serve, the University will expand the number of academically-based community service courses offered from 50 to 100, involving an incremental 800 students. Finally the University commits to work with college and university presidents to encourage 100,000 nationwide to get involved in improving literacy in their communities through America Reads.

Up with People

Up With People commits to engage over 20,000 young people to give back through community service, resulting in 1.1 million hours of service in over 550 communities nationwide. Through these service hours, young volunteers will impact the lives of 210,000 other young people by addressing Summit goals 1-4. To achieve this commitment, Up With People will triple the number of service hours provided by 750 UWP members each year from 100,000 hours per year to 300,000 hours per year; create opportunities for 17,750 young people to serve in communities Up With People visits; and educate over one million sponsors, host families, audience and community members through two new education programs to give back to their community.

The Department of Veterans Affairs

The Veterans Affairs Voluntary Service program will increase by 50% the number of student and youth volunteers in its facilities, bringing the number of volunteers to 15,000.

Veterans of Foreign Wars of the U.S.

Veterans of Foreign Wars of the U.S. will, through their posts, recognize young people and adult youth leaders for their service to their communities through a new youth service award program; work with the Department of Veterans Affairs to recruit young people to volunteer in VA hospitals; and mobilize its members to assist military installations with their volunteer needs.

Women Business Owners Corporation

Initiating WomeNet. ACCESS, an initiative to bring girls and women online by 1998 and to develop a mentoring program to help women learn about using the Web as an educational and business tool. The program will be undertaken with the support of its 50 chapters. WBOC has received a \$6 million in-kind commitment to support the initiative.

Women in Community Service

Women in Community Service will form 50 Community Resource Councils to mobilize local leaders across the country to reduce the number of women and children living in poverty by creating service programs to promote self-reliance and economic independence.

World SHARE

World SHARE is increasing its youth volunteer service in their self-help community development and food program by 20 percent. Young people will be recruited at churches and schools to serve in all aspects of the SHARE operation including phone calls to remind participants to pick up their food packages, distributing the good packages and delivering them to homebound clients.

YES Ambassadors

The 1996-97 YES Ambassador Class commits to supporting the goals of the Presidents' Summit by developing and distributing resources for local communities that will address issues like youth voice and decision making, youth recruitment, youth and adult partnerships and school community partnerships, and, providing assistance to at least one delegation in each of their states through the provision of phone and in person consultation, as well as through the development of training and networking opportunities at the Points of Light Foundation National Community Service Conference.

The YMCA of the USA

The YMCA will focus on providing a safe place for children and youth to gather in the over 2,000 YMCAs in the U.S., but also will provide additional caring and supportive adults. Over the next three years, they will increase the number of YMCA volunteers to 572,000. This will mean recruiting 190,500 additional volunteers to help teach the values of caring, honesty, respect, and responsibility as mentors, tutors, coaches, skill instructors, and fund raisers.

Youth Service America

Youth Service America will work toward increasing the percentage of teenagers volunteering in their communities from 59 percent in 1996, to 75 percent by the year 2000. Youth Service America will building participation through National Youth Service Day and SERVENet, the comprehensive service hubsite on the World Wide Web.

The Youth Volunteer Corps of America

The Youth Volunteer Corps of America will double the number of teenage youth volunteers to 40,000 and will contribute more than a half million hours a year of quality volunteer service nationwide.

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AMERICA'S PROMISE

THE ALLIANCE FOR YOUTH

"It's time to shift our focus to Main Street, where the real work awaits us. We cannot hope to achieve our goal of reaching two million youngsters at a stroke. It can only be achieved one community at a time, one street at a time, and one child at a time."

—General Colin L. Powell, USA (Ret)
Chairman, America's Promise

For additional information, please contact:

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AMERICA'S PROMISE

THE ALLIANCE FOR YOUTH

America's Challenge

Thank you for your interest in America's Promise—The Alliance for Youth. This crucial effort represents the multiyear national campaign that will take the mission and goals of the Presidents' Summit For America's Future forward.

Officially launched in April 1997 in Philadelphia, America's Promise will aid in ensuring that our nation's young people have access to five fundamental resources that are necessary to maximize their potential, live the American dream, and give back to society in meaningful ways. These resources are:

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

Service to community is an American idea. America's Promise—The Alliance for Youth is solidly founded on the ideal that volunteerism is the best way at a local level to improve quality of life—for those who volunteer as well as for those who benefit from the service given.



By coordinating involvement of organizations and individuals from the private, public, and nonprofit sectors, America's Promise is designed to be a fluid alliance of entities that will, among other things, encourage new corporate and service commitments, and enhance, manage and monitor existing commitments to, and by, America's youth.

The goal of America's Promise is to ensure that at least two million additional young people have access to all five essential resources, and to connect another five million young people to at least one of the resources, by the end of the year 2000.

Armed with these resources, America's young people have the potential to become leaders who can set their own standards and achieve all that is possible in their lives.

We hope that you will find an opportunity to participate through your place of business, house of worship, or other association. By making a commitment to America's Promise, you will be joining us in this vital mission to change the quality of life for all Americans, and restore the foundation on which our nation's prosperity, health, and vitality depend.

The following list represents some of the organizations which serve young people and may need volunteers. Each of these organizations provides opportunities for you to help a child gain access to the five fundamental resources. Please reference the white pages of your phone book for local phone numbers.

Mentoring Agencies:

Big Brothers Big Sisters of America	215-567-7000
National Council of Volunteer Centers	800-59-LIGHT
100 Black Men of America	404-892-5534
The One to One Partnership	202-338-3844
The Salvation Army	703-684-5500
Save The Children	800-243-5075

Safe Places Agencies:

Boys & Girls Clubs of America	404-815-5700
Habitat For Humanity Int'l.	800-HABITAT
Volunteers of America	703-548-2288
YMCA of the USA	312-977-0031
YWCA of the USA	212-614-2700

Healthy Start Agencies:

Coalition for Healthier Cities & Communities	312-422-2635
HOPE for Kids	310-665-0888
March of Dimes	800-771-3272

Marketable Skills Agencies:

Junior Achievement	719-540-8000
National Council of La Raza	202-785-1670
National Foundation for Teaching Entrepreneurship	212-232-3333
United Way of America	703-836-7100

Community Service Agencies:

Campus Compact	401-863-1119
Campus Outreach Opportunity League	202-637-7004
The Catholic Network of Volunteer Service	800-543-5046
City Year	617-927-2500
Communities In Schools	703-519-8999
Corporation for National Service	202-606-5000
Do Something	212-523-1175
Girl Scouts of the USA	800-GSUSA-4U
Greek Orthodox Church of America	212-570-3500
The Points of Light Foundation	202-223-9186
Public Allies	202-293-3969
Youth Service America	202-296-2992