

FOIA MARKER

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

Collection/Record Group: Clinton Presidential Records

Subgroup/Office of Origin: National Economic Council

Series/Staff Member: Brian Kennedy

Subseries:

OA/ID Number: 16194

FolderID:

Folder Title:
National Service

Stack:
S

Row:
15

Section:
2

Shelf:
6

Position:
3



Tanya E. Martin
11/13/98 05:47:34 PM

Record Type: Record

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

cc: tara_west @ ed.gov @ inet

Subject: AmeriCorps/National Service Initiatives

We will meet early next week (possibly Tues at 11) to continue discussion on the options for policy initiatives on national service. Chantell Long will send out a more specific meeting notice. These are the initiatives under discussion:

1. Senior Service - increasing senior service based on Experience Corps or Senior in Schools demonstration to get 10,000 seniors providing sustained service in schools, child care facilities and other community centers. Follow up: CNS to provide description of types of incentives that could be offered to seniors and options on cost.
2. Junior AmeriCorps-- expanding AmeriCorps to the 11th and 12th grade levels as a demonstration based on the part-time structure for current AmeriCorps members e.g., 5 hours per week school year commitment with full-time summers in exchange for hourly wages and \$1000 education award. Followup: CNS to cost out options and projected numbers of participants.
3. AmeriCorps -- expanding basic AmeriCorps program. Follow-up: CNS to provide options and costs for increasing AmeriCorps grant program through summer program or regular program expansion.
4. Taxability -- eliminating the taxability of AmeriCorps education awards. Follow-up: Treasury to provide three options based on input from CNS on profiles of current AmeriCorps participants (e.g. how many Corps members are going on to college, graduate school etc.).
5. Service Learning - encouraging school districts to adopt service learning requirements/curriculum. Follow up: CNS to provide options on service goals, service learning coordinators, non-profit participation, bully-pulpit.

Message Sent To:

Shirley S. Sagawa/WHO/EOP
Robert M. Shireman/OPD/EOP
Charles R. Marr/OPD/EOP
Jgompert @ cns.gov @ inet
George_kowalczyk @ cns.gov @ inet
Kristin_bunce @ ed.gov @ inet
laura_wood @ ed.gov @ inet
Alison Perkins-Cohen/OMB/EOP
Sarah A. Bianchi/OPD/EOP
Neera Tanden/WHO/EOP

NATIONAL SERVICE INITIATIVES UNDER DISCUSSION

MATERIAL FOR NOV. 17 MEETING

Experience Corps: Seniors for Schools

The Administration will both challenge seniors, whose reservoir of skills and experience remain largely untapped, to give to their communities in new ways and challenge communities to offer the structure and opportunities that will attract seniors to work on critical problems.

Several publications coming out over the next few months will demonstrate the productive and humanitarian potential of this growing natural resource—the largest, best-educated, and most vigorous collection of older adults in the history of the country. At the very time the Administration seeks to assure that the country's elders have the means for productive aging, it is appropriate to ask seniors to serve further in order to preserve our country's future.

The Administration will support a new senior service initiative to engage, as a start, 10,000 seniors in intensive service. These seniors will serve in programs targeted at the education needs of children and youth, including tutoring in reading and math, after-school programs, child care, and summer programs. In addition, they will recruit and help manage teams of volunteers who will serve on a less frequent basis, typically 3-4 hours per week.

Older adults are particularly appropriate for national service assignments; they are experienced workers, family members and citizens, among other things, and are a rich repository of the support needed by young people to make the transition to adulthood.

The 10,000 seniors will serve 15-20 hours per week in schools, community organizations, libraries, Boys and Girls clubs, and churches. Seniors will tutor, mentor, staff after-school programs, provide special assistance to at-risk children in day care centers, and perform a full range of tasks necessary to promote the successful education of children. In exchange, seniors themselves will receive modest benefits totaling about \$1,500-\$2,000 per individual per year that will defray the costs of service (e.g., transportation and meals) and provide sufficient incentives to serve an amount of time that is equivalent to a part-time position. The incentives could include cash, educational benefits, or reductions in costs for prescriptions, with each incentive package determined locally and supported in part by private and matching funds.

The Corporation for National Service will build upon its history of successful senior service programs to launch this new initiative, including most importantly recent successful demonstration projects over the last several years.

Estimated Cost: \$40 million

High School AmeriCorps

The Administration will extend the reach of AmeriCorps to the high school level.

Specifically, 10,000 high school students will serve during their junior and/or senior years for approximately five hours per week, as well as during the summer, in programs designed to meet the needs of young children. These high school students will tutor, mentor, staff after-school programs, and provide special assistance to at-risk children in summer programs such as Head Start.

In exchange, the students will learn critical skills, enhance their resumes when applying to college, and participate in effective service-learning programs. The students will receive the equivalent of a minimum wage for summer activities, but no stipend for service during the school year. Upon completion of the program, they will be eligible for an AmeriCorps education award of \$1,800.

Other options would limit the program to one summer and one school year, with an education award of \$1,300, or a summer program only with an award of \$1,000.

Estimated cost: \$50 million for two school years plus summer
\$45 million if limited to one year plus summer
\$40 million if limited to summer only

Growing AmeriCorps

The Corporation for National Service could expand AmeriCorps, projected to be at a level of 53,000 next fall, to reach 100,000 by the fall of 2001. This growth of 47,000 members could be achieved by:

- adding 10,000 high school student members (see above),
- supporting a summer program, targeted mostly at college students, of 10,000 members;
- supporting an additional 10,000 full-time members in FY 2000; and
- supporting a further growth of 10,000 full-time and 7,000 summer members in FY 2001.

The program will target activities on the needs of children and youth, including summer programs; after-school programs; tutoring; and mentoring.

Consistent with prior year proposals, the Corporation proposes to expand all components of AmeriCorps, including AmeriCorps*VISTA and AmeriCorps*National Civilian Community Corps (NCCC).

Estimated costs (above amounts required for high school program): \$190 mil. in FY 2000; \$370 mil. in FY 2001. Note: summer programs of 8-10 weeks cost about \$3,500-4,000 per member, and full-year programs cost the Corporation, on average, \$15,000 per member.

Tax Treatment of the Education Award

[separate information provided to the Treasury Department]

Service-Learning

- leader school program - recognized

Potential Challenges:

Service should be a common experience of all students in American schools.

All students should spend at least one hour per week serving in their communities.

Every school in America should teach that service to community is an essential part of becoming a good citizen.

President's Student Service Awards. A key awareness component of service at the elementary, secondary, and postsecondary levels is the President's Student Service Awards. They will be marketed in the near future, and are designed to encourage more young people to serve in their communities.

*

President's Student Service Scholarships. The President announced a goal of a \$1,000 scholarship to be awarded for outstanding service to at least one student in every high school in the country, with 50% of the scholarship being provided by local funding. The Corporation, in its 2000 budget, proposes to expand the effort to achieve this goal by making available to each high school a \$1,000 scholarship without the need for a match and an additional \$500 scholarship if it is matched. The budget includes \$37.5 million for this purpose.

Additional Funding Options:

To provide support for a *master teacher/service learning coordinator in every high school* in the country—total of \$300 million for part-time support, could be split 50/50 with states and local school districts. [Note: while this was discussed at the last meeting, the specifics of this approach could raise issues about the federal role in education.

The Corporation's original budget request to OMB proposes an additional \$37 million (+86%) to help meet the *increasing demand to create high quality service-learning programs*. Funds would flow to school districts through state education agencies, and

would be available for program support and implementation, with considerable flexibility at the local level as to how the funds are used.

The Corporation would support a *training and technical assistance plan* that provides teams of experts who will be made available to school districts to provide teacher training and program support in the implementation of service-learning. Ten regional centers would cost approximately \$10 million on an annual basis.

1000 more
or whatever

Background Paper: Why are incentives necessary to attract seniors to serve on a more intensive basis?

- The new wave of seniors are more demanding about using their time well and working to solve serious problems facing communities. New recruitment and placement development is required to meet the changing needs of participants and of community agencies' needs for new volunteer roles. This requires some investment.
- Incentives result in intensive and sustained service. They provide a low-cost alternative to providing intensive service because seniors require less financial incentives due to other resources such as: owning their own homes; savings; retirement income; Social Security; and Medicare.
- Research on the current demonstration projects conducted by Public/Private Ventures and John Hopkins University, reveals the essential link between incentives and significant service. Intensive one-on-one interviews and focus groups with over 100 volunteers revealed that:
 - Fewer than 5 percent would make a commitment of 15 hours a week or more without the incentive of a stipend.
 - There is an essential link between providing stipends and significant service.
 - When projects experimented with an unstipended component to the program, no volunteers could be found willing to take this option.
 - Because the focus of the program is on low-income elementary schools, and because it emphasizes recruitment of neighborhood residents, over 80 percent of the volunteers have annual family incomes under \$25,000.
 - The stipend is primarily used to cover the costs associated with making a half-to-full time commitment to service, with the biggest expense being transportation to the schools and a meal during the workday. In addition, the volunteers--more than half of them between 55 and 65, and therefore not yet eligible for Medicare--use the money to pay for health care costs, prescriptions, and other necessities.
 - Overall, the stipend enables them to serve needy children intensively in lieu of taking on part-time work (at Walmart's, Burger King, etc.). Although they receive far less money through the stipend than they would in the secondary labor market, the stipend enables them to choose service over these other positions.

- The work these individuals accomplish is the kind that can only be done on an intensive, consistent basis, such as the development and management of before- and after-school and enrichment programs. In addition, by serving day in and day out, every week of the school year, they are an important stabilizing influence in schools and day care centers.



AmeriCorps

Getting things done

PHOTOCOPY
PRESERVATION

PHOTOCOPY
PRESERVATION

11/18/98

AmeriCorps

Chen A., (Karen T.)

Sagawa, Ann McGorre, Ann Lewis, Grace Spencer

Hamper, Gary Kanaletzky, Mary Hicks with Keller, Ann Palmer

Mark Isaac (was a/any), Tara Murphy - public aff.

↳ cong. aff.

History

Congress: service work ed'n

Legislation: 'paid volunteering' debate, compromised on size.

Sept '93 Combined terror, office + 'common'

→ flat-out sprint to set up

'95 - death?

Fall '95 - Wolford had - goals on discussion w/ papers
More people support, incl. GUVS
and Mott-for-Park

= downgrade with, conversion.

screened shutdown.

Agmt w/ Grassley to cut GSB, less political (farm, etc.) r..

'96 election created AmeriCorps for 2nd term

April 97 Summit - mixed success, but placed AmeriCorps in broader context.

PAUS were public in AmeriCorps

1. Hawthornzapfen - not a must, but ad. be good.

2. Increase mobility - need for recovery, and

- desire to get better again

- increase connection to the network

Negatives

- Growth & Health

- Field is weak

Need: - Key with current

Good

- Growth & Key

- more mobility - incl. cabinet, etc.

Ann L

- Immigrants

- Regional Press

- Awards?

Steps - movement by further members.

- Link more w/ other efforts

→ Given info, given school -

ANTICIPATING OPPOSITION

As more people have been in AmeriCorps and more organizations have come to find AmeriCorps a valuable resource, our adversaries have looked to other potential weaknesses. This is a catalog of the issues on which AmeriCorps' detractors have focused.

Management issues

- ⇒ auditability of books
- ⇒ weak management practices- procurement, record-keeping, Y2K
- ⇒ insufficient monitoring of grants
- ⇒ staff size- the Corporation is too large for what we do

Old controversies

- ⇒ Investigation of Partnership
- ⇒ Acorn Housing grant
- ⇒ Michael Woo question- keeping political appointees on staff

Cost issues

- ⇒ cost per member
- ⇒ cost (size) of Corporation
- ⇒ spending on public relations
- ⇒ attrition

Policy Questions

- ⇒ paid volunteering
- ⇒ not a good way to pay for college- Pell Grants are better
- ⇒ utilization rate for education awards
- ⇒ interfere with military recruiting
- ⇒ specific policy controversies- "abortion clinics," condom distribution, needle-exchange programs

"USA TODAY hopes to serve as a forum for better understanding and unity to help make the USA truly one nation."

—Allen H. Neuhauser
Founder, Sept. 15, 1982



David Mazzearella
Editor

Karen Jurgensen
Editor of the
Editorial Page

Thomas Curley
President and Publisher

Today's debate: Public service

AmeriCorps comes up short

OUR VIEW Modeled after G.I. Bill, costly program's scholarships underused.

When AmeriCorps was created in 1993, its supporters predicted it would do for community volunteerism what a volunteer force does for the military — popularize national service.

What's more, AmeriCorps' educational benefits were touted as a G.I. Bill for the public sector — grants that would turn college into a reality for a people who otherwise wouldn't have access to higher education.

Five years later, AmeriCorps is making much of the fact that the federal service corps has just sworn in member number 100,000.

Even better, some of AmeriCorps' most vocal congressional critics have shifted their attention elsewhere. After a half-hearted attempt to kill off the program, Congress increased AmeriCorps' annual budget to \$436 million.

But AmeriCorps still is falling short of its architects' vision.

The idea of citizen soldier has yet to catch fire with the public. AmeriCorps members dutifully perform public-service activities ranging from park cleanups to tutoring in 1,200 communities. Yet the T-shirted brigade is most well known nationally as the youthful backdrop for White House photo ops.

More importantly, the program has yet to serve as an effective magnet for attracting a new breed of college student. On average, only slightly more than half of the program's gradu-

ates use their \$4,725 education grants. And two-thirds of its members already were attending college or holding degrees.

AmeriCorps officials predict the number of college-bound participants will increase, since the education awards are good for seven years. Even so, when it comes to expanding educational opportunities, AmeriCorps doesn't compare to the G.I. bill model. About 80% of World War II veterans used the educational benefits, though the current use is lower.

Unfortunately, even AmeriCorps' limited mission involves substantial costs. Under an agreement with Sen. Charles Grassley, R-Iowa, AmeriCorps has promised to cut per-participant costs from a much-criticized \$18,000 in 1996 to \$15,000 in 1999.

Plenty of explanations are offered for AmeriCorps' problems. Supporters contend the pared-down program approved by Congress denied AmeriCorps the chance to be as successful as President Clinton envisioned.

Meanwhile, critics claim that the administration has needlessly politicized AmeriCorps by using its members as cheerleaders for pet education and environmental programs.

Both charges have merit. And taken together, they help explain why AmeriCorps doesn't measure up to the military-service model it was designed to emulate.

Until it can muster bipartisan support and national enthusiasm, AmeriCorps won't fulfill its original mission. And the nation will be left with an expensive way of combining public works and college scholarships.

ANOTHER VIEW Expand AmeriCorps so more can use funds.

By Harris Wofford

Since 1994, more than 100,000 AmeriCorps members have pledged "to get things done for America."

They have taught, tutored and mentored more than 2.2 million children; recruited and trained nearly 2 million volunteers; helped make thousands of schools and neighborhoods safer; and done much more to strengthen our nation's hard-pressed communities.

Together, these AmeriCorps members have earned \$250 million in education awards (\$4,725 for a year of service). They have seven years to use their vouchers to pay for college, and almost 70% of AmeriCorps' first graduating class already have used their awards. Under the current G.I. Bill, by contrast, roughly half of those eligible use their awards.

Like the armed forces, the purpose of AmeriCorps is service, not scholarships. Like the G.I. Bill, the AmeriCorps education award is an investment in those who have served their

country. Should AmeriCorps open the doors to college even wider? Yes. The way to do this is to expand AmeriCorps.

President Clinton and many others of us envisioned AmeriCorps as a way to help hundreds of thousands of young people serve their country and pay for college.

Congress decided to start small — with 20,000 AmeriCorps positions in the first year. Thanks to increased congressional funding, this year more than 40,000 will serve with AmeriCorps. I hope Congress will continue to increase the number, so far more young people have this opportunity.

AmeriCorps is built on the principle of reciprocity and mutual obligation. It asks young people to give something back to the community in exchange for help with college.

As an Army Air Corps World War II veteran who went to college on the G.I. Bill, I'm glad to see that kind of opportunity offered — on a growing scale — to the new patriots on the home front who answer the AmeriCorps call to service.

Harris Wofford is the CEO of the Corporation for National Service.

Program's purpose is service

Through the Looking Glass



A CAGW SPECIAL REPORT

AMERICORPS THE PITIFUL

October 30, 1998



1301 Connecticut Ave., NW, Suite 400, Washington, D.C., 20036 (202) 467-5300
Internet Address: www.cagw.org

CITIZENS AGAINST GOVERNMENT WASTE

Citizens Against Government Waste (CAGW) is a private, nonprofit, nonpartisan organization dedicated to educating the American public about waste, mismanagement, and inefficiency in the federal government.

CAGW was founded in 1984 by J. Peter Grace and nationally-syndicated columnist Jack Anderson to build public support for implementation of the Grace Commission recommendations and other waste-cutting proposals. Since its inception, CAGW has been at the forefront of the fight for efficiency, economy, and accountability in government.

CAGW has a national membership of more than 600,000. Since 1986, CAGW and its members have helped save taxpayers more than \$596 billion.

CAGW publishes a quarterly newsletter, *Government WasteWatch*, and produces special reports, monographs, and television documentaries examining government waste and what citizens can do to stop it.

CAGW is classified as a Section 501(c)(3) organization under the Internal Revenue Code of 1954 and is recognized as a publicly-supported organization described in Section 509(a)(1) and 170(b)(A)(vi) of the code. Individuals, corporations, companies, associations, and foundations are eligible to support the work of CAGW through tax-deductible gifts.

Thomas A. Schatz, *President*
Leslie K. Paige, *Senior Vice President*
for Policy and Communications

Citizens Against Government Waste
1301 Connecticut Avenue, NW
Suite 400
Washington, DC 20036
Phone: (202) 467-5300
Internet Address: www.cagw.org

AMERICORPS THE PITIFUL

An Investigative Report from Citizens Against Government Waste

Introduction

In 1992, presidential candidate Bill Clinton pledged he would renew the spirit of community service by creating a program to promote volunteerism on the part of high school and college students. What he didn't say is when educational awards, living stipends, and administrative costs were factored in, his AmeriCorps program would cost an average of \$27,000 annually per "volunteer."

Although the president claims that AmeriCorps volunteers are "doing work that won't get done any other way," volunteer and charitable activity is, in fact, flourishing among college students across the country. In reality, instead of an army of selfless do-gooders envisioned by the president, AmeriCorps recruits have become just another layer of taxpayer-subsidized bureaucrats, working in government agencies or mimicking the work of lobbyists and political organizers for agenda-driven community organizations.

AmeriCorps' track record of imbuing students with a sense of "opportunity and responsibility" is dismal. Nearly 40 percent of AmeriCorps employees drop out of the program.¹ Meanwhile, the program's budget has doubled, from \$217 million in 1994 to \$438.5 million for fiscal year 1999.

The Genesis of AmeriCorps

AmeriCorps, which was heralded as a domestic version of the Peace Corps, is the largest national and community "service" program since the Civilian Conservation Corps of the 1930s. Its parent organization, the Corporation for National Service (CNS), was created in 1993 to administer several federal service grant programs, including AmeriCorps. The program has three statutory goals: to advance youth volunteerism; to use volunteers to address pressing community problems; and to leverage private sector financial support using CNS grants as seed money. These goals are supposedly achieved by giving volunteers an "educational award" to help pay for college or pay off student loans. Thus, AmeriCorps helps those students who would normally not be able to afford college tuition.

AmeriCorps is open to young adults who are at least 17 years of age, and who have earned a high school diploma (or the equivalent) or will earn it during their

¹ Kenneth Weinstein, "Time to End the Troubled AmeriCorps Program," ("Weinstein"), *Government Integrity Project Report No. 13*, The Heritage Foundation, Washington, D.C., May 22, 1997, p. 3.

AmeriCorps tenure. AmeriCorps recruits who fulfill their end of the bargain can earn an award of \$4,725 for their college education. They earn the full amount in exchange for full-time service and half of that amount for part-time service. A minimum of 1,700 hours of service within a year, or 10 months of work, is required to earn the full \$4,725 award. In addition to the educational award, full-time participants receive a living allowance stipend that ranges between \$7,640 and \$15,280 annually, as well as other benefits, including health insurance and child care.²

Withered Volunteerism

The most obvious and striking anomaly about AmeriCorps is that, despite all the grand rhetoric, it is not a volunteer program at all. Rather, it recruits college-age students for paid positions and then uses taxpayers dollars to subsidize the organizations and agencies that hire these recruits. Organizations that would like to be certified as AmeriCorps sites must submit proposals and compete to be selected by state commissions. In 1995, according to the General Accounting Office (GAO), there were more than 400 certified AmeriCorps sites.³ Until 1996, other taxpayer-funded federal agencies, such as the National Endowment for the Arts and the Department of Energy could qualify as AmeriCorps sites.⁴ In this scenario, federally funded agencies and departments hire unskilled, entry-level workers from another federally funded agency and call it "volunteerism."

The recruits hired by AmeriCorps cost taxpayers a bundle. An August 1995 GAO audit of 93 AmeriCorps grantees found that "programs operated by nonprofit, state, and local agencies received about \$25,800 in cash and in-kind contributions per participant. . . in contrast to \$31,000 for federal agency grantees."⁵

Current AmeriCorps Director Harris Wofford argues that AmeriCorps is necessary because people are volunteering less and that most of their volunteer work consists of baby-sitting or singing in a church choir. Thus, reasons Wofford, if the nation wants to give local groups more control over important community functions and activities, taxpayers should pay volunteers to strengthen those organizations.

There are several problems with this argument. First, Wofford argues that civic enterprises are flagging, and second, he asserts that the reason for this

² U.S. General Accounting Office (GAO), *National Service Programs: AmeriCorps USA – Early Program Resource and Benefit Information* ("AmeriCorps USA Report"), (GAO/HEHS-95-222), Aug. 28, 1995, p. 4.

³ GAO, *National Service Programs: Role of State Commissions in Implementing the AmeriCorps Program* ("State Commissions Report"), (GAO/HEHS-97-49), Feb. 20, 1997, p. 7.

⁴ GAO, *U.S. National Service Programs: Status of AmeriCorps Reform Efforts* (Correspondence), (HEHS-97-198R), Sept. 3, 1997, pp. 2-3.

⁵ GAO, *AmeriCorps USA Report*, p. 9.

phenomenon is the paucity of volunteers. However, the facts contradict him on both points.

The volunteer sector in the United States is fundamentally robust. According to a biennial survey by Independent Sector, a Washington-based nonprofit group that monitors volunteerism, almost 93 million Americans put in a combined 20.3 billion hours of community service in 1995. This is up from 89.2 million volunteers who offered 19.7 billion hours of service in 1993.⁶ Campus-based student volunteer groups are expanding, and more schools are encouraging students to volunteer by broadening their regular curricula to include service jobs.⁷ Americans spend an average of more than 4 hours a week working in soup kitchens, tutoring, and building low-income housing, for example.

By comparison, 20,000 AmeriCorps volunteers are a relatively insignificant portion of the overall volunteer picture. Critics say that efforts such as baby-sitting and bake sales should not be counted as volunteering, but who is to decide what constitutes volunteerism? The beauty of traditionally understood volunteerism is that it flourishes outside the purview of any reporting and regulatory apparatus and is not required to meet any government's definition of community service.

In addition to its inherent contradictions, AmeriCorps is not a transparent program. Program recruits do not receive money directly. Instead, funds flow through multiple layers, first to the groups selected by state commissions, and then, in many cases, further downstream to subgrantees, and lastly to the recruits. Although it can be argued that many of the AmeriCorps sites are engaged in traditional charitable work, many of the groups and organizations who take on AmeriCorps recruits are political in nature, governmental in origin, and national in scope. Indeed, thousands of taxpayer-financed AmeriCorps recruits were assigned to work for political advocacy organizations that either were heavily dependent upon federal funding or had missions to agitate for increased federal spending:

- The *Los Angeles Times* reported that, in 1994, AmeriCorps funded a project that used the program's recruits to protest legislation designed to put violent criminals in prison for life after a third violent crime.⁸

⁶ Carol Horowitz, "Paying Americans to Volunteer," *Investors Business Daily*, May 8, 1997, p. A1.

⁷ Mary Jordan, "Hot Courses on Campus: Volunteerism 101," *The Washington Post*, Mar. 2, 1992, p. A1.

⁸ Don Feeder, "Kill AmeriCorps Before It's Too Late," *The Boston Herald*, Sept. 18, 1995, p. 25.

- In 1995, AmeriCorps gave a large grant to an advocacy group called ACORN (Association for Community Organizations for Reform Now). AmeriCorps recruits were assigned to lobby for legislation, collect dues, register voters, and participate in political demonstrations. After its activities came under scrutiny by AmeriCorps' own Inspector General, the ACORN Housing Corporation was forced to return a \$1.1 million grant.⁹
- Although federal agencies can no longer receive AmeriCorps grants, local subgrantees of federal agencies can still qualify as AmeriCorps sites. In the past, AmeriCorps recruits have been tasked to the Department of Justice, the Environmental Protection Agency, the Legal Services Corporation, and the National Endowment for the Arts. AmeriCorps placed nearly 3,000 of its first 20,000 recruits in such federal agencies.¹⁰

AmeriCorps funding was touted as an enabling mechanism to increase private volunteer activity. According to President Clinton:

While the federal government will provide seed money for national service, we are determined that the participants — the individuals who serve the groups that sponsor their service — will guide the process. Spending tens of millions of tax dollars to build a massive bureaucracy would be self defeating.¹¹

Yet 83 percent of AmeriCorps funding continues to come from the taxpayer. A GAO report found that in 1994-95, total resources available per AmeriCorps participant averaged \$26,654, of which about \$17,000 came from AmeriCorps, \$3,200 from other federal sources, and \$4,000 from state and local governments. The remaining amount —roughly \$1,800, a meager one percent — came from the private sector.¹² Further, AmeriCorps recruits cannot claim to attract volunteers for the organizations they work for. A study of the program for the Independent Sector found that the presence of AmeriCorps recruits created only a "3.5 percent increase in hours volunteered by genuine volunteers."¹³

⁹ Jason Lewis, "For the Good of the Taxpayer, Unload Pricey AmeriCorps 'Volunteers,'" *Star-Tribune Newspaper of the Twin Cities Mpls.-St.Paul*, Aug. 7, 1996, p. 11A.

¹⁰ Weinstein, p. 4.

¹¹ President Bill Clinton, "National Service — Now," *The New York Times*, Feb. 28, 1993.

¹² GAO, *National Service Programs: AmeriCorps USA — Early Program Resource and Benefit Information*, Testimony by Linda Morra, Director, Education and Employment Issues, Before the Oversight and Investigations Subcommittee, House Committee on Economic and Educational Opportunities, Washington, D.C., Oct. 17, 1995.

¹³ John Messer, "Disparities Between National Service Outcome Measure and Goals: Core Susquehanna AmeriCorps: A Case Study," *1997 Independent Sector Spring Research Forum*, Alexandria, VA, 1997, cited in Weinstein, p. 6.

That figure should come as no surprise since nearly half of the AmeriCorps recruits either quit or are fired from their paid positions before their year long term is up. The GAO discerned a troubling pattern of recruits being fired as a result of chronic truancy and criminal activities, including felonies. Some quit midstream for other jobs, which is ironic because AmeriCorps is supposed to awaken a sense of duty and community responsibility in its volunteers.¹⁴

And the president's vision of helping recruits attend college has also not materialized. Though AmeriCorps was supposed to help young people pay for college in exchange for community service, only 54 percent of those eligible for educational awards have actually used them.¹⁵ In Des Moines, Iowa, "nearly one in five AmeriCorps workers. . . already has a college degree and more than half in the program are 26 or older."¹⁶ Contrary to the aims of the program, it seems many AmeriCorps members either are not planning to attend college or are not college graduates saddled with student loans. In form and substance, AmeriCorps has become a public jobs program.

Rotten to the AmeriCorps: Persistent Waste and Abuse

Not only is AmeriCorps ineffective, it also wastes a lot of money in the process of failing to achieve its mission. Examples from two recent studies of local AmeriCorps programs demonstrate how mismanagement and waste have run rampant:

- The Casa Verde Builders Program, a Texas-based site where recruits help build energy efficient homes, was awarded a \$2.5 million AmeriCorps grant. Only 23 of the 64 AmeriCorps recruits assigned to Casa Verde completed their tour, yet Casa Verde was able to keep its entire grant. The ultimate estimated cost to taxpayers per participant was more than \$100,000.¹⁷
- The Educational Conservation Corps (ECC), in which participants work to help improve water quality and thereby increase the salmon population, got a \$1.7 million grant. Of the 97 AmeriCorps recruits tasked to the ECC, only 20 used their education awards. The cost to taxpayers was \$86,000 per recruit in administrative costs, plus the \$4,725 per recruit in individual educational awards.¹⁸ The ECC pocketed the difference.

¹⁴ GAO, *National Service Programs: Enrollment and Education Award Data on Selected AmeriCorps Projects. Supplemental AmeriCorps Project Data* (B-276474), Mar. 19, 1997.

¹⁵ GAO, *State Commissions Report*, p. 12.

¹⁶ Mary Hill, "Too Many Insiders Getting AmeriCorps Jobs?" *Des Moines Register*, Feb. 2, 1996, p. 1.

¹⁷ Annys Shln, "The Value of Service," *National Journal*, June 1, 1997, p. 4.

¹⁸ GAO, *State Commissions Report*, p. 22.

Despite several audits of AmeriCorps' books by the GAO and the CNS's own Inspector General, its financial records were pronounced "unauditable."¹⁹ And the CNS itself has been riddled with mismanagement and financial abuses. The accounting firm Arthur Andersen found that the CNS's "internal controls were not adequate for an independent auditor to perform an effective and efficient financial statement audit in accordance with generally accepted auditing standards for fiscal years 1994 and 1995."²⁰ Auditors came to the same conclusion in 1996.

Reading for Funding and Profit

Despite the litany of failures and abuses, AmeriCorps not only survives, it thrives. The Clinton White House apparently regards the program as part of its legacy and has fought long and hard to protect it from budget hawks. For a chance to live to see another fiscal year, AmeriCorps officials have not only repeatedly promised to improve the management of the program, but have also tried to morph themselves into a literacy program.

At the President's Summit for America's Future, held in Philadelphia in April 1997, President Clinton announced his goal of putting one million volunteer literacy tutors in public schools around the nation. The president, who recognized an opportunity to capitalize upon a popular political issue and give the AmeriCorps program a new *raison d'être* at the same time, asked college presidents to convert federal work-study (FWS) slots into AmeriCorps positions for his new initiative, America Reads.

This sort of bureaucratic mission creep is a hackneyed but reliable tool for bureaucrats and politicians seeking to sustain funding for government programs that have failed or outlived their usefulness. It will help blur the distinction between AmeriCorps and the widely used and highly popular FWS program on college campuses.

In the FWS program, students are allowed to perform on- and off-campus jobs at an hourly rate that is higher than minimum wage. Federal funds are funneled through the university to subsidize employers. The FWS program receives 75 percent of its funding from the federal government and universities kick in the remaining 25 percent. Under the president's new America Reads initiative, all FWS slots devoted to America Reads would be fully funded by the federal government.

Ideally, America Reads was supposed to mobilize a citizen army of reading volunteers to help ensure that all children could read at their grade level by eight

¹⁹ John Walters, "Truly, Madly, AmeriCorps. . . and Bill Clinton's Money Pit," *The Washington Times*, Mar. 22, 1996, p. A21.

²⁰ Corporation for National Service, Office of the Inspector General, Report 97-09, Dec. 9, 1996.

years of age. President Clinton asked for a \$2.5 billion increase in AmeriCorps spending over three years to fund this program. Though Congress cut this request sharply (to \$200 million over three years), the White House is still moving ahead with plans to merge FWS and AmeriCorps into America Reads. In this way, AmeriCorps money would begin to flow into an even wider pool of recipients (colleges and universities), thus broadening the program's constituency and political support, making its eradication more difficult.

In 1997, the CNS sent a memorandum to colleges with tips on how to facilitate the integration of "FWS participants into national service programs supported by the Corporation for National Service." It noted that colleges can use up to 10 percent of FWS money to support AmeriCorps and other national service programs and that, in turn, AmeriCorps money can be spent to "support campus-based community service programs that include FWS students as participants."²¹

However, flooding elementary schools with reading volunteers, most of whom have not yet graduated from college and are untutored in the intricacies of reading pedagogy, may actually be counterproductive. Recent testimony and articles by G. Reid Lyon, Ph.D., director of the National Institute of Child Health and Development, make it clear that tutors unschooled in reading techniques will not stem the tide of children's illiteracy:

The need for informed instruction for the millions of children with insufficient reading skills is an increasingly urgent problem. Unfortunately, several recent studies and surveys of teacher knowledge about reading development and difficulties indicate that many teachers are underprepared to teach reading. . . At present, motivated teachers are often left on their own to obtain specific skills in teaching phonemic awareness, phonics, spelling, reading fluency, and comprehension by seeking out workshops or specialized instruction manuals. Many teachers report that they are tied to "packaged" reading programs, regardless of the quality of the programs or their usefulness for all children, because *they do not understand the reading process well enough to augment the programs or to select different instructional strategies for different children. Thus the requirements that a student may be expected to satisfy for a college degree may bear little relationship to the requirement for a teaching certificate.*²²

²¹ "America Reads: National Service and Federal Work Study Working Together," Memorandum, Corporation for National Service, Feb. 1997.

²² Statement of G. Reid Lyon, Ph.D., acting chief, Child Development and Behavior Branch, National Institute of Child Health and Human Service Development, National Institutes of Health, Before the Committee on Education and the Workforce, U.S. House of Representatives, Washington, DC, July 10, 1997 (emphasis added).

Conclusion

AmeriCorps was hailed by President Clinton as a catalyst for strengthening community service and youth volunteerism. Instead, it stands as the antithesis to this idea by inviting nonprofit organizations to hold their hands out to the federal government for help and advancing the notion that volunteers should be paid with taxpayer dollars. It has redefined volunteering as a compensated activity.

AmeriCorps has become a showcase for the waste, abuse and cynical political manipulation inherent in many federally subsidized civic enterprises. Paying a stipend to these high school and college-age volunteers demeans the efforts of thousands of other young adults who volunteer simply because they care. Indeed, AmeriCorps recruits, nearly 40 percent of whom drop out of the program, have failed to catch the volunteer "spirit," despite getting paid for their work. Nor is there the slightest evidence that the program has infected others with the volunteer "bug." AmeriCorps is the no-show job of the new millennium.

In the private voluntary organizations of America, such bloated overhead, inappropriate diversion of funds, and persistently inauditable books would be grounds for the dismissal of executives, the overhaul of the governing board, management shakeups, and possibly an IRS audit. Yet, under the not-so-watchful eye of the Clinton Administration, not only have mismanagement and abuse gone uncured, but these practices have been rewarded with budget increases, underwritten with the involuntary contributions of taxpayers.

Because AmeriCorps has failed to fulfill its mission or manage its books successfully, it continues to exist now only because of the Clinton Administration and its proponents in Congress. AmeriCorps, which was supposed to encourage volunteerism in the private sector, is now being reconstituted into a literacy program. This will do nothing to raise literacy scores, but is sure to furnish the president with a plethora of rousing sound bites and touching photo opportunities.

In the final analysis, AmeriCorps is one of the most expensive and longest running political commercials in history. Taxpayers, and especially the 90 million American volunteers who give of themselves to important causes without government help, deserve better.

Clinton Presidential Records Digital Records Marker

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

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

Ameli Corps

[PAMPNLT]



AMERICORPS

NOTEBOOK



SUCCESS STORY

Clinton's Pet Program Makes Many Friends

AT LEAST ONE GROUP IN WASHINGTON HAS escaped the long arm of the LEWINSKY scandal: AmeriCorps. The national service program is a favorite of **PRESIDENT CLINTON'S**, and its supporters were worried that it might be a target for his congressional critics. But the four-year-old program has won over skeptics by emphasizing its grass-roots structure and its alliance with respected

*Santorum*

nonprofit organizations around the country. Members are selected by and work for such groups as Boys and Girls Clubs of America and Habitat for Humanity.

AmeriCorps prevailed on a key Senate funding vote in July by 58 to 37, winning over such former Republican critics as **RICK SANTORUM** of Pennsylvania and Daniel Coats of Indiana. On Friday, Clinton will preside at a White House swearing-in ceremony marking the program's 100,000th member—a benchmark the Peace Corps took more than 20 years to reach. —By Adam Cohen/New York

REVIEW & OUTLOOK

Preserve the Citizen Service Tradition

By STEPHEN E. AMBROSE

It is the nature of youth to want to explore. Youngsters yearn for challenge and new experiences and the sense of belonging to something larger than themselves. They are idealistic and want to advance their ideals through service.

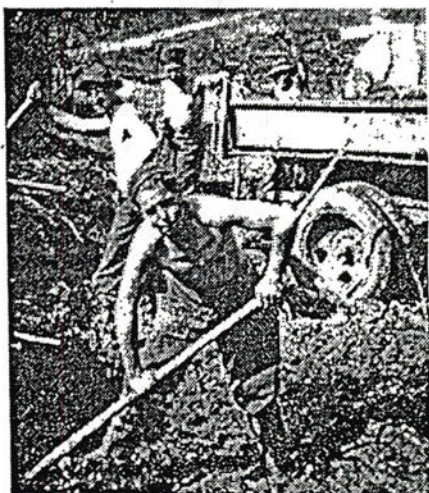
It is one of the principle misfortunes of our time that we do not provide our 18- and 19-year-olds with enough opportunity to do these things, and it is one of the chief differences between America today and America a half-century ago. Then, service of some sort to the nation by the young was taken for granted, along with the notion that society would provide them with a place to serve.

In the Depression, it was the Civilian Conservation Corps, universally praised for the projects it undertook and completed and for the way it provided impoverished youngsters with a chance to serve, to travel, to get to know other young Americans from different backgrounds and parts of the country. In the Second World War and during much of the Cold War it was the armed forces, where millions of young Americans served. President John F. Kennedy tapped the same vein to create the Peace Corps. Today AmeriCorps is extending that tradition of citizen service, giving young people opportunity to serve their country here at home.

The generation of Americans now in retirement faced and overcame great challenges, starting with the Depression and including the Nazis, the Japanese militarists, and the Communists in Korea, Vietnam, and the Soviet Union. The challenges of today are not so clear, or terrifying, or dramatic. Nor are they as unifying: During World War II, a popular saying, used to respond to a complaint about this or that shortage, was "We are all in this together." Today's youth have never had that feeling. They have missed the experience of work-

ing together for a common goal as much as they have missed the chance to serve others.

It seems to me that one of the great things that came out of World War II, and to a lesser extent out of Korea and even Vietnam, was the way in which millions of young men learned to work together, to take responsibility, to become part of a team. They learned, too, to savor deferred



CCC workers near Camp Au Sable, Mich.

gratification, and to take pride in contributing to their fellow man.

Today, too often, our youngsters hardly know one another. Middle class kids have little or no contact with inner-city kids. As we become a more diverse society, it is critical that we provide our youth with experiences that bring Hispanic-Americans and European-Americans, Jewish-Americans and Muslim Americans, Asian-Americans and African-Americans together, working, living, serving side-by-side. Lord knows there are plenty of challenges out there and much to be done, improving educa-

tion, fighting poverty, and protecting the environment.

In Europe, several nations require that, at 18, young people give a year of service to their country. In the U.S. it is not required, but AmeriCorps provides a voluntary opportunity to make a similar commitment. Instead of fighting enemies abroad these young Americans battle against the everyday enemies of illiteracy, poverty, and violence that plague our nation. In four years, AmeriCorps members have taught, tutored and mentored more than 2.2 million children, provided after-school programs to more than a million at-risk youth, removed close to 70,000 tons of trash from neighborhoods, and recruited more than 1.8 million volunteers to assist in these and other efforts.

AmeriCorps members, most of whom are between the ages of 18 and 24, receive a loan living allowance, and after a year of service a stipend of almost \$4,800 to help pay for college. This is similar to the 1944 GI Bill of Rights, which was the best piece of legislation Congress ever enacted. The GI bill sent hundreds of thousands of GIs to college—guys who never dreamed it would be possible for them to get a higher education—and after earning their degrees they went out and built modern America. They were part of the best educated, best disciplined, hardest working, most innovative generation of Americans ever. Today's young people, through AmeriCorps and other volunteer groups, can emulate them.

Our young people are our future. Our very soul as a nation is at stake. I cannot imagine a better investment than in youth who want to work for others and then go on with their education, taking a hand up rather than a hand out. Since 1994, more than 100,000 young men and women have pledged to "get things done" for America. This month, as AmeriCorps celebrates this milestone, let us congratulate them for their service to our country—and hope that future generations have the opportunity to follow in their footsteps.

Mr. Ambrose is author, most recently, of "Citizen Soldiers" (Simon & Schuster, 1997).

BY DAVID GERGEN / EDITOR AT LARGE



The nation's new patriots

A generation of idealists shuns politics and turns instead to volunteering

The news these days suggests that America is now raising a generation of hellions: Two young men stand accused of brutally murdering a college kid in Wyoming because he was gay; a 20-year-old girl was found guilty of inducing her boyfriend, a cadet at the Air Force Academy, to kill another young woman whom she detested; Eric Rudolph, hiding out in the Appalachian Mountains, is accused of planting that bomb at the Atlanta Olympics when he was 30; young punks show up on morning television shows with the damndest personal stories. And on and on.

But as is so often the case, the real news is contained in the stories that aren't snatching headlines. Last week, for example, the four-year-old AmeriCorps program inducted its 100,000th volunteer. Nearly all the young men and women are giving at least a year of service to their country. It's a remarkable feat: The Peace Corps took 20 years to reach the same milestone.

More to the point, almost every one of these AmeriCorps volunteers has been weaving an important thread into the fabric of community life. In Clearwater, Fla., a young woman named Sherry Thomas, who was living in the streets at the age of 14, helps to build community playgrounds and assists in neighborhood cleanups as she prepares for a career in law enforcement. Serving with Habitat for Humanity, Army veteran Phillip Wu and 22 other members on his team recruited 1,500 college students to come to Miami over a spring break to complete 50 new homes for working families. Monisha Poudyal, a Yale graduate from an immigrant family, worked for a year in California on HIV and substance-abuse issues with at-risk kids. She is now pursuing a career in nonprofit management. A graduate of Notre Dame, Robert Peters, joined the Sisters of Notre Dame AmeriCorps program and tutored migrant farm children and illiterate adults.

Doing something good. "We are tapping into a new patriotism among young people," says Harris Wofford, the former U.S. senator who now heads the Corporation for National Service, which runs AmeriCorps. "They have a

tremendous cynicism about politics but not for doing something for their neighborhood or for children."

Wofford's opinions are borne out by recent survey data. UCLA's mammoth survey of college freshmen found that last year's incoming class demonstrated the lowest levels of political interest in the 32-year history of the poll, even as volunteer work was at record levels. A recent survey for Public Allies, a multicultural group supporting civic service, found that today's young people are very public spirited, but they are "actively looking for new and distinctive ways to connect to the people and issues surrounding them."

AmeriCorps is not the only organization experiencing a surge in interest. Teach for America, the volunteer program started nearly 10 years ago by Wendy Kopp after she graduated from Princeton, receives 3,000 applications a year for 500 slots. Some 10,000 apply to the Peace Corps for 3,500 places, and young people often wait up to two years to gain a coveted spot.

Each of these programs has its critics but is building wider support. Republicans once bashed AmeriCorps as President Clinton's pet project, but Senate conservatives like Rick Santorum and Charles Grassley now back it. Millard Fuller, the inspirational figure behind Habitat for Humanity, was once a skeptic, too, but, after seeing volunteers in action on Habitat sites, has written enthusiastically about national-service programs to House Speaker Newt Gingrich. With 1 in 7 AmeriCorps members now serving in faith-based projects, support for the program among religious leaders has risen, too.

None of this, however, should obscure the central point: Contrary to myths that they are slackers, generation X-ers are actually brimming with idealism, far outstripping what we saw only a decade ago. Instead of knocking young men and women, we ought to be providing more opportunities for them to give back. The day is not far off when a year or more of service to the country will once again be enshrined as an essential part of becoming an American citizen. ■

Contrary to myths
that they are
slackers, gen X-ers
are actually brimming
with idealism.

Community service that works

By Marc Racicot

Governors meet together and routinely stake out areas of broad bipartisan agreement that transcend the partisan struggles that have become synonymous with election-year politics. One issue that enjoys strong support from governors of both parties is national and community service. The support for service is based on a simple conviction that I share with many other governors: that every generation of young people needs to accept responsibility for its country and its community.

As a first-term Republican governor in January, 1993, I asked, and our legislature approved, a proposal to create a Governor's Office of Community Service intended to enhance the ethic of service and elevate the importance of "community," particularly among our young people. Meaningful service, we believed, would nurture productive young citizens committed to the future of our state because they had invested their sweat and labor in that future. Here in Montana, we sought to encourage service as a life-long "habit of the heart."

When the National Community Service Act of 1993 was passed, Montana was in an ideal position to move forward with the opportunities offered through AmeriCorps. The Office of Community Service's mission and the mission of AmeriCorps was one and the same: to develop opportunities for young people to provide meaningful, direct and demonstrable service to their communities. It was our hope that AmeriCorps would help us to build unique partnerships with public and private agencies by engaging young people in productive and

meaningful service to their communities. These partnership would serve as clear examples of how we could work together in Montana to improve how we, as fellow citizens, respond to pressing needs.

Now in its fourth year, AmeriCorps offers a creative, effective, and non-bureaucratic means of addressing the unmet education, human, public safety and environmental needs of our state — and our country. Indeed, AmeriCorps has become a model of devolution, where real authority and ownership for a federal initiative is delegated to the states. Through governor-appointed bipartisan state commissions, priorities are established and projects are selected to receive AmeriCorps funding.

The results are impressive. Last year alone, our locally-run AmeriCorps programs generated nearly 51,000 hours of service to Montana communities. Their service directly benefits 50,000 children and families in Montana, and indirectly almost one-third of our state population. Nationally, similar results abound. This year, some 40,000 AmeriCorps members will get things done for more than 1,200 communities across the country.

When AmeriCorps was created, some feared it might replay the worst of the welfare state — an entrenched, expensive, Washington-run program. Many feared, even more, that it would undermine traditional volunteers with yet another federal program. I can say from experience that the fears were misplaced. As a governor who tries very hard to be careful with tax dollars, I have witnessed time and again the fruits of this prudent investment in Montana.

Now, after more than five years, we have seen a tremendous rekindling of a sense of public service and civic duty, in many ways,

through the programs and opportunities generated through the National Community Service Act. I am convinced national and community service promotes core values — hard work, self-discipline, civic duty, personal responsibility, the cherishing of human life — that we too often sadly find lacking. If the era of big government is finally over, certainly the era of big citizenship must begin.

I have joined twelve of my fellow governors in urging not only continued federal funding of AmeriCorps, but also reauthorization of the Act, increasing the partnership with states and the authority of directing these programs at the state level. We join with our peers from the New England Governors' Conference in urging Congress to support reauthorizing the National Community Service Amendments Act, in order to improve the law's current language. As their resolution notes, we support the bill's "devolution provisions that add authority and flexibility to states . . . [to] provide Governor-appointed state commissions more control over program selection."

Community service is a vital element in the chemistry of our existence as a society, renewing our sense of community and civic initiative. It is the glue that bonds free peoples together. We in Montana have seen how vitally important this is, recently having completed our state Governors' Summit on Youth, and witnessing the real necessity of promoting opportunities for young people to give back to others. Through community service they learn what it's like to belong to something good and solid and decent. AmeriCorps helps provide that opportunity and truly puts the states in the driver's seat, which translates into meaningful ownership, and impact, at the state and local level.

Marc Racicot, a Republican, is governor of Montana.

Religious groups play bigger AmeriCorps role

Agency begins fifth year of helping students, towns

By Larry Witham
THE WASHINGTON TIMES

AmeriCorps opens its fifth year of national volunteer service today, marking the involvement of 100,000 college students who increasingly do their community work via religious agencies.

The religion-related segment under the Corporation for National Service, a Peace Corpslike agency begun in President Clinton's first term, has reached 8 percent of all volunteers since 1994.

AmeriCorps officials said that sector is "rapidly expanding."

The AmeriCorps budget also has grown. Congress gave it \$438.5 million for next year, an \$18 million increase over 1998.

"We got into AmeriCorps as soon as we could," said John Stoesz of the Greater Dallas Community of Church. "Volunteers we get from churches are very dedicated, but they are not there every day and every week."

Since the national agency opened in 1994, the Dallas coalition of 300 churches has had about 50 of AmeriCorps' full-time college students assisting its community work annually.

AmeriCorps gives the students a living stipend, of which groups like the Community of Church must provide 15 percent.

Students also get a \$4,725 voucher to pay college costs. A student may serve in AmeriCorps a maximum of two years.

A strength of such programs, Mr. Stoesz said, is that a funded core of volunteers inspires more temporary volunteerism and increases community donations. "We can raise money locally when we have a good program," he said.

The Sisters of Notre Dame were an AmeriCorps site from the beginning as well, and in the District the sisters for three years have operated a service project out of Trinity College in Northeast.

"We've never made any appeal for people in the parishes to help us," said Sister Joanne Schneberger. "The AmeriCorps volunteers are just great young people."

Her 12 volunteers each year have helped District residents complete GED tests, and

also helped immigrants learn English. *

The National Council of Churches (NCC) Ecumenical Program for Urban Service has been a primary outlet to religious agencies. This year, it will coordinate about 5,600 AmeriCorps volunteers at 5,000 sites.

The locations are churches, synagogues and mosques, said Charles Rawlings, the NCC's director of urban programs. "We started as a small program with a grant of \$400,000," he said. "Now we have grants in the area of \$3.2 million."

All such programs must pay their own bills, and then file for reimbursement from AmeriCorps, participants said.

The NCC project awards only the college voucher. The living expense of an AmeriCorps volunteer is covered by the religious groups.

While some college students are from middle-class families and go to expensive universities, others are minorities attending community colleges — and they benefit greatly from the voucher, participants said.

The church council tries to "target needful populations." As a result, 30 percent of the AmeriCorps awards go to work with blacks and 30 percent to assist Hispanic concerns. The rest goes to general work by volunteer religious agencies, Mr. Rawlings said.

None of the participants reported disputes over the church-state issue of federal money being dispensed through a faith-based organization.

Sister Schneberger said that while they operate out of a religious college, there is nothing sectarian to the work. "I pray a lot for the volunteers," she said.

In Dallas, Mr. Stoesz said a picture of Jesus may hang on a church wall where volunteers conduct a program, but no one is teaching Sunday school. "We're not going to take the picture down," he said.

Similarly, the NCC work follows a well-established pattern in which church agencies receiving government money neutralize the religious setting of the work.

"We police it very carefully," Mr. Rawlings said. Still, he said, religious groups in partnership with government funding "is a good adjustment in American culture."

Volunteers bring shine to Rainbow

By Dave Curtin
Denver Post Staff Writer

Inside the Rainbow House, a free day-care center for children with AIDS or special needs, hangs a young child's self portrait that reads, "I Have AIDS. Please Hug Me. I Can't Make You Sick."

On Saturday, 20 volunteers donned work gloves and sweat shirts to spruce up the Rainbow House, in northeast Denver, scheduled to open next month after a five-month hiatus.

The effort was part of national Make a Difference Day, coordinated by the Volunteers of America, a national non-profit organization with a chapter in Colorado. This marks the sixth year for Make a Difference Day.

Several of Saturday's volunteers were from AmeriCorps, a domestic Peace Corps devoted to community-service projects.

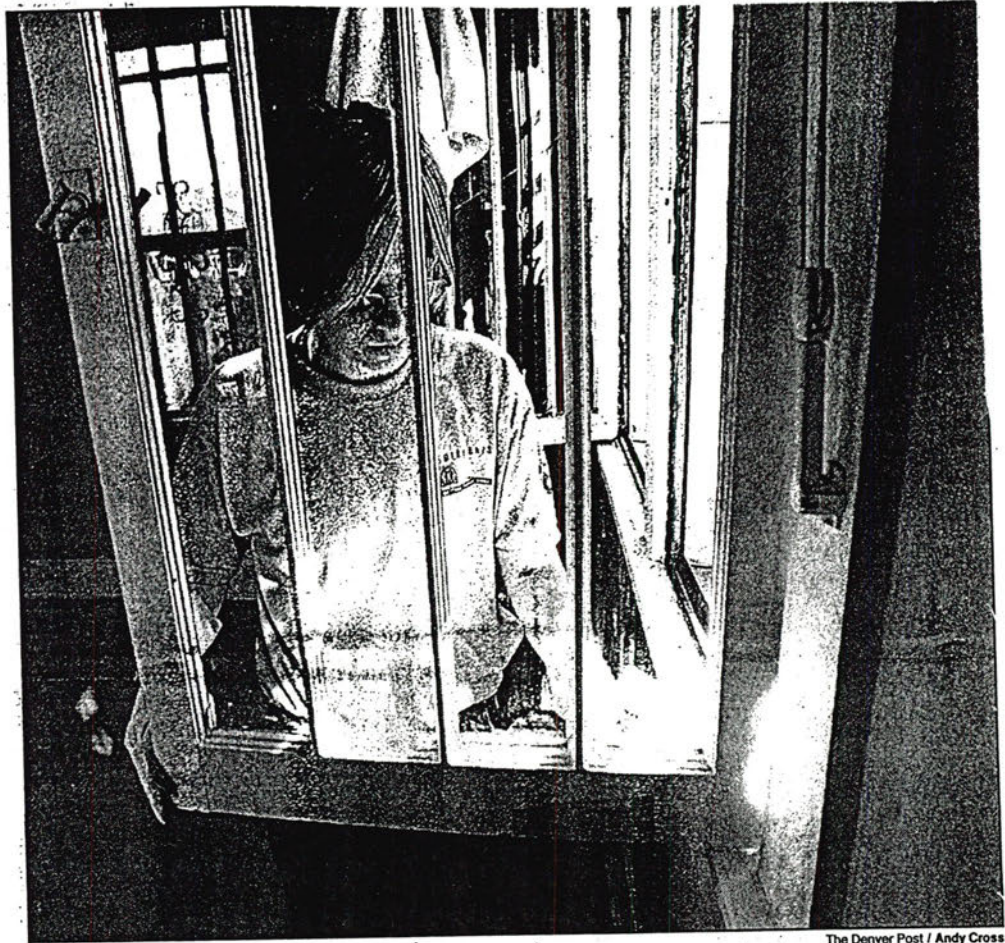
The Rainbow House, 3400 Bruce Randolph Ave., has been closed since May for relicensing by the state.

Volunteers of America took over the facility in July and hopes to reopen it in two to three weeks, said Catherine Pisano, Rainbow House director and a Volunteers of America project coordinator.

"It's the only child-care facility in this area that serves this population," she said.

The license is expected to arrive as soon as the staff is in place, Pisano said. The center is to be licensed for 25 children and 6 infants, serving children 6 weeks to 12 years old, five days a week, year-round.

It will offer hot meals, snacks, a clothing bank, holiday and birthday



AmeriCorps volunteer Angel Podraza washes a window Saturday in an old home next to the Rainbow House child-care center in northeast Denver. Twenty volunteers gather-

ed to work on the building, which will be renovated and used as a support facility for the center. The Rainbow House caters to children with AIDS or special needs.

gifts for the youngsters, holiday parties and on-site counseling by the Mental Health Association of Colorado and the Mental Health Corporation of Denver, including a program called "Living and Learning with HIV."

While the child-care center is shiny clean and ready to reopen, volunteers worked Saturday on an ancillary house next door whacking waist-high weeds, trimming trees, scrubbing floors and walls and hauling trash.

"I think it's very important to give back to the community and to people that are in need," said volunteer Louisa Coons, as she took a break from the smell of ammonia emanating from the house. "There's a lot of people in need who have less than I have," said Coons, a former geological technician for Amoco who resigned three years ago and now gives more of her time to volunteer work.

The once run-down property, previously used storage, will be renovated and used as a support facility for Rainbow House, though its exact use has been determined, Pisano said. The backyard probably be used to expand the current playground, she said.

"A lot of contract work needs to be done but it starts," Pisano said.

Children with AIDS or exposure to the virus from immediate families with HIV/AIDS are eligible for day care at the Rainbow House. Children with other special needs also are considered. Call 303-355-9581 for eligibility information.

New crop of volunteers



AmeriCorps worker Autumn Dial plants a Sitka spruce on Ebey Island Friday after a swearing-in ceremony at Naval Station Everett.

AmeriCorps *to the rescue*

Volunteers help themselves by helping communities

"I get to go out every day and make a difference. I get to help kids who were in a predicament like I was in ..."

— Jacob Kirwin,
AmeriCorps worker

By JIM HALEY
Herald Writer

EVERETT — When Jacob Kirwin started high school, he was a little overwhelmed.

He had trouble with grades and lacked self-esteem.

That changed when he found something he could grab hold of in the context of a young student's life.

His life ring was the art of debate, his love for it and the requirement that he get his grades up in order to complete. He did.

So Kirwin, now 23, has himself become a life ring to freshmen students at Snohomish.

He's one of 500 mainly young people who were sworn in Friday as AmeriCorps volunteers during a ceremony at Naval Station Everett.

AmeriCorps is a national organiza-

tion established five years ago by President Clinton and a bipartisan coalition of congressional leaders with the aim of providing domestic community service.

Work can vary from stenciling pollution warnings on storm drains to living with and caring for the disadvantaged.

With the volunteers sworn in Friday in Everett and 16 other locations around the country, 100,000 people have signed up for one or two years of service.

Volunteers get a small monthly payment and earn credits to pay for education. Most are under 25 years old, although there are some volunteers approaching 60, said Danika Best, spokeswoman for the Washington Commission for National and Community Service.

Last year, Kirwin wound up at his

old high school as an AmeriCorps volunteer giving one-on-one attention to students with reading disabilities.

"It's not just for the money because we're being paid a stipend of \$700 a month, which is actually less than minimum wage," he said. "It takes something more inside. I get to go out every day and make a difference. I get to help kids who were in a predicament like I was in when I was first in high school."

Outside of satisfaction, Kirwin and the other volunteers are earning education credits. He wants to use his debating skills by going to law school.

Kirwin is starting his second year in the program. He was one of three AmeriCorps speakers at Friday's ceremony.

He told the other recruits that some

CORPS

from Page 1B

young people he sees in school are bullied by others if they are a bit slow or don't quite fit in.

"The bullies we face today are insecurity, fear and lack of education," he said, commending his fellow AmeriCorps members as people willing to help make the world a better

coming obstacles.

Local organizations sponsor various AmeriCorps chapters. One such organization is the Neutral Zone in Mountlake Terrace, where young volunteers have been credited with reducing crime by finding constructive things for youths to do.

Those sworn in Friday were from chapters around the state.

Helen Jackson, widow of the late Sen. Henry M. Jackson and chairman of the Henry M. Jackson Foundation, said her husband

Corps projects.

Speaker U.S. Sen. Patty Murray told the volunteers their service will change them.

"You will grow. You will find your community is much bigger than you thought it was," she said. "This will be a year that will change your lives forever."

Following the ceremony, about 300 of the new volunteers were bused to Ebey Island east of here to help in a Snohomish County Surface Water Management restoration effort.

The volunteers planted 1,200 Sitka spruce

See CORPS, Page 4B

HARTFORD

AmeriCorps Is Prepared For Start Of A New Year

By STEVEN GOODE
Courant Staff Writer

It was early and cold, but Tim Green was right where he wanted to be, standing on the steps of city hall in Hartford.

"This is the day I've been waiting for," said Green, who endured the morning chill Tuesday with about 20 other Hartford AmeriCorps members to kick off this year's community service program.

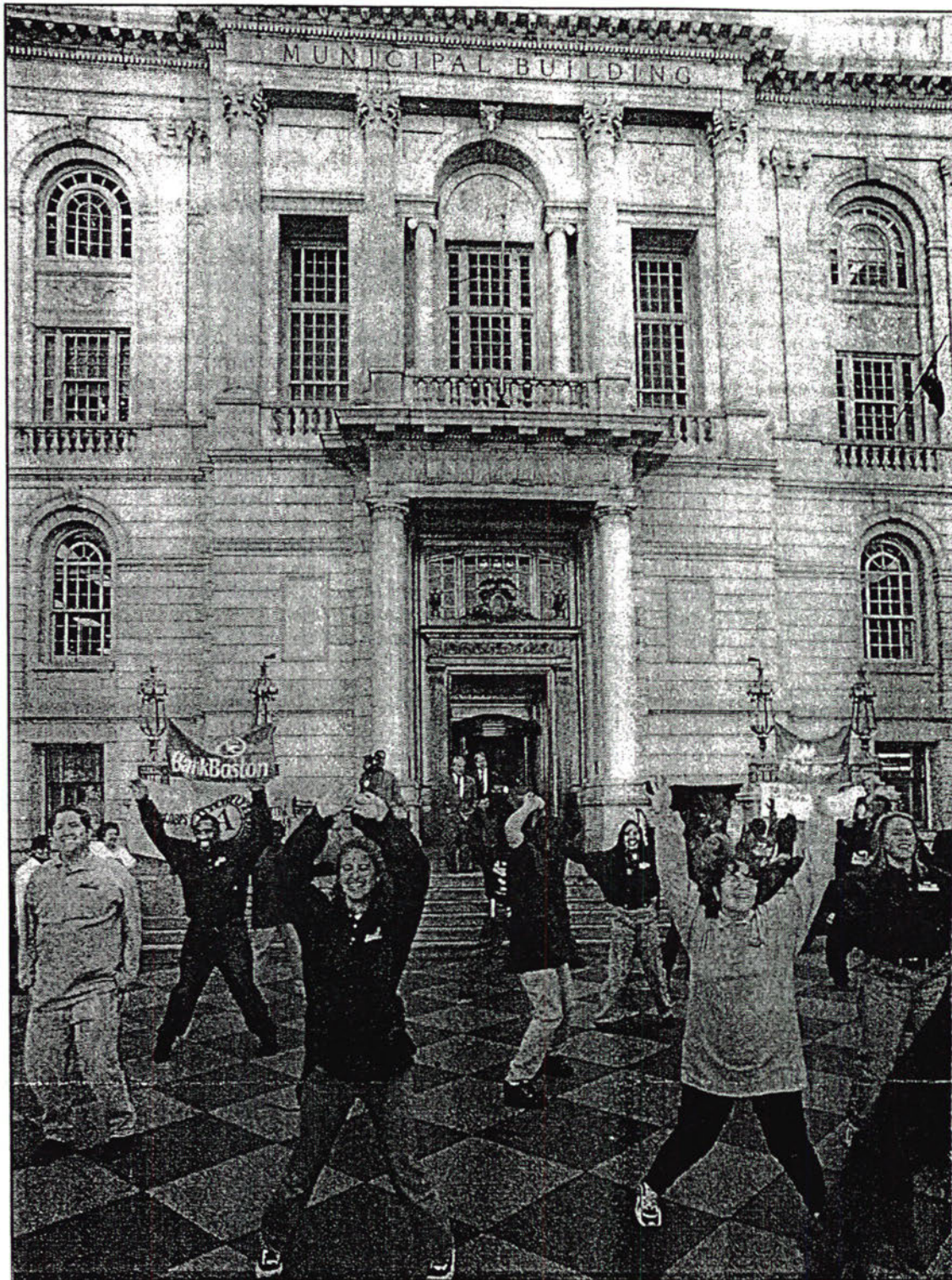
Now in its third year in the city, the group traditionally begins its program with encouraging words from Mayor Michael P. Peters and Hartford AmeriCorps Program Director Jeffrey E. Parks and calisthenics to get people warmed up. Then it is off to city classrooms, where they will be assisting for the school year.

The local program's objectives include improving educational achievement, offering English and mathematics tutoring, implementing or supporting existing community learning centers and homework clubs, recruiting parents to participate in their children's education, mentoring and sponsoring weekend community service projects. Members will work in Betances, Parkville SAND, Sanchez and Wish schools.

For Green, 20, the journey to SAND School, where he will be working, began during the summer. Green, who was unemployed after working as a cook, looked into the national program on the advice of his sister Mary, who had gone through it two years ago.

After passing a written test that included an essay and English and mathematics questions, Green went through an arduous series of interviews before finally getting the call that he was accepted into the program.

In mid-September, the group's members, who are 17 to 25 and must have at least a high school diploma, gathered for training sessions in stress management, sexual harassment, expectations, goals and,



STEPHEN DUNN / THE HARTFORD COURANT

FROM THE STEPS OF CITY HALL in Hartford Tuesday, Mayor Michael P. Peters watches as this year's Hartford AmeriCorps members do calisthenics to warm up for their duties assisting in city schools. In foreground a Heather DeDominicis of East Lyme, left, and Geysey Andino of Hartford.

Green's favorite, child-care development.

Parks said the members, who are expected to put in a minimum of 1,700 hours, receive a stipend of about \$160 a week, transportation allowances and a \$4,500 educational

award for college or vocational schooling if they complete the program. He said they receive little tangible reward for their efforts, but that that is not why they enrolled.

"They are interested in making a difference in a child, a school and a

community," Parks said.

Occasional stories reporting Tim Green's experiences in the Hartford AmeriCorps program will appear on this page. More information on the program is available at (860) 296-3521.

CLARION-LEDGER

JACKSON, MS
SATURDAY 109,395
OCT 24 1998



BURRELLE'S

126
x. oak

PT
xx...b

New AmeriCorps volunteers ready to take on world

6297AT
By Collin Johnson
Clarion-Ledger Staff Writer

If the 600-plus AmeriCorps volunteers sworn in Friday had any doubts about what they could accomplish, they shouldn't have.

All they had to do was look at the event's guest speaker.

On the stage before them, Tony Melendez played guitar, belting out classics like *La Bamba* and *Twist and Shout*. He finished with a flourish and stayed after the show to sign autographs for his fans.

And he did it without arms.

More than 25,000 around the country volunteered for AmeriCorps—the domestic Peace Corps—on Friday. All told, 950 Mississippians signed up to volunteer one year to community service.

Melendez, born without arms due to his mother's use of the drug thalidomide, has been playing guitar with his toes for 20 years.

He's played at prisons and before

the Pope. On Friday, he had the Crowne Plaza shaking with the enthusiasm of 600 new AmeriCorps members.

"I get something out of singing," Melendez said. "I inspire them, but the feedback inspires me. It makes me feel good."

The volunteers will carry that inspiration into difficult and varied tasks, said Marsha Meeks Kelly, executive director for the Mississippi Commission for Volunteer Services.

"They will be going into neighborhoods they normally wouldn't want to go into," she said. "AmeriCorps volunteers will tutor children, organize community watches, help build housing and work with senior citizens."

AmeriCorps, now in its fifth year, has had "a huge impact on this country," Kelly said. "It will change their lives. They will always look at the world a little different after this year."



Brian Broom/The Clarion-Ledger

Cherie Labat (left) of Oxford and Tequilla Shipp of Holly Springs take their oath as they and 650 others become AmeriCorps volunteers Friday.



BURRELLE'S

279
...88C

OH
...n

'The gift of reading'

Collegians get first-graders off to a good start

By ANALISA NAZARENO
Herald Staff Writer

Vista
634771

Accepting the help offered to students and staff at Kinloch Park Elementary School was easy for Principal Leticia Milian.

"Our students did not do well in reading. Our reading scores were not very high," Milian said.

The principal readily agreed when district administrators offered the Flagami neighborhood school help through the America Reads tutoring program.

Teachers were struggling to give students — most of whom live at or near the poverty level — individual attention in their crowded classrooms, much less all the help they needed to master reading.

THE NEED TO



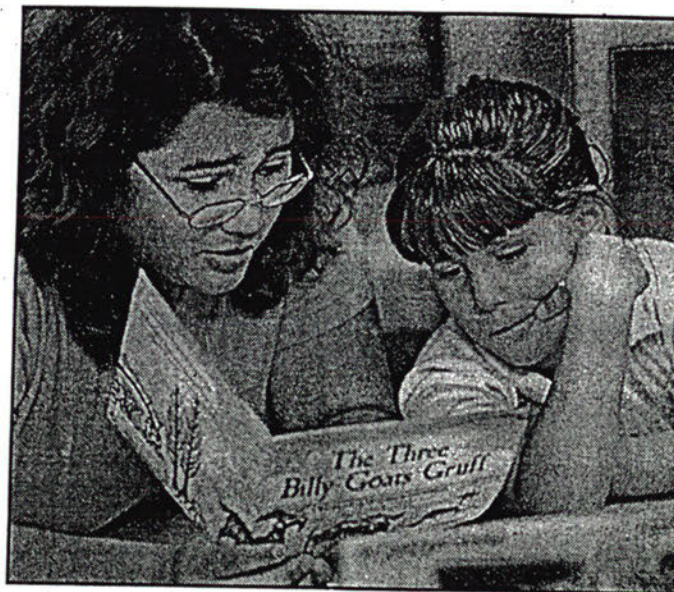
"I know that our children need this. It has been a weak area for our children," Milian said.

President Clinton introduced the America Reads Challenge two years ago, calling on college students, churchgoers and other volunteers to tutor elementary school students who needed help learning to read, especially those still behind by third grade.

Nationwide, more than 1,000 colleges have taken up the challenge. They dedicated some of their federal work-study dollars for students willing to serve as reading tutors at area schools.

Here, Miami-Dade Community College organized a coalition of local colleges and universi-

PLEASE SEE READING, 4B



CANDACE BARBO

INDIVIDUAL ATTENTION IS CRUCIAL: Tutor Cristoballine works with Blanca Diaz, 7, at Kinloch Park Elementary.

first-graders build foundation for a lifetime of learning

Forty schools with more critical reading needs were already participating in a district program called Success for All.

Last year, 34 schools participated in Miami Reads. School and district officials are singing its praises.

'Kids love it'

"The results are excellent," said Margarita Barrett, the district's reading specialist. "The kids love it because the tutors make them feel so special."

"What happened was that we were so successful, we have states that are buying our curriculum guide," said Alicia Moreyra, reading supervisor for district's division of language arts.

Moreyra said the tutoring program fits perfectly with the district's emphasis on reading.

Last fall, first-graders at the 34 schools took a reading exam. Students who could not identify at least 20 letters in the alphabet, understand what a word was, or read more than 80 percent of the words on a list were placed in the tutoring program.

At Kinloch Park, 83 of 150 first graders were tutored. In May, when they took the test again, 85 percent demonstrated the necessary skills.

This year, first-graders at the 38 participating schools took the exam right after school began. Teachers will begin placing students who need tutoring this week.

Since the program is new and lacks funding for formal study, the local college coalition has not analyzed whether it has improved reading districtwide, said Jeanne Schumm, chairwoman for the University of Miami Department of Teaching and Learning in the School of Education.

'Built on sound principles'

"The program is built on sound principles and it's manageable for the college students," she said.

Though the plan is a good one, Schumm said, other measures including reducing class size, may be more effective in giving stu-

dents the opportunity to get the one-on-one attention they need.

"Teachers need support. They want to give the students the individual attention they need, but they can't," Schumm said. "We have to think creatively on how to provide students and teachers with additional support."

"It would be ideal to have one-to-one with a trained professional, but things that are desirable are not feasible with the limited resources that many schools have."

The individual attention students get from tutors, Schumm said, is critical for them.

At schools like Kinloch Park, where 88 percent of students live at or near the poverty level, individual attention is crucial. Children who live in poverty are more likely to have parents who are not formally educated, and thus less likely to read to their children at home, Schumm said.

Parents' reading a factor

Another factor complicating reading at Kinloch Park Elementary is that 46 percent of the students primarily speak a language other than English.

"The kids are learning to read in English, but they don't speak English and their parents don't read English, and that's tough for the children," reading specialist Barrett said. "The individual attention helps give those students the confidence to learn and not feel shy or intimidated."

Barrett said many parents who don't speak English don't read to their children in their native language either because they worry it will conflict with them learning English.

"So what they get at school is all they get," said reading tutor Natividad Treminio, 19, an MDCC psychology student who tutors at Kinloch Park with her sister Cristobalina, 18, a criminal justice major.

Read in any language

Barrett said school officials are encouraging parents to read to

their children, no matter what language they speak.

"Demonstrating reading, showing them how to read — reading is the same skill, whatever language it is," Barrett said.

Coordinators for the Miami Reads program said they are

developing a parental involvement component with federal VISTA volunteers.

"The tutors said that we have to do something to get the parents more involved and we know that's going to be hard," said Joshua Young, director of the MDCC

Center for Community Involvement. "Whether it's having visits, getting them into adult literacy programs or making visits, we recognize it's not easy. But we're going to do something to promote parental involvement."

OAKLAND TRIBUNE

OAKLAND, CA
THURSDAY 79,959
OCT 8 1998



BURRELLES

454
...vba

11...I

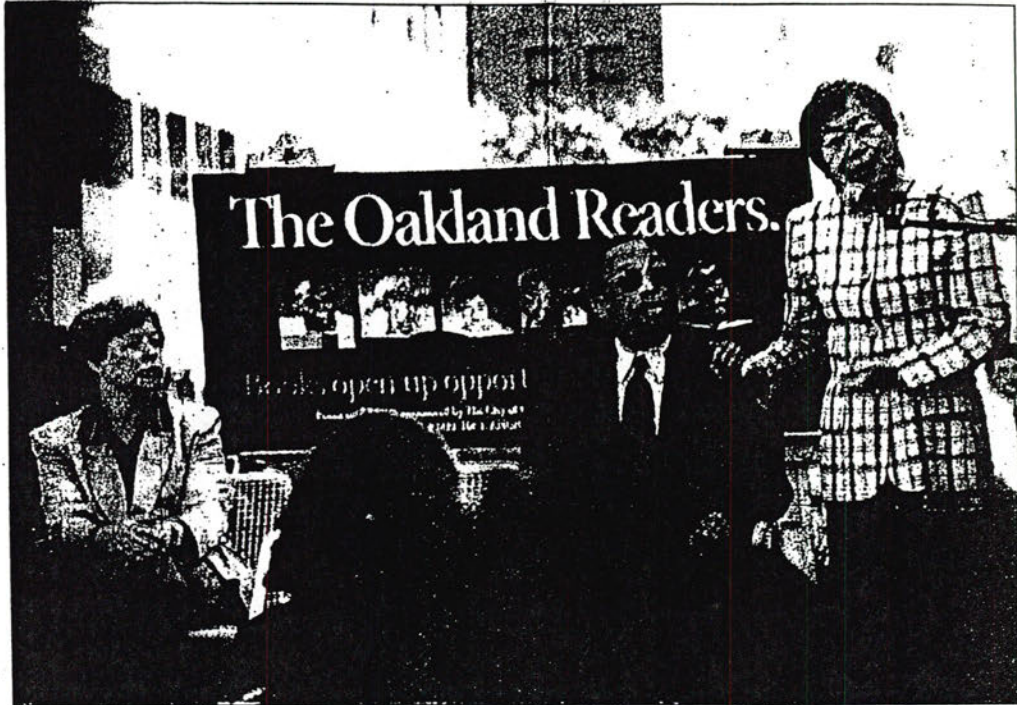
☐ One-fourth of Oakland adults cannot read above third-grade level

☐ Two-thirds of Oakland public school students do not read at their grade level

☐ Experts agree reading well by third grade is crucial

FRONT PAGE

MENTORS WANTED



RON RIESTERER — Staff

Oakland Schools Superintendent Carole Quan (right) speaks at the kickoff Wednesday of a drive for volunteer reading tutors. Mayor Elihu Harris and Mills College President Janet Holmgren (left) look on.

By Jonathan Schorr
and I. Shaun Gholston
STAFF WRITERS

6297AT

Volunteers mount campaign against illiteracy

Illiteracy is an epidemic in Oakland.

One adult in four cannot read beyond the third-grade level. Two out of three public school students cannot read at the level expected for their grade.

There is opportunity, however, to help change the dismal numbers.

The Oakland schools have set a goal: All third-

graders should read well. That goal, seen as crucial by experts on reading, also is central to the Clinton administration's America Reads initiative.

By that standard, Oakland's students

have a long way to go: In a test last spring, only 23 percent of third-graders turned in satisfactory reading scores.

A

Please see **Reading**, NEWS-9

Reading: Just 115 of 500 mentors enlisted so far

Continued from NEWS-1

In the service of that goal, both the city and federal AmeriCorps VISTA workers have been trying to find volunteer reading tutors. They can't find enough.

"The shortfall is significant," said Brenda Lynch, senior program director with the Marcus A. Foster Educational Institute. The agency, which oversees Oakland's school volunteers, hopes to recruit 500 mentors, but so far has found and trained only 115.

day's news conference at City Center Plaza. "Ours is a knowledge-based economy. People who cannot read would not be able to compete."

Experts agree that if students do not read well by the third grade, they rarely catch up — with disastrous consequences. Studies show children who cannot read well in the early grades are more likely to drop out and to get pregnant as teen-agers.

"The child who's still struggling in third grade or fourth grade is in real trouble"

and not fall behind," said Darlene Hardin, the school's literacy coach. "It's essential that they get that help as soon as there's the first sign of them beginning to fall behind."

John Bassel, a retired biophysics researcher who tutors at Allendale, said the individual attention he gives seems to have a significant impact.

"You can feel like you're really doing some good," he said. "The possibility of making a difference in these children's lives is real."



BURRELLE'S

8
1.1.1.1.1FK
11.1.1.1.1

TREASURE VALLEY

AmeriCorps volunteers will start at Bogus

After orientation, they'll help others around the area

By Kathleen Mortensen
The Idaho Statesman

New AmeriCorps members will spend the next three days at Bogus Basin, learning the ins and outs of service.

That's appropriate, considering they've just signed on to volunteer a year of their time to the national equivalent of the Peace Corps.

AmeriCorps is a national service program that uses adults of all ages and backgrounds to work with national, state and local non-profit organizations.

In exchange for 1,700 hours of service, AmeriCorps volunteers receive a modest stipend to pay for living expenses. At the end of the one-year contract, each also will receive an education award worth \$4,725 at any accredited college, university or trade school.

"Some of them serve because they simply want to give a year of service to their country or state," Kelly Houston, executive director of the Idaho Commission for National and Community Service, said. For others, AmeriCorps is their one shot at a college education.

Now in its fourth year, the program has 40,000 volunteers

"It's not so much about growing economically, but helping the people of Idaho really become invested in their community."

KELLY HOUSTON
executive director of the
Idaho Commission for National
and Community Service

For more ...

To learn more about AmeriCorps, check out the organization's Web site at www.americorps.org or call 1-800-942-2677.

nationwide serving in more than 600 programs.

In Idaho, those programs include:

► The Idaho TRIO AmeriCorps Program, involved with tutoring and mentoring projects.

► The Young Community Builders, who work on construction projects such as Habitat for Humanity.

► The Idaho State Parks In



Cleaning up the town: Teamed up with a buddy for the day, Cindy Mendenhall, an AmeriCorps volunteer from Kamiah, and Daniel, 14, from the Nampa Boys Home, tackle graffiti in an alley behind buildings on Jefferson Street earlier this year.

Education Program, involved in environmental education and related service projects.

About 80 people are involved in this weekend's training session, entitled "Making Idaho Grow."

"It's not so much about growing economically, but helping the people of Idaho really become invested in their community," Houston said.

Volunteers will learn what AmeriCorps is, how they fit into the national picture, and what they can do to better work together as a team. They'll also learn more about Idaho's cultural makeup, and how to develop an appreciation for diversity. While most of the volunteers are from Idaho, some are not.

"It's hard sometimes to feel

like you're part of that greater whole here in Idaho," Houston said. "We let them know what's happening on a national level."

Several activities, such as hikes and a talent show, are aimed at building team spirit.

In the past, volunteers have ranged from 18-year-olds to a 73-year-old woman. Most Idaho volunteers are in their late 20s.



BURRELLE'S

4800
...000

MF

..0000

Q&A/Anthony deGuzman

Going One on One With the Very Young

By MIMI G. SOMMER

It all began in New Haven in 1993 with two students at Yale University, Aaron Lieberman and Rebecca Weintraub. It's called Jumpstart, a one-on-one mentoring system for preschoolers that is now a member of the Americorps National Service Network with programs in Manhattan; Washington, D.C., and Boston, the head office.

Jumpstart New Haven is now run by 28-year-old Anthony deGuzman, its executive director. The program, meant to bolster educational efforts like Head Start, continues to recruit college student mentors for 3- to 5-year-olds.

Mr. deGuzman, a graduate of Georgetown University, class of 1992, became a member of Teach for America, part of the Presidential educational and service initiative called Americorps and in 1994 and 1995 taught elementary school in the Bronx.

At Jumpstart, he is continuing an American tradition of combining education and service to community that reaches far back. Under President Franklin Roosevelt, there was the G.I. Bill, college education for military service. President Kennedy's Peace Corps took needed help to other countries. President Bush signed into law in 1990, and President Clinton in 1993, the National and Community Service Trust Acts that spawned Americorps.

In Jumpstart's new offices at the corner of Grove and Church Streets in New Haven, Mr. DeGuzman recently discussed Jumpstart's contemporary niche. Excerpts from that conversation follow.



George Ruhe for The New York Times

Anthony deGuzman recruits college students to work with preschoolers.

classroom space, supplies, summer housing for the college students. We make the best use of the community's resources. Because of the program America Reads, President Clinton's initiative to have all children read independently by the end of third grade, the Federal Government will pick up 100 percent of the Federal work/study money used to support college students working in America Reads projects. Jumpstart is an America Reads project.

Q. What is your association with the Bush Center in Child Development and Social Policy in New Haven, and Yale University?

A. We have a strong connection to both. The Bush Center evaluates the effectiveness of the program. Yale is working hard in improving its relations with the community.

Q. Given some skepticism about the efficiency of broad public programs, can you attest to Jumpstart's managerial excellence?

A. The Corporation for National Service — they make sure that we administer the Americorps grant appropriately. We have internal accounting. We have an audit every year.

Q. Is a community service program made more effective, if run as a business?

A. Yes, when service organizations think more entrepreneurally, they create more opportunities, not only for the people within their organization, but people within the community, to get involved — important to create a sustainable funding base.

Q. What does Jumpstart do?

A. We recruit college students and train them to work with preschool children, one on one, children in Head Start and other early child care programs from low-income neighborhoods.

We work with parents and schools to prepare children to enter kindergarten. School readiness is one of the most important factors in the child's success in education. We build skills, so that the first day they enter kindergarten they're prepared to participate in activities and develop literacy and mathematical skills.

Q. Literacy and mathematical skills at that age?

A. What a lot of people don't recognize is that children are constantly learning from age zero on, and they're learning preliteracy skills, such as how to hold a book, colors, if they can write their name, read signs. Cooking, for example — there are measurements. We work with the family to understand that reading to their child is such an important component to their education.

Q. Are there criteria for choosing children for Jumpstart?

A. There are. We ask teachers to identify children who are somehow struggling in their preschool classrooms. By struggling, I mean developmentally behind. In addition to the academic realm, there's the social and mental. Academic and social needs of the child play into our selection process.

Q. Why target 3- to 5-year-olds?

A. Generally, programs work with children in the late elementary ages and up. It's incredibly important to

work with children who are younger — to prevent a lot of problems, to really mentor children.

Q. What of children who could benefit from Jumpstart but don't get to preschool for the chance of being selected?

A. That's a real challenge. There are young children, particularly in inner cities, also in rural areas, that never have a preschool experience. We would like to provide services to all young children from low-income neighborhoods.

The parent is a child's first teacher. If the parent is doing a great job, their child will be prepared to learn when entering kindergarten. Realistically, that doesn't always happen. Single-parent homes and mothers needing to work, they need help.

So I think programs like Head Start and working with 3- to 5-year-olds is important. Children need stimulating experiences.

Q. How do you get the word out to families with children at risk?

A. In Connecticut, there was legislation this year to broaden the reach of preschool programs.

Q. What distinguishes day care from preschool?

A. Day care is less academic. Preschool has an academic tinge to it, has trained professionals in the field of early childhood development.

Q. How does Jumpstart differ from Head Start?

A. It's a service program designed to enhance preschool services. Every school needs help from the com-

munity to work with certain children in families that need extra help. A lot of children get lost in Head Start classrooms, all classrooms, because there are few adults.

A lot of children unfortunately are put on a special ed track. We're strong proponents for working with every child to make sure that if they are not special ed, they don't go to special ed, which ends up saving every taxpayer money, because special ed is expensive. Working one on one can identify what a child's specific needs are and then build the curriculum around them.

Q. What makes Jumpstart unique?

A. Other than the fact that we work with young children, what truly separates Jumpstart from other service organizations is the quality and amount of training we provide. We hire professionals to participate in the training. We've designed a program where college students can have a direct impact. One parent likes to say, "Jumpstart saved my child from going into the educational junk drawer. Now, he's an honor roll student in second grade."

Q. What is the program's major challenge?

A. Language. Children we work with have a limited vocabulary. We try to strengthen the child's primary language, whatever they're most comfortable speaking. That leads to success when you learn to read.

Q. How is Jumpstart funded?

A. Our budget in New Haven is from a combination of sources — from Americorps, local private foun-

Q. Do you support the idea of compensating Jumpstart's college students for their community service?

A. College students need to earn money. I don't see any reason why they shouldn't be paid, particularly when that money is going into their education. When you complete the Jumpstart program, you receive an Americorps Education Award — used to pay student loans, tuition or for future loans, graduate school. Americorps creates service opportunities.

Q. What triggered your interest in community service?

A. If I could point at one thing, it has to be my experience with the Teach for America program in New York City, where I taught 6th grade for two years. I was interested in helping a community like the one I actually came from. I was born in inner-city Washington, D.C. Biologically, my father was African-American, my mother was Irish. I was adopted when I was 1 year old.

Q. Has the diversity in your background enhanced your career skills?

A. Very very much so. My father is Filipino, my mother is Caucasian. They have two biological children. My younger brother is half African, half European, also adopted. Diversity has never been an issue. We proved it can work.

Q. Is Jumpstart expanding nationally?

A. We're opening two new sites, one in San Francisco, and one in Los Angeles. Our goal is to have a 1,000 college students working by the year 2000, which translates into over 10,000 children per year.



BURRELLE'S

SU JJ
..... II..r.

New era sees new forms of vocations

Sisters become partners in program to aid the poor

BY CAROL ZIMMERMANN
Catholic News Service

WASHINGTON
No one needs to tell Sr. Ann Kendrick, a Sister of Notre Dame de Namur, about the vocations shortage. "We just don't have women joining our order like we once did," she said.

But despite the decline in numbers, she still said she feels like a "novicemistress of a new era" overseeing a "new crew of missionaries."

She's hardly talking about empty convents, but of working side by side with young adults from across the United States — members of the Notre Dame AmeriCorps, a program run by her order in partnership with the federal AmeriCorps program.

The volunteers work in some of the sisters' long-established programs in low-income neighborhoods across the country, tutoring children and adults, setting up after-school programs, training people to resolve conflicts or to be better parents.

In exchange for their service, the volunteers receive a yearly stipend of about \$8,000 and get a \$4,725 educational grant after a year to pay off student loans or to use for future education.

This partnership with AmeriCorps, which started in 1994, has grown from six volunteers to 129.

"It's like a dream," the program's director, Sr. Katherine Corr, a Sister of Notre Dame de Namur, told Catholic News Service during a recent five-day orientation program for the volunteers in Washington.

She said her order was one of the first faith-based groups to become partners with AmeriCorps, U.S. President Bill Clinton's domestic program fashioned after the Peace Corps.

The groundwork for such a partnership was already established by the sisters, who have been working for years in cities and rural areas across the country. Four years ago, Corr, working in her province's administration office, attended a meeting where she found out about the newly established AmeriCorps. Then and there she knew she had a perfect match for her order's service work. She applied for funds and received a grant to get started.

She views the partnership as not only a financial one, but as a way of working together to do what the government and the religious communities cannot do alone to best help the nation's poor.

The volunteers are primarily in their 20s, but some are older and may include single parents who want to finish their own schooling.

Kendrick, who has worked with Florida's farm workers for nearly 30 years, is joined this year by 12

the needs of the child, but the needs of their parents as well."

One of the more rewarding parts of her work was teaching a 75-year-old man how to read.

'This is the wave of the future'

"You feel sad. You wish you could stay with them your whole life and make a difference in their lives," she said.

That's the kind of optimism Kendrick calls a shot in the arm for the sisters who've been working with the poor for years and could

easily get cynical or jaded.

She said the volunteers come to them "fresh and full of energy" while she and the other sisters are like "tired old workhorses (who) still have a lot to offer because we've been doing this for a long time and we do a good job."

She describes the new recruits as people who "get it," meaning they understand the bottom line of mission work. "It's not just a job. It's not tutoring kids. They see it in the big context."

And she's confident they'll carry that understanding with them

over the next 50 years, volunteering to help in various community causes.

Kendrick wishes every nun of her order could have seen the volunteers' orientation session — where they got tips on solving conflicts, tutoring and living in community — just to see the energy these young people bring.

"This is the wave of the future for the Sisters of Notre Dame," she said, adding that it certainly beats meetings where the sisters only discuss how to prepare for retirement.

SUNDAY STAR-LEDGER

NEWARK, NJ
SUNDAY 710,650

OCT 11 1998



BURRELLE'S

1690
...000

NN
...000

FINANCIAL AID

Seek and ye shall find funds

6297AT Americas

By Morgan Peterson
Special to The Star-Ledger

Paying for college has become just as big a part of the college experience as attending classes.

Nowadays, most students rely on some type of financial aid to help foot the ever-increasing bill of their higher education.

Government and private loans, grants, scholarships and work-study programs are the usual forms of aid. But, within each category, there are little-known products available to help students and their families.

"If a student is willing to do some research, they will find a lot out there," said Catherine Boscher-Murphy, director of financial aid at Bloomfield College.

Boscher-Murphy's comments echo those of many financial aid experts throughout the state. They

point to a state loan program, federally sponsored work-study programs, college- and community-based scholarships and scholarship-finding Web sites on the Internet.

"The New Jersey CLASS (College Loans to Assist State Students) Loan is an attractive way to finance an education," said Claire Alasio, director of financial aid at Monmouth University, in West Long Branch. "It is one of the better loan programs in the country."

Under the supplemental loan program, students or their families can borrow up to the cost of attendance—that includes tuition, room and board, books and fees—minus any other aid the student is receiving, Alasio said.

The loan is funded by the state and offers a flexible repayment

Continued on next page

Continued from previous page

schedule. A borrower can make monthly payments plus interest while the student is in school, or defer the principle and pay just quarterly interest.

"You can prepay the loan while the student is in school, so they don't come out with a huge debt," she said.

The loan, she said, is ideal for families with a good credit history—a credit check is involved.

Alasio said she encourages families to take advantage of this program, to the point that last year, Monmouth University tripled the number of

CLASS loans its students took out. That number represents one-third of the CLASS loans taken out from throughout the state.

New Jersey students attending college in other states would be eligible; out-of-state residents attending New Jersey schools also are eligible. It can be used for two- and four-year undergraduate and graduate programs.

Loan applications are available at the colleges or through the New Jersey Office of Student Assistance.

Two federal programs, the America Reads program and the Americorp program, help foster community involvement while learning, said Benjamin Silliman, acting director of Financial Aid at New Jersey City University.

"These programs develop stronger self-esteem, work skills and time management," Silliman said.

Last year, nine students at New Jersey City University took part in the America Reads program,

which brings college students into kindergarten classrooms to read to the children and get them interested in books. Silliman said the school initially targeted education majors

The Americorp program brings students out into the community to refurbish housing and playgrounds.

who wanted to teach.

Each student receives minimum wage and a differential for transportation. It is a form of federal work-study.

The Americorp program, very popular at New Jersey City University, brings students out into the community to refurbish housing and playgrounds, Silliman said.

Students receive a stipend and credits toward a reduction of student loans, or they receive a tuition voucher worth up to \$5,000.

Continued on next page



BURRELLE'S

TA
AUG 15 1998

Workers give second life to ghost town

By
ny Maestas
sociated Press

ANIMAS FORKS — High above the tourist community of Silverton, six 20-something workers weathered wood and rusty tin to a half-dozen buildings on a mountainside covered with Indian brush and columbine. Much-needed rainstorms recently washed mosquitoes from the valley to the high country. They buzz about the workers' saw.

These Americorps volunteers are putting their carpentry skills to work preserving the remains of a ghost town, whose inhabitants fled long ago.

Today, the mining-town bustle is nearly as busy with tourists as it was during its heyday in the 1800s. The crumbling buildings draw curious visitors from their wheel-drive vehicles.

Buildings evacuated more than 100 years ago have stood the test of time's often violent forces at 10,000 feet. When these workers arrive, historians hope their place will be secure for at least 75 more years.

The Americorps workers are doing projects for the San Juan County Historical Society and the Bureau of Land Management. The groups received a \$28,000 grant in 1997 from the state histor-

Americorps youths stabilizing remaining structures

ical fund to stabilize the six remaining buildings at Animas Forks.

Most of the buildings were collapsing and wood was rotting. Beverly Rich, a historical society member, said the group wanted to preserve what little history of Animas Forks is left.

Prospectors built the town in 1873 when they were looking for prime silver and gold mining sites. In the summer, the town's population reached 450. Miners deserted the town when it began to snow; winters at Animas Forks were too harsh for them. The town became inaccessible.

A fire in 1891 destroyed most of the town. By the 1920s metal prices fell worldwide and the town slowly transformed into a ghost town. In 1943, an avalanche wiped out half of what remained.

The disasters weakened the buildings and prompted the historical society to apply for emergency stabilization funds.

"Keeping a roof on and keeping water out of structures will do more for the stabilization of the buildings than anything," Rich said.

The Americorps workers have dug trenches along the outside walls of the buildings hoping to divert water from melting snow. Roofs that have caved in have been rebuilt with used tin or wood shingles. Workers also jacked up building frames to keep them from collapsing.

Durango residents Rod and Donna Cook dismantled an old barn on their property and donated the wood, tin and nails to the San Juan Historical Society. Rich said the old materials were in good enough shape to use in the stabilization project.

"It's so great because the wood is already weathered and in a lot of places you can't even tell it's not the original material," Rich said.

Some buildings are in better shape than others, she said. Several also have visible reminders of mining life. Shreds of linen used in wallpaper still hang from inside walls. Brick chimneys that are intact still have soot on them.

Rich said Animas Forks is an important part of San Juan County's mining history. In addition to preserving it, the historical society is teaching the Americorps work-

ers an educational lesson.

Americorps is a volunteer program that college students or graduates ages 18 to 25 can apply to for tuition money or to pay off student loans. Created by President Clinton, Americorps is modeled after the Peace Corps that President Kennedy started in the 1960s.

The workers at Animas Forks are part of the National Civilian Community Corps, an arm of Americorps that is modeled after the Depression-era Civilian Conservation Corps.

None of the six workers had ever

been to Silverton before. Stabilizing the buildings at Animas Forks is the last project for this group. They have spent 10 months completing 40 projects throughout the country.

In Michigan, they rebuilt a YMCA. They provided disaster relief in Nebraska. After the North Dakota floods, they built new houses for flood victims. They recently worked on a trail-building project in Dolores.

"This is great learning about how a mining town came to be and ceased to be," said Dave O'Neill, a

junior at the University of Florida in Boca Raton.

The workers must spend 40 hours a week working on projects. While working at Animas Forks, they are living at a campsite down the canyon. Each night the group meets a new person from Silverton who has something to teach them about the town's mining history.

They have toured numerous abandoned mines in the mountains above Silverton. They also rode the Durango & Silverton Narrow Gauge Railroad.

"It's beautiful up here," said Darci Hertel, a college graduate from North Dakota. "I can't believe how much history is in these mountains."

MIDDLESEX NEWS

FRAMINGHAM, MA
THURSDAY 35,516
OCT 1 1998



BURRELLE'S

97
...ecd

QT
XX....

Save AmeriCorps

EC297AT

EDITORIAL

Back when his presidency was young and unsullied by scandal, Bill Clinton envisioned a new wave of young volunteers inspired to public service just as President Kennedy had inspired him. By the time the Republicans in Congress got through with it, what Clinton hoped would be the centerpiece of his domestic agenda was reduced to little more than a token effort. Now, while Clinton fights to save his presidency, AmeriCorps may be killed entirely.

Even in its reduced state, AmeriCorps has made a difference. An analysis in the Sept. 25 Chronicle of Higher Education concludes that last year, AmeriCorps participants tutored half a million children, helped immunize 45,000 people and restored or preserved 28,000 acres of public land. AmeriCorps members have planted trees, helped renovate buildings, and assisted with literacy programs.

In return for their service work, AmeriCorps members earn scholarships, and more than 30,000 young people have converted AmeriCorps scholarships into college tuition. Participants have also developed a taste for community service. After AmeriCorps, more than a third went on to work for nonprofit groups, and about half do volunteer work for at least six hours a month, according to the Chronicle.

But while even some of Clinton's critics concede AmeriCorps has produced results, it's still one of Clinton's few signature initiatives, which makes it a target for his opponents. The House has eliminated AmeriCorps entirely from the budget for the federal fiscal year that begins today.

In his scandal-weakened state, Clinton is in no position to vigorously defend even programs close to his heart. Fortunately, AmeriCorps has friends in the Senate, which has voted to continue the \$425 million program at current levels. As House and Senate leaders hammer out a compromise budget, we hope the Senate will prevail on this one. AmeriCorps is too good a program, for its volunteers and the communities they serve, to fall victim to scandal politics.

SARASOTA HERALD-TRIBUNE

SARASOTA, FL
SATURDAY 114,450
SEP 19 1998



BURRELLE'S

217
...ek

OF
.b....

Public service at a savings

E 6297AT EDITORIAL

AmeriCorps workers are volunteers only in the sense that they haven't been drafted to perform public service jobs. The \$7.69 per hour they are earning in Sarasota County is meager compensation for the labor they perform. Braving mosquitoes, snakes, fire ants, poison ivy, pressure-cooker heat and humidity, and the sticky sap of Brazilian pepper bushes, they are saving public agencies major expense while removing exotic vegetation from park lands.

Recently, workers in the federal program have stripped Brazilian peppers and other exotic plants on public lands throughout south Sarasota County. Their labors have taken them to Oscar Scherer State Park, properties adjoining the Intracoastal Waterway and other areas. They were hired by Chuck Listowski, executive director of the West Coast Inland Navigation District,

who said the contract cost about one-fourth the expense of hiring independent contractors.

AmeriCorps workers earn a living allowance of \$8,340 and an education stipend of \$4,725 per year for approximately 1,700 hours' labor. Their stipend can be used to pay off a student loan or for further education. They contract to serve one year and can serve a maximum of two. Public service areas available include education, public safety, human needs and the environment.

AmeriCorps is one of the Clinton administration's singular successes. We commend the WCIND and parks officials for taking advantage of the opportunity represented by AmeriCorps to complete some much-needed, hard work. Most of all, we applaud the AmeriCorps workers, whose ambitions led them to this commendable and difficult public service.

Corporation for National Service: Update on Press and Marketing Efforts

Public Service Announcement:

- AmeriCorps television and radio PSA's have received more than \$23 million in free airtime over past 18 months.

OpEds:

- David Gergen "The nation's new patriots" *U.S. News & World Report*, November 2, 1998
- Stephen Ambrose "Preserve the Citizen Service Tradition", *Wall Street Journal* October 23, 1998
- Marc Racicot, governor of Montana "Community service that works" published in *The Washington Times* on August 31, 1998 and *The Hill* on September 2, 1998

Editorials:

Top 50 Newspapers:

- *Wall Street Journal* "Who should teach?" July 15, 1998
- *The New York Times* "Punishing AmeriCorps" September 19, 1998
- *Houston Chronicle* "Serving Houston: Youth Corps here demonstrated its value" May 10, 1998
- *The Dallas Morning News* "Building Blocks: Well-regarded program shows the value of AmeriCorps" May 26, 1998
- *The Philadelphia Inquirer* "Return of the dollar: Congress should keep investing in AmeriCorps" June 1998
- *The Columbus Dispatch* "AmeriCorps: National Service program seeks renewal" July 28, 1998
- *Columbus Dispatch* "Bright spots: Program gets youths thinking, helping" June 3, 1998
- *The Salt Lake Tribune* "Support National Service" April 26, 1998

Other Newspapers:

- *Concord Monitor* "No more games: Public service programs like AmeriCorps deserve support" July 22, 1998
- *South Bend Tribune* "Slashing AmeriCorps budget would have local consequences" July 23, 1998
- *Philadelphia Daily News* "Jettison AmeriCorps? No, expand it" July 29, 1998

- *Pittsburgh Post-Gazette* "Savaging Service: Why is Congress stalling on extending AmeriCorps?" August 27, 1998
- *The Providence Journal* "Let AmeriCorps Serve" September 27, 1998
- *The Oregonian* "The few, the proud: AmeriCorps proves a useful alternative to military" January 14, 1998
- *Johnson City Press* (TN) "Why not national service?" April 19, 1998
- *The Tribune* (Mesa, AZ) "Continue national service effort" April 20, 1998
- *Bradenton Herald* (FL) "Your Tax \$ at work" May 2, 1998
- *Fort Worth Star-Telegram* "National Service" May 4, 1998
- *Courier-Journal* "Corps' constituency" October 3, 1998

Press Highlights:

- *Catholic Register* "New era sees new forms of vocations" October 21, 1998
- *Chicago Sun Times* "Harnessing American Ideals" July 3, 1998
- *The Chronicle of Higher Education* "AmeriCorps at 5 Years" September 25, 1998
- *Clarion Ledger* "New AmeriCorps volunteers ready to take on world" October 24, 1998
- *The Cleveland Plain Dealer* "President salutes U.S. youth volunteers" June 4, 1998
- *Consumer Reports* "The College Challenge": AmeriCorps used as an example of how to pay off college debt August, 1998
- *The Dallas Morning News* "Cool Crew: N. Texas heat prompts group to install donated air conditioners" July 28, 1998
- *The Denver Post* "Volunteers bring shine to Rainbow" October 25, 1998
- *The Denver Post* "Workers give second life to ghost town" August 15, 1998
- *The Hartford Courant* "AmeriCorps Is Prepared For Start Of A New Year" October 7, 1998
- *Idaho Statesman* "AmeriCorps volunteers will start at Bogus" October 8, 1998
- *Miami Herald* "The gift of reading" September 6, 1998
- *The New York Times* "Going One on One With the Very Young" September 27, 1998
- *The Oakland Tribune* "Volunteers mount campaign against illiteracy" October 8, 1998
- *Time* "Clinton's Pet Program Makes Many Friends" October 26, 1998
- *The Washington Times* "Religious groups play bigger AmeriCorps role" October 23, 1998.

Web:

- AmeriCorps site receives nearly 140,000 hits per month.



AmeriCorps in FLORIDA

Getting Things Done in Florida. AmeriCorps, the domestic Peace Corps, gives people of all ages the opportunity to serve their country here at home and receive money for college. Working through local nonprofits and schools, AmeriCorps members tutor children, coordinate after-school programs, build homes, organize neighborhood watch groups, clean rivers, recruit volunteers, and accomplish other things that improve and strengthen Florida communities. This year, AmeriCorps will provide more than **1,500** individuals with the opportunity to solve problems and build stronger communities in **72** projects across Florida.

A Track Record of Accomplishment. In just four years, more than 100,000 people have joined AmeriCorps, a milestone it took the Peace Corps more than two decades to achieve. AmeriCorps members have served more than 32 million people, recruited nearly 2 million volunteers, taught, tutored, or mentored more than 2 million children, operated after-school programs for a half million at-risk youth, provided 200,000 seniors with independent living assistance, and built or rehabilitated 25,000 homes. This year, more than 40,000 people will serve in AmeriCorps.

Expanding Educational Opportunity. AmeriCorps uses the GI Bill model – after completing a year of service, AmeriCorps members receive up to \$4,725 to help finance college or pay back student loans. To date, **1,835** Florida residents have completed their AmeriCorps service and have qualified for education awards of more than **\$6,975,000**.

Helping Communities Meet Local Needs. AmeriCorps sponsors include national, state, and local nonprofit and faith-based organizations. To ensure that members meet critical local needs, two-thirds of AmeriCorps grants are made by the Florida Commission on Community Service, whose members are appointed by the governor. Other members serve with national nonprofits, AmeriCorps* VISTA (Volunteers in Service to America) and the AmeriCorps*NCCC (National Civilian Community Corps).

AmeriCorps is operated by the Corporation for National Service, which also manages the programs of the National Senior Service Corps and Learn and Serve America. This year the Corporation will provide more than **\$13,000,000** for Florida communities through its support of AmeriCorps.

Florida Commission on Community Service

Abby Walters, Chair
George Young, Vice-Chair
Mary Allen
Alex Amparo
Mark Bailey
Don Bostic
Richard Danford
Joyce Dhonau
Pat Fine
Joseph Gerwens
Karen Jensen
Henry Jibaja
Michael Johnson
Dan King
George Lackman, Jr.
Liza McFadden
Maria Oliva
Wendy Parker
Louise Ray
Maria Sanjuan
Ed Schrank
James Shimberg, Jr.
LeVester Tubbs
Roberta Zipperer

"Helping our neighbors build strong families and communities is essential for a healthy Florida. Service-oriented organizations like AmeriCorps and its volunteers are helping to strengthen the fabric of our society. I applaud AmeriCorps' tremendous efforts and its dedication to serving the needs of our citizens in the Sunshine State."
Governor Lawton Chiles

What's Inside...

- ☑ Accomplishment Highlights
- ☑ Member Profiles

- ☑ Contacts
- ☑ List of Programs



AmeriCorps in FLORIDA

Accomplishment Highlights

"AmeriCorps...works because it provides a constructive, character-building outlet for idealistic citizens to make a real difference in other people's lives through volunteer service. That's a great way to stretch tax dollars and build an engaged, committed citizenry."

Bradenton Herald
editorial, May 2, 1998

"AmeriCorps leads by example. The members demonstrate the epitome of what my family and I call "civic rent" -- giving back to the community that has served each of us so well. It is my hope that AmeriCorps will continue to inspire all of us to offer our services to those who need it most."

State Senator Toni Jennings, President of the Florida Senate

American Red Cross Rapid Response Corps

Miami

The AmeriCorps members based in Miami responded to six national disaster assignments, trained more than 10,000 children and youth in fire safety and hurricane preparedness, and responded to 100 local fire incidents. Most importantly, the addition of the AmeriCorps program enabled the chapter to reduce its local disaster response time from four hours to under two hours. A speedy response ensures that victims of local disasters will have a place to spend the night and food to eat.

Notre Dame AmeriCorps Farmworker Youth Empowerment

Apopka

Twelve Notre Dame AmeriCorps members directly assisted 1,022 farm worker and immigrant children in five area schools. Members tutored students in small groups and one-on-one settings. Results from tracking 120 students indicated an improvement in 100 percent of those responding in completion of in-class assigned tasks and homework, reading comprehension, and attitude about school. In addition, the members taught 120 students in a Boys and Girls Club summer program and 183 GED and ESL adult learners through the GROWS Family Learning Center.

Habitat for Humanity

Statewide

AmeriCorps*VISTA members assigned to Habitat for Humanity affiliates were instrumental in the construction of 30 houses throughout the state of Florida. More than 110 family members moved into these new homes. To achieve this goal, AmeriCorps*VISTA coordinated projects, garnered monetary and supply resources, coordinated services to the Habitat families, and recruited and trained volunteers.

AmeriCorps ElderServe

Lee and Brevard Counties

AmeriCorps ElderServe members assisted 400 elders at risk of institutionalization and their caregivers. Members provided assistance to caregivers to delay the institutionalization of elders through respite, education, and support services. The members started a new project called Shared Housing which matches frail elderly with students or other qualified people in need of housing. In return for free housing, the new roommates provided care for the elderly so that they can remain at home.



AmeriCorps in FLORIDA

Accomplishment Highlights

"Our nation's problems are best solved when Americans come together in their local communities. Programs like AmeriCorps are helping to strengthen our communities, in Florida and across the nation, by encouraging our youth to engage in community service to make for a brighter tomorrow."
Congressman Allen Boyd

"Dear Vista Volunteer, We appreciate your help all year. Reading is important to me because if I couldn't read, I couldn't spell and when I get older if I couldn't read the signs on the road, like construction signs, stop signs, life would be hard. I wouldn't be very smart either. I probably wouldn't pass Second grade. Thanks for helping us! Sincerely, Eliza"
Second grade student

AmeriCorps*NCCC with FEMA and the American Red Cross Tallahassee and Daytona

A total of 67 AmeriCorps*NCCC members from four regional campuses helped fight the devastating fires during the summer of 1998. The members served on the fire lines, helped with mop-up operations, provided logistical support at base camps, and assisted the American Red Cross in mass care efforts.

Florida State Rural Development Council Statewide

AmeriCorps*VISTA members secured statewide corporate donations valued at more than \$118,00 including food and clothing, which were disseminated to nonprofit organizations in 24 rural counties. Members organized the construction of six homes through the State Housing Initiative Program, targeted for low-income families. Members organized a partnership workshop between owners, contractors and designers/engineers to provide affordable main line system water and sewers to local residents. Members also obtained approval of an 18-unit development providing low-income housing for 36 families.

Literacy*AmeriCorps - Palm Beach County Delray Beach

Last year five AmeriCorps members served a cumulative total of 8,774 hours, with four of the five members serving well over the required 1,700 hours. The members served as adult and family literacy facilitators at many sites, including Faith Farms, the Boynton Beach and West Palm Beach Libraries, the County Jail, the Children's Home Society, the Glades Tri-City Family Education Program, and New Hope Charities.

University of Central Florida Orlando

An AmeriCorps*VISTA member was instrumental in securing a \$30,000 grant from the Able Trust Foundation to the Ebony Beauty Academy of Central Florida, Inc., a vocational rehabilitation and training program for low income, minority individuals. Members provided technical assistance and resource development to a group of 30 nonprofit organizations. For this group, members have developed a computerized list of 400 funding sources.



AmeriCorps in FLORIDA

Member Profiles

AmeriCorps is going into neighborhoods and improving the lives of many at-risk children and families. It's teaching people to be empowered -- just like the Peace Corps has been doing abroad since the early 1960s. In the long run, AmeriCorps will be helping Americans from all different levels of society to achieve a better way of life."
Robert L Crowder,
Sheriff of Martin County

"The AmeriCorps Child Victim Rapid Response partnership is believed to be the nation's first school-based program of its kind. The AmeriCorps members play an important role in early identification and intervention programs which are critical to any effort to break this vicious cycle and reduce domestic violence and juvenile crime."
Bob Butterworth,
Attorney General of Florida

Alison Marie Higgins

Student Conservation Association, National Key Deer Refuge, Big Pine Key

Alison is an AmeriCorps member with the Student Conservation Association's AmeriCorps Education Awards Program. She serves as the lead environmental educator for the four National Wildlife Refuges found in the Florida Keys. She has initiated outreach to over 1,000 school children. Summarizing her experience, Alison said, "This AmeriCorps experience has confirmed my desire to pursue a lifelong career in environmental education and volunteer coordination, as well as provided the means to obtain it through education awards provided by the Corporation for National Service."

Juanita Devine

AmeriCorps Hillsborough Reads, Tampa

Juanita has served two years at AmeriCorps Hillsborough Reads, where she teaches reading skills to at-risk children in Tampa. Juanita made a profound impact on most of the kids she helped tutor, but one child in particular stands out. A troubled fifth grader who didn't like to talk much was put in her group. Noticing the young boy enjoyed writing, Juanita, asked him to keep a journal. He soon learned to communicate his thoughts and feelings better. Others children learned to understand him as well. Soon the boy began to open up and read along with the rest of the group. "He went from failing spelling tests to making all A's. When you see these kids improve, it makes you want to do more," Juanita said.

Gordon Leopold

Habitat for Humanity, Fort Walton Beach

AmeriCorps*VISTA member Gordon Leopold developed a construction manual and increased house production by 50 percent. Although Gordon finished his AmeriCorps*VISTA service, he continues to volunteer with the local Habitat for Humanity affiliate as well as the Red Cross and other organizations.

Andrea Hafley

Palm Beach County Literacy Coalition, Inc., Delray Beach

As a parent trainer for the Book Buddies Program at the Children's Home Society, Andrea created new reading readiness materials and spent many extra hours searching for resources and referrals to assist her parent clients with their problems and needs. Andrea was responsible for developing a parent-child group as well as for establishing resource materials for future planning of the group, in order to ensure that the program continued after her term of service ends.



AmeriCorps in FLORIDA

Member Profiles

"This is a model partnership. The mission and vision of the Childrens Home Society and the Corporation for National Service VISTAs are very compatible, and it is exciting that these agencies join forces. This partnership demonstrates collaboration at its best."

**Governor Lawton
Chiles**

"We are proud to partner with the Florida Commission on Community Service. Community service is about making a difference one life at a time -- because lifting one person up lifts us all."

**Steve Monahan,
Regional Vice
President, Allstate
Insurance Company**

Connie Epperson

Literacy Volunteers of Leon Count, Bristol

Seeing that the Bristol library was filled each afternoon with students who had no place to go because their parents were working, AmeriCorps*VISTA member Connie Epperson organized a LATCH - KEY program which provides tutoring and mentoring services to 72 students. Members of a Future Homemakers of America class from the local high school serve as tutors and mentors for the children. Prior to registering their children, parents must agree to attend one parenting workshop each quarter. Topics include parenting, nutrition, and domestic violence.

Elizabeth Leventhal

Shalom Zone Youth Group Ecumenical Program for Urban and Rural Service Coconut Grove

Elizabeth started a reading program that involved at-risk youth reading books for one hour a night, three nights weekly. The youth took turns reading aloud, reviewed vocabulary words and answered questions after each chapter. The students expressed an interest in learning about the Holocaust. Elizabeth organized a visit for the entire Shalom Zone Youth Group to the Holocaust Memorial in Miami. The youth were amazed and awestruck as they looked at the wall with engraved names of those who lost their lives in the Holocaust. The outing was a powerful learning experience for the youth and left a long lasting impression.

Jill Olen

Habitat for Humanity, Fort Pierce

AmeriCorps*VISTA member Jill Olen served with the Martin and St. Lucie county affiliates. While involved with Project Coordination, Jill played a key role in bringing St. Lucie county into affiliate status. She was able to recruit, train and develop a 20 member board of directors and establish an affiliate office. During her time there, the affiliate completed 8 houses and relocated more than 20 people into decent shelters.



AmeriCorps in FLORIDA

Contacts

AmeriCorps was designed to help meet critical local needs of communities. Its sponsors include national, state, and local nonprofit and faith-based organizations. Programs represented in Florida include:

AmeriCorps*State: Two-thirds of AmeriCorps grants are made by state commissions on service appointed by the governor. For more information on AmeriCorps*State programs in Florida, contact Fred Sanguiliano at (904) 921-5172.

AmeriCorps*National: Other assignments in Florida are made by national non-profit organizations such as Habitat for Humanity, the American Red Cross, Big Brothers/Big Sisters, Boys and Girls Clubs, some of which may operate in Florida. For more information on AmeriCorps*National programs in Florida, contact Marlene Zakai at (202) 606-5000.

AmeriCorps*VISTA: For more than 30 years, AmeriCorps*VISTA members have been serving disadvantaged communities. The program increases the capability of people to improve their lives. Members of AmeriCorps*VISTA work and live in the communities they serve, creating and strengthening programs that continue after they complete their service. For more information about AmeriCorps*VISTA in Florida, contact Michael Murphy at (407) 648-6117.

AmeriCorps*NCCC: A full-time residential service program, AmeriCorps*NCCC combines the best practices of civilian service with the best aspects of military service. Members of AmeriCorps*NCCC work in teams on service projects that help children and youth, protect the environment, promote public safety, and respond to natural disasters. Florida is served by the AmeriCorps*NCCC campus based at Charleston, South Carolina. In the past year, AmeriCorps*NCCC teams have served on projects in Belle Glade, Daytona, Deerfield Beach, Kissimmee, New Smyrna Beach, North Tampa, Ocala, Palatka, Panama City, City of Parker, Port Orange, Tallahassee, West Palm Beach, and many other cities. For more information about AmeriCorps*NCCC efforts in Florida, contact Jeff Biel at (803) 743-8600.

AmeriCorps*Education Awards: In these programs, members serve and receive education awards, while nonprofit sponsors provide most of the support for the members' year of service. For more information about AmeriCorps*Education Awards, contact Kerry Galea at (202) 606-5000.

AmeriCorps Promise Fellows: AmeriCorps Promise Fellows will serve with community organizations working to meet the goals set at the 1997 Presidents' Summit for America's Future to help at-risk youth get the resources they need to succeed. For more information on AmeriCorps Promise Fellows, contact Henry Hicks at (202) 606-5000.



AmeriCorps in Florida

Primary City	Program Name Program Sponsor (if different) ¹	Number of Members	Program Type
Apopka	Farmworker Youth Empowerment Project Office for Farmworker Ministry	15	AmeriCorps* National
Blountstown	Calhoun County Public Library	10	AmeriCorps* VISTA
Brooksville	Mid-Florida Community Services	5	AmeriCorps* VISTA
Brooksville	School Board of Hernando County	5	AmeriCorps* VISTA
Clearwater	AIDS Coalition of Pinellas	3	AmeriCorps* VISTA
Delray Beach	Literacy* AmeriCorps Palm Beach County Palm Beach County Literacy Coalition	25	AmeriCorps* National
Florida City	AmeriCorps Farm Share Farm Share	16	AmeriCorps* State
Florida City	AmeriCorps Youth Pride Centro Campesino	22	AmeriCorps* State
Fort Lauderdale	AmeriCorps 100 South Florida	20	AmeriCorps* National
Fort Lauderdale	AmeriCorps Fort Lauderdale Reads Communities in Schools in Broward County	48	AmeriCorps* State
Fort Pierce	Children's Home Society of Florida	1	AmeriCorps* VISTA
Ft. Lauderdale	Legal Aid Service of Broward County	2	AmeriCorps* VISTA
Ft. Lauderdale	Naeh-Broward Community Development	1	AmeriCorps* VISTA
Highland City	United Way of Central Florida	5	AmeriCorps* VISTA
Homestead	Farm Share	1	AmeriCorps* VISTA
Jacksonville	AmeriCorps Jacksonville Urban Schools Initiative Florida Community College at Jacksonville	21	AmeriCorps* State
Jacksonville	AmeriCorps NE FLA: Working To Make A Difference Department of Children & Families --District 4	20	AmeriCorps* State
Jacksonville	Florida Office of the Attorney General Office of the Attorney General	24	AmeriCorps* State
Jacksonville	Children's Home Society of Florida	1	AmeriCorps* VISTA
Jacksonville	Habitat for Humanity International	17	AmeriCorps* VISTA
Lake Mary	Seminole Community Volunteer Programs	11	AmeriCorps* VISTA
Land O'lakes	School Board of Pasco County	16	AmeriCorps* VISTA
Lane Kissimmee	Osceola County Council on Aging	5	AmeriCorps* VISTA
Miami	Summerbridge Miami	13	AmeriCorps* National
Miami	Miami Habitat* AmeriCorps Habitat for Humanity of Greater Miami	10	AmeriCorps* National

¹ If there are two program names listed within a single entry, the second is the sponsoring organization.
If there are two identical programs with separate entries, they are different grants to the same organization.

² This is an AmeriCorps* Education Awards Program.



AmeriCorps in Florida

Primary City	Program Name Program Sponsor (if different) ¹	Number of Members	Program Type
Apopka	Farmworker Youth Empowerment Project Office for Farmworker Ministry	15	AmeriCorps* National
Blountstown	Calhoun County Public Library	10	AmeriCorps* VISTA
Brooksville	Mid-Florida Community Services	5	AmeriCorps* VISTA
Brooksville	School Board of Hernando County	5	AmeriCorps* VISTA
Clearwater	AIDS Coalition of Pinellas	3	AmeriCorps* VISTA
Delray Beach	Literacy* AmeriCorps Palm Beach County Palm Beach County Literacy Coalition	25	AmeriCorps* National
Florida City	AmeriCorps Farm Share Farm Share	16	AmeriCorps* State
Florida City	AmeriCorps Youth Pride Centro Campesino	22	AmeriCorps* State
Fort Lauderdale	AmeriCorps 100 South Florida	20	AmeriCorps* National
Fort Lauderdale	AmeriCorps Fort Lauderdale Reads Communities in Schools in Broward County	48	AmeriCorps* State
Fort Pierce	Children's Home Society of Florida	1	AmeriCorps* VISTA
Ft. Lauderdale	Legal Aid Service of Broward County	2	AmeriCorps* VISTA
Ft. Lauderdale	Naeh-Broward Community Development	1	AmeriCorps* VISTA
Highland City	United Way of Central Florida	5	AmeriCorps* VISTA
Homestead	Farm Share	1	AmeriCorps* VISTA
Jacksonville	Children's Home Society of Florida	1	AmeriCorps* VISTA
Jacksonville	Habitat for Humanity International	17	AmeriCorps* VISTA
Jacksonville	AmeriCorps Jacksonville Urban Schools Initiative Florida Community College at Jacksonville	21	AmeriCorps* State
Jacksonville	AmeriCorps NE FLA: Working To Make A Difference Department of Children & Families --District 4	20	AmeriCorps* State
Jacksonville	Florida Office of the Attorney General Office of the Attorney General	24	AmeriCorps* State
Lake Mary	Seminole Community Volunteer Programs	11	AmeriCorps* VISTA
Land O'lakes	School Board of Pasco County	16	AmeriCorps* VISTA
Lane Kissimmee	Osceola County Council on Aging	5	AmeriCorps* VISTA
Miami	Summerbridge Miami	13	AmeriCorps* National
Miami	Best Buddies International	6	AmeriCorps* VISTA
Miami	Dade County Public Schools	7	AmeriCorps* VISTA
Miami	MDCC Center for Community Involvement	7	AmeriCorps* VISTA

¹ If there are two program names listed within a single entry, the second is the sponsoring organization.
If there are two identical programs with separate entries, they are different grants to the same organization.

² This is an AmeriCorps* Education Awards Program.



AmeriCorps in Florida

Primary City	Program Name Program Sponsor (if different) ¹	Number of Members	Program Type
Miami	Naeh-Camillus House	1	AmeriCorps* VISTA
Miami	Miami Habitat* AmeriCorps Habitat for Humanity of Greater Miami	10	AmeriCorps* National
Miami	National Rapid Response Corps American National Red Cross - Miami	10	AmeriCorps* National
Miami	Ready! Set! Grow! Miami-Dade Community College	30	AmeriCorps* State
Miami	Shalom Interfaith Outreach Network ² EPRUS/AmeriCorps Outreach Network	26	AmeriCorps* National
Miami	Urban Education Service Corps- Miami Dade Florida International University	20	AmeriCorps* National
Miami Shores	AmerCorps Barry University Academy for Better Communities -Barry University School	18	AmeriCorps* State
Milton	Santa Rosa County School Board	3	AmeriCorps* VISTA
Niceville	Americorps OWCC Okaloosa-Walton Community College	30	AmeriCorps* State
North St. Petersburg	St. Petersburg Police Department	8	AmeriCorps* VISTA
Ocala	AmeriCorps Homelessness Resource Project Volunteer Service Bureau of Marion County	12	AmeriCorps* State
Orlando	University of Central Florida	1	AmeriCorps* VISTA
Orlando	AmeriCorps UCF University of Central Florida	20	AmeriCorps* State
Orlando	Athletes in Service to America University of Central Florida	18	AmeriCorps* National
Palm Beach	Palm Beach LISC AmeriCorps	10	AmeriCorps* National
Panama City	Early Childhood Services	4	AmeriCorps* National
Quincy	AmeriCorps Gadsden Reads The School Board of Gadsen County	33	AmeriCorps* State
Sanford	Central Florida Legal Services	3	AmeriCorps* VISTA
Sarasota	Volunteer Center of Sarasota	6	AmeriCorps* VISTA
St. Petersburg	St. Petersburg Junior College	40	AmeriCorps* State
St. Petersburg	AmeriCorps Hi-Five Eckerd Family Youth Alternatives	24	AmeriCorps* State
St. Petersburg	Career Options of Pinellas, Inc YouthBuild St. Petersburg	25	AmeriCorps* National

¹ If there are two program names listed within a single entry, the second is the sponsoring organization.
If there are two identical programs with separate entries, they are different grants to the same organization.

² This is an AmeriCorps* Education Awards Program.



AmeriCorps in Florida

Primary City	Program Name Program Sponsor (if different) ¹	Number of Members	Program Type
St. Petersburg	People Achieving Self Sufficiency Department of Children and Families-D 5 PASS	20	AmeriCorps* State
Statewide	Ecumenical Program for Urban Service (EPRUS)	90	AmeriCorps* National
Statewide	AmeriCorps Promise Fellowships Demonstration Program	11	AmeriCorps Promise Fellows
Statewide	Florida Reads Statewide Initiative	210	AmeriCorps* State
Tallahassee	United Way of the Big Bend	40	AmeriCorps* State
Tallahassee	American Red Cross/Capital Area Chapter	2	AmeriCorps* VISTA
Tallahassee	Elder Care Services	17	AmeriCorps* VISTA
Tallahassee	Florida Department of Children & Families	7	AmeriCorps* VISTA
Tallahassee	Florida Department of Corrections	13	AmeriCorps* VISTA
Tallahassee	Florida Department of Elder Affairs	2	AmeriCorps* VISTA
Tallahassee	Florida Department of Juvenile Justice	10	AmeriCorps* VISTA
Tallahassee	Florida Rural Development Council	22	AmeriCorps* VISTA
Tallahassee	Literacy Volunteer of Leon County	9	AmeriCorps* VISTA
Tallahassee	AmeriCorps Elderserve Florida Department of Elder Affairs - Comp	48	AmeriCorps* State
Tallahassee	AmeriCorps Elderserve Florida Department of Elder Affairs	36	AmeriCorps* State
Tallahassee	AmeriCorps Florida State Parks DEP, Division of Parks and Recreation	70	AmeriCorps* State
Tampa	Mayor's B. Program - National Recycling Coalition	1	AmeriCorps* VISTA
Tampa	AmeriCorps ArtsUSF College of Fine Arts, University of South Florida	24	AmeriCorps* State
Tampa	AmeriCorps Hillsborough Reads Hillsborough Education Foundation	168	AmeriCorps* State
Tampa	National Farmworker Environmental Education Prog. Florida Dept. of Ed. Adult Migrant Program and Services	6	AmeriCorps* National
Tavares	Partners For Success Lake County Board of Commissioners	15	AmeriCorps* State
Vero Beach	Youth Volunteer Corps Volunteer Action Center	11	AmeriCorps* National
West Palm Beach	AmeriCorps Weed & Seed Palm Beach Board of County Commissioners	20	AmeriCorps* State

¹ If there are two program names listed within a single entry, the second is the sponsoring organization.
If there are two identical programs with separate entries, they are different grants to the same organization.

² This is an AmeriCorps* Education Awards Program.

**Comments by General Colin Powell at the
South Carolina Promise Summit
October 28, 1998**

“...I kept seeing all these things and I kept trying to figure out how I could do something about it, how I could serve my country in a new way. And that’s when President Clinton and President Bush asked me to chair the Presidents’ Summit on America’s Future in Philadelphia in April of 1997, and to work with great leaders who were going to be partners in that summit such as Harris Wofford, a man who has given so many years of service to his nation. And earlier this week in a program a lot of people thought was not going to work, the Corporation for National Service, and especially AmeriCorps; the 100,000th AmeriCorps volunteer was sworn in this week and now everybody knows that program works. That program is terrific as are the other programs that are under Harris Wofford’s supervision, and he was going to be my partner...”

RECENT EDITORIALS ON AMERICORPS

“CORPS’ CONSISTENCY”

“AmeriCorps is like the GI Bill: It rewards public service with educational opportunity. Some 40,000 volunteers, including more than 400 in Kentucky, are giving a year’s service to non-profit groups such as the Boys and Girls Clubs, the American Red Cross and faith-based groups. They’re tutoring, mentoring and building homes for the poor. AmeriCorps isn’t one of those top-down federal initiatives... it’s a real collaboration with the states.... That explains why it is so popular among governors of both parties.... If it can survive, AmeriCorps may well become another Head Start, which eventually won over its enemies – so much so that it’s hard to recall that it ever had enemies.”

THE COURIER-JOURNAL, Louisville, Kentucky, October 3, 1998

“LET AMERICORPS SERVE”

“Critics of AmeriCorps are once again trying to dismantle it....But AmeriCorps, which enters its fifth year this month, has delivered impressive results....Its success in awakening a new generation to community-oriented values is sufficient to justify its continuation. Many participants say the experience has had a tremendous impact on them, and affected their choice of career....The Senate has voted to continue the \$425 million program; its wisdom should prevail.”

PROVIDENCE JOURNAL, Providence, Rhode Island, September 27, 1998

“PUNISHING AMERICORPS”

“AmeriCorps members perform a host of needed tasks to help strengthen communities, providing tutoring and mentoring for thousands of at-risk children, for example, and working with local non-profit groups to restore blighted neighborhoods and clean up the environment....AmeriCorps can show tangible accomplishments in all 50 states and has earned renewal without a messy and demoralizing fight.”

THE NEW YORK TIMES, New York, New York, September 21, 1998

“SAVAGING SERVICE: WHY IS CONGRESS STALLING ON EXTENDING AMERICORPS?”

“As this nation faces social and economic change, the value of maintaining a strong ethic toward voluntarism in our communities is great. Congress should develop its own ethic of providing quick and hearty support every year for AmeriCorps and the Corporation for National Service.”

PITTSBURGH POST-GAZETTE, Pittsburgh, Pennsylvania, August 27, 1998

“AMERICORPS: USE NATIONAL SERVICE PROGRAM TO REVITALIZE PENINSULA”

“Rather than let houses and buildings in old, established cities decay, a worthy effort is having youth and adults do renovations, then reward them with funds to finance their college or vocational education....Let AmeriCorps spread to spaces in need of revitalization and to people seeking education and training.”

DAILY PRESS, Newport News, Virginia, August 21, 1998

“SAVE AMERICORPS”

“Critics of AmeriCorps claim that it is another effort by Big Brother to control local communities. That argument is specious. States and localities choose who serves in the corps, and most projects are home-grown....It would be tragic if the program fell victim to political squabbles when there is money to pay for it and the need remains.”

THE HARTFORD COURANT, Hartford, Connecticut, August 14, 1998

“JETTISON AMERICORPS? NO, EXPAND IT”

“Many older Americans grouse about the supposed lack of work ethic and commitment to the broader society by today’s younger generation. Conservatives, especially, detect a deterioration in family values. How could anyone who takes those as givens in good conscience oppose AmeriCorps? Don’t just save this treasure: Expand it.”

PHILADELPHIA DAILY NEWS, Philadelphia, Pennsylvania, July 29, 1998

“AMERICORPS: NATIONAL SERVICE PROGRAM SEEKS RENEWAL”

“...as Congress considers reauthorizing and funding [AmeriCorps] for the next year, the debate should stick to the questions of whether the program fills a need and [does] so cost-effectively....Against this, a program such as AmeriCorps that can marshal impressive statistics in support of lofty goals has a natural advantage.”

THE COLUMBUS DISPATCH, *Columbus, Ohio, July 28, 1998*

“SLASHING AMERICORPS BUDGET WOULD HAVE LOCAL CONSEQUENCES”

“It is hard to understand the opposition to this program. If it is to spite President Clinton, who conceived the idea of AmeriCorps, that is petty. If it is because of the cost, \$425.5 million, that is short-sighted, considering all the good that is done. If it is to hold it hostage to facilitate the passage of some other bill, that is irresponsible politics. AmeriCorps is a good program that benefits all who are involved....It should be fully funded in the next fiscal year.”

SOUTH BEND TRIBUNE, *South Bend, Indiana, July 23, 1998*

“NO MORE GAMES”

“If you seek evidence that Washington has changed for the better – and who doesn’t? -- you might consider the Corporation for National Service. It is a success story that shows the effectiveness of setting a goal at the national level – encouraging volunteerism – but implementing it locally....Though AmeriCorps began as a Democratic initiative, its structure is all Republican: decentralized and competitive.”

CONCORD MONITOR, *Concord, New Hampshire, July 22, 1998*

“WHO SHOULD TEACH?”

“...one of the brightest lights in New York City’s...school culture [is] the young teachers who’ve come via the AmeriCorps program Teach for America. These recent college graduates, with bachelor’s degrees from some of the top colleges in the nation, have helped to ease the city’s desperate teacher shortage.”

WALL STREET JOURNAL, *July 15, 1998*

“RETURN ON THE DOLLAR”

“Imagine a program that puts thousands of young Americans in service projects every year. They tutor kids, rehab homes, clean up neighborhoods and recruit other volunteers. Hardly a government deal, it sounds like something Ronald Reagan might have dreamed up. Actually, the germ of the idea was George Bush’s, and Bill Clinton embellished it: AmeriCorps....Like the Peace Corps, AmeriCorps is one of the best investments around. Congress ought to ensure its future by passing a five-year authorization bill, and by giving it the money for 1999 to expand.”

PHILADELPHIA INQUIRER, Philadelphia, Pennsylvania, June 19, 1998

“BUILDING BLOCKS”

“There are only 47 full-time AmeriCorps workers in the Dallas ‘Building Blocks’ program, but they get around....Building Blocks workers probably could have found work that pays better. They couldn’t have found work that matters more.”

DALLAS MORNING NEWS, Dallas, Texas, May 25, 1998

“YOUR TAX \$ AT WORK”

“AmeriCorps...works because it provides a constructive, character-building outlet for idealistic citizens to make a real difference in other people’s lives through volunteer service. That’s a great way to stretch tax dollars and build an engaged, committed citizenry.”

BRADENTON HERALD, Bradenton, Florida, May 2, 1998

“SUPPORT NATIONAL SERVICE”

“[AmeriCorps] has blurred partisan battle lines and now enjoys significant conservative support. And why not? It always has featured the conservative virtue of fiscal efficiency: With a little government stimulation and direction, thousands of volunteers are effectively mobilized to perform good and necessary work.”

SALT LAKE TRIBUNE, Salt Lake City, Utah, April 26, 1998

“CONTINUE NATIONAL SERVICE EFFORT”

“The Corporation for National Service is up for reauthorization in Congress....Despite the criticism, it’s a valuable program with a noble mission. It should be continued.”

THE TRIBUNE, Mesa, Arizona, April 20, 1998

“WHY NOT NATIONAL SERVICE?”

“Legislation has been introduced in Congress to extend national service into the 21st Century....Certainly, service to our own people, to our own communities is a top priority. We encourage our Members of Congress to approve the extension of the Corporation for the next five years.”

JOHNSON CITY PRESS, *Johnson City, Tennessee, April 19, 1998*

“THE FEW, THE PROUD”

“Our national security depends as well on the assurance of opportunity to compete fairly for American ideals and dreams. That must include access to education, health care, freedom from fear of random violence. AmeriCorps helps secure those ideals and bridge the gaps to those dreams for the economically and socially disadvantaged....Congress should recognize the value of those needs and affirm the President’s reauthorization bill.”

THE OREGONIAN, *Portland, Oregon, January 14, 1998*

NATIONAL SERVICE CALENDAR -- KEY DATES

MLK Day (January 18, 1999)

National Youth Service Day- 11th Anniversary (April 16-17, 1999)

National Volunteer Week and Big Help Week (April 18-24, 1999)

President's Service Awards (April/May)

Anniversary of the Presidents' Summit for America's Future (April 27-29, 1999)

AmeriCorps graduation ceremonies (Spring and Summer)

National and Community Service Conference (June 6-10, in Las Vegas)

City Year Convention- CYZYG (June, in DC)

Anniversary of Bill Signing (September, 1993)

Anniversary of Launch (September, 1994)

AmeriCorps Swearing-In Ceremonies (October)

Make A Difference Day (October 23, 1999)



A m e r i C o r p s

FACT SHEET

AmeriCorps, the domestic Peace Corps, engages more than 40,000 Americans in intensive, results-driven service each year, through more than 500 programs. Most AmeriCorps members are selected by and serve with local and national organizations like Habitat for Humanity, the American Red Cross, Big Brothers/Big Sisters, and Boys and Girls Clubs. Others serve in AmeriCorps*VISTA (Volunteers in Service to America) and AmeriCorps*NCCC (the National Civilian Community Corps). After their term of service, AmeriCorps members receive education awards to help finance college or pay back student loans.

What AmeriCorps Members Do

AmeriCorps members train volunteers; tutor and mentor at-risk youth; build affordable housing; clean up rivers and streams; help seniors live independently; provide emergency and long-term assistance to victims of natural disasters; and meet other community needs.

AmeriCorps*VISTA members have served economically challenged communities for more than thirty years. The program is dedicated to increasing the capability of people to improve the conditions of their own lives. Members of AmeriCorps*VISTA serve full-time and live in the communities they serve, creating programs that can continue after they complete their service.

AmeriCorps*NCCC is a ten-month, full-time residential service program for men and women age eighteen to twenty-four. Members help meet the nation's critical

needs in the areas of education, public safety, the environment, and other human needs. AmeriCorps*NCCC combines the best practices of civilian service with the best aspects of military service, including leadership and team building.

National Service

The Corporation for National Service—which oversees AmeriCorps, Learn and Serve America, and the National Senior Service Corps—works with governor-appointed state commissions, nonprofits, faith-based groups, schools, and other organizations to provide opportunities for Americans of all ages to serve their communities.

For more information, call 1-800-942-2677 or visit www.americorps.org.



AMERICORPS ACCOMPLISHMENTS

More than 100,000 Americans have served, or are currently serving, as AmeriCorps members—tackling critical problems like illiteracy, crime, and poverty. Following are just a few of their accomplishments over the past four years. In all, AmeriCorps members have served nearly 33 million people in more than 4,000 communities.



AmeriCorps members have helped children succeed in school and out of school.

2,640,096 Children taught, tutored, or mentored



AmeriCorps members have worked with police and community organizations to make neighborhoods safer.

40,500 Safety patrols established, operated, or expanded

564,000 At-risk youth served through afterschool programs



AmeriCorps members have met important environmental needs.

52,519,752 Trees planted

69,740 Tons of trash removed from neighborhoods



AmeriCorps members have strengthened nonprofits by increasing volunteer support.

1,691,220 Volunteers recruited, trained, or supervised



AmeriCorps members have improved the lives of people through health care, housing, and other service.

25,179 Homes built or rehabilitated

2,429,700 Homeless individuals given food, clothing, or other necessities

208,500 Senior citizens given independent living assistance

337,500 Persons provided with job or career counseling



AmeriCorps members have served in clinics, VA hospitals, and other health-related facilities.

419,000 People immunized



I will get things done for America—
to make our people safer,
smarter, and healthier.

I will bring Americans together
to strengthen our communities.

Faced with apathy,
I will take action.

Faced with conflict,
I will seek common ground.

Faced with adversity,
I will persevere.

I will carry this commitment
with me this year and beyond.

I am an AmeriCorps member,
and I will get things done.

—AmeriCorps Pledge

Clinton Presidential Records Digital Records Marker

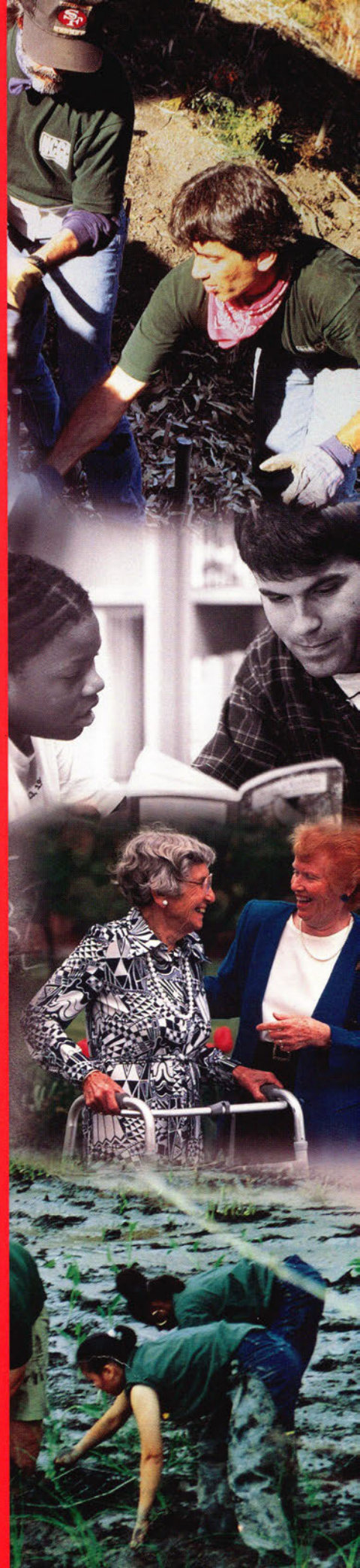
This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

CORPORATION
FOR NATIONAL
★ SERVICE

Education.
Public safety.
Housing.
Health care.
Environment.
Disaster relief.
Citizenship.
Involvement.
Action.
National service.



CORPORATION
FOR NATIONAL
★ SERVICE

TO: White House Colleagues
FROM: John Gomperts
RE: Articles on AmeriCorps Passing the 100,000 Member Mark
DATE: October 27, 1998

Bob - FYI. Thank you!
You'd enjoy
these pieces.

As you know, this past week AmeriCorps passed the 100,000 member mark. Even though the event at the White House had to be postponed because of the Middle East peace agreement, we still managed to generate some exceptional press coverage, particularly opinion pieces.

For your information, I have attached several of the most significant pieces including: a short blurb from *Time Magazine*; a Stephen Ambrose op-ed that ran in Friday's *Wall Street Journal*; a David Gergen column that is in the current *US News and World Report*; a *Washington Times* article on AmeriCorps' work with faith organizations; an op-ed by Al From of the Democratic Leadership Council that is being distributed through Scripps-Howard; and a story from Sunday's *Washington Post*.

This is a lot of reading, all on one subject, but even if you just breeze through these pieces you'll get a good sense of what we are up to, and the success we are having.

We look forward to working with you in the coming months to build on and extend these successes. Thanks for your help and support.

Distribution:

Kris Balderston
Walker Bass
Paul Begala
Mark Childress
Maria Echaveste
Patricia Ewing
Mickey Ibarra
Jon Jennings
Ron Klain
Bob Nash
Jack Lew
Ann Lewis

Joe Lockhart
Heather Marabeti
Thurgood Marshall, Jr.
Tanya Martin
Larry Matlack
Sylvia Matthews
Anne McGuire
Jonathon Orszag
Jennifer Palmieri
John Podesta
Bruce Reed
Shirley Sagawa

Laura Schwartz
June Shih
Bob Shireman
Stacie Specter
Gene Sperling
Larry Stein
Amy Weiss Tobe
Barry Toiv
Melanne Verveer
Michael Waldman



NOTEBOOK



SUCCESS STORY

Clinton's Pet Program Makes Many Friends

AT LEAST ONE GROUP IN WASHINGTON HAS escaped the long arm of the **LEWINSKY** scandal: AmeriCorps. The national service program is a favorite of **PRESIDENT CLINTON'S**, and its supporters were worried that it might be a target for his congressional critics. But the four-year-old program has won over skeptics by emphasizing its grass-roots structure and its alliance with respected

*Santorum*

CLIFF SCHIAPPA/AP
nonprofit organizations around the country. Members are selected by and work for such groups as Boys and Girls Clubs of America and Habitat for Humanity.

AmeriCorps prevailed on a key Senate funding vote in July by 58 to 37, winning over such former Republican critics as **RICK SANTORUM** of Pennsylvania and Daniel Coats of Indiana. On Friday, Clinton will preside at a White House swearing-in ceremony marking the program's 100,000th member—a benchmark the Peace Corps took more than 20 years to reach. —By Adam Cohen/New York

REVIEW & OUTLOOK

Preserve the Citizen Service Tradition

By STEPHEN E. AMBROSE

It is the nature of youth to want to explore. Youngsters yearn for challenge and new experiences and the sense of belonging to something larger than themselves. They are idealistic and want to advance their ideals through service.

It is one of the principle misfortunes of our time that we do not provide our 18- and 19-year-olds with enough opportunity to do these things, and it is one of the chief differences between America today and America a half-century ago. Then, service of some sort to the nation by the young was taken for granted, along with the notion that society would provide them with a place to serve.

In the Depression, it was the Civilian Conservation Corps, universally praised for the projects it undertook and completed and for the way it provided impoverished youngsters with a chance to serve, to travel, to get to know other young Americans from different backgrounds and parts of the country. In the Second World War and during much of the Cold War it was the armed forces, where millions of young Americans served. President John F. Kennedy tapped the same vein to create the Peace Corps. Today AmeriCorps is extending that tradition of citizen service, giving young people opportunity to serve their country here at home.

The generation of Americans now in retirement faced and overcame great challenges, starting with the Depression and including the Nazis, the Japanese militarists, and the Communists in Korea, Vietnam, and the Soviet Union. The challenges of today are not so clear, or terrifying, or dramatic. Nor are they as unifying: During World War II, a popular saying, used to respond to a complaint about this or that shortage, was "We are all in this together." Today's youth have never had that feeling. They have missed the experience of work-

ing together for a common goal as much as they have missed the chance to serve others.

It seems to me that one of the great things that came out of World War II, and to a lesser extent out of Korea and even Vietnam, was the way in which millions of young men learned to work together, to take responsibility, to become part of a team. They learned, too, to savor deferred



CCC workers near Camp Au Sable, Mich.

gratification, and to take pride in contributing to their fellow man.

Today, too often, our youngsters hardly know one another. Middle class kids have little or no contact with inner-city kids. As we become a more diverse society, it is critical that we provide our youth with experiences that bring Hispanic-Americans and European-Americans, Jewish-Americans and Muslim Americans, Asian-Americans and African-Americans together, working, living, serving side-by-side. Lord knows there are plenty of challenges out there and much to be done, improving educa-

tion, fighting poverty, and protecting the environment.

In Europe, several nations require that, at 18, young people give a year of service to their country. In the U.S. it is not required, but AmeriCorps provides a voluntary opportunity to make a similar commitment. Instead of fighting enemies abroad these young Americans battle against the everyday enemies of illiteracy, poverty, and violence that plague our nation. In four years, AmeriCorps members have taught, tutored and mentored more than 2.2 million children, provided after-school programs to more than a million at-risk youth, removed close to 70,000 tons of trash from neighborhoods, and recruited more than 1.8 million volunteers to assist in these and other efforts.

AmeriCorps members, most of whom are between the ages of 18 and 24, receive a loan living allowance, and after a year of service a stipend of almost \$4,800 to help pay for college. This is similar to the 1944 GI Bill of Rights, which was the best piece of legislation Congress ever enacted. The GI bill sent hundreds of thousands of GIs to college—guys who never dreamed it would be possible for them to get a higher education—and after earning their degrees they went out and built modern America. They were part of the best educated, best disciplined, hardest working, most innovative generation of Americans ever. Today's young people, through AmeriCorps and other volunteer groups, can emulate them.

Our young people are our future. Our very soul as a nation is at stake. I cannot imagine a better investment than in youth who want to work for others and then go on with their education, taking a hand up rather than a hand out. Since 1994, more than 100,000 young men and women have pledged to "get things done" for America. This month, as AmeriCorps celebrates this milestone, let us congratulate them for their service to our country—and hope that future generations have the opportunity to follow in their footsteps.

Mr. Ambrose is author, most recently, of "Citizen Soldiers" (Simon & Schuster, 1997).

BY DAVID GERGEN / EDITOR AT LARGE



The nation's new patriots

A generation of idealists shuns politics and turns instead to volunteering

The news these days suggests that America is now raising a generation of hellions: Two young men stand accused of brutally murdering a college kid in Wyoming because he was gay; a 20-year-old girl was found guilty of inducing her boyfriend, a cadet at the Air Force Academy, to kill another young woman whom she detested; Eric Rudolph, hiding out in the Appalachian Mountains, is accused of planting that bomb at the Atlanta Olympics when he was 30; young punks show up on morning television shows with the damndest personal stories. And on and on.

But as is so often the case, the real news is contained in the stories that aren't snatching headlines. Last week, for example, the four-year-old AmeriCorps program inducted its 100,000th volunteer. Nearly all the young men and women are giving at least a year of service to their country. It's a remarkable feat: The Peace Corps took 20 years to reach the same milestone.

More to the point, almost every one of these AmeriCorps volunteers has been weaving an important thread into the fabric of community life. In Clearwater, Fla., a young woman named Sherry Thomas, who was living in the streets at the age of 14, helps to build community playgrounds and assists in neighborhood cleanups as she prepares for a career in law enforcement. Serving with Habitat for Humanity, Army veteran Phillip Wu and 22 other members on his team recruited 1,500 college students to come to Miami over a spring break to complete 50 new homes for working families. Monisha Poudyal, a Yale graduate from an immigrant family, worked for a year in California on HIV and substance-abuse issues with at-risk kids. She is now pursuing a career in nonprofit management. A graduate of Notre Dame, Robert Peters, joined the Sisters of Notre Dame AmeriCorps program and tutored migrant farm children and illiterate adults.

Doing something good. "We are tapping into a new patriotism among young people," says Harris Wofford, the former U.S. senator who now heads the Corporation for National Service, which runs AmeriCorps. "They have a

tremendous cynicism about politics but not for doing something for their neighborhood or for children."

Wofford's opinions are borne out by recent survey data. UCLA's mammoth survey of college freshmen found that last year's incoming class demonstrated the lowest levels of political interest in the 32-year history of the poll, even as volunteer work was at record levels. A recent survey for Public Allies, a multicultural group supporting civic service, found that today's young people are very public spirited, but they are "actively looking for new and distinctive

ways to connect to the people and issues surrounding them."

AmeriCorps is not the only organization experiencing a surge in interest. Teach for America, the volunteer program started nearly 10 years ago by Wendy Kopp after she graduated from Princeton, receives 3,000 applications a year for 500 slots. Some 10,000 apply to the Peace Corps for 3,500 places, and young people often wait up to two years to gain a coveted spot.

Each of these programs has its critics but is building wider support. Republicans once bashed AmeriCorps as President Clinton's pet project, but Senate conservatives like Rick Santorum and Charles Grassley now back it. Millard Fuller, the inspirational figure behind Habitat for Humanity, was once a skeptic, too, but, after seeing volunteers in action on Habitat sites, has written enthusiastically about national-service programs to House Speaker Newt Gingrich. With 1 in 7 AmeriCorps members now serving in faith-based projects, support for the program among religious leaders has risen, too.

None of this, however, should obscure the central point: Contrary to myths that they are slackers, generation X-ers are actually brimming with idealism, far outstripping what we saw only a decade ago. Instead of knocking young men and women, we ought to be providing more opportunities for them to give back. The day is not far off when a year or more of service to the country will once again be enshrined as an essential part of becoming an American citizen. ■

Contrary to myths
that they are
slackers, gen X-ers
are actually brimming
with idealism.

Religious groups play bigger AmeriCorps role

Agency begins fifth year of helping students, towns

By Larry Witham
THE WASHINGTON TIMES

AmeriCorps opens its fifth year of national volunteer service today, marking the involvement of 100,000 college students who increasingly do their community work via religious agencies.

The religion-related segment under the Corporation for National Service, a Peace Corpslike agency begun in President Clinton's first term, has reached 8 percent of all volunteers since 1994.

AmeriCorps officials said that sector is "rapidly expanding."

The AmeriCorps budget also has grown. Congress gave it \$438.5 million for next year, an \$18 million increase over 1998.

"We got into AmeriCorps as soon as we could," said John Stoesz of the Greater Dallas Community of Church. "Volunteers we get from churches are very dedicated, but they are not there every day and every week."

Since the national agency opened in 1994, the Dallas coalition of 300 churches has had about 50 of AmeriCorps' full-time college students assisting its community work annually.

AmeriCorps gives the students a living stipend, of which groups like the Community of Church must provide 15 percent.

Students also get a \$4,725 voucher to pay college costs. A student may serve in AmeriCorps a maximum of two years.

A strength of such programs, Mr. Stoesz said, is that a funded core of volunteers inspires more temporary volunteerism and increases community donations. "We can raise money locally when we have a good program," he said.

The Sisters of Notre Dame were an AmeriCorps site from the beginning as well, and in the District the sisters for three years have operated a service project out of Trinity College in Northeast.

"We've never made any appeal for people in the parishes to help us," said Sister Joanne Schneberger. "The AmeriCorps volunteers are just great young people."

Her 12 volunteers each year have helped District residents complete GED tests, and

also helped immigrants learn English.

The National Council of Churches (NCC) Ecumenical Program for Urban Service has been a primary outlet to religious agencies. This year, it will coordinate about 5,600 AmeriCorps volunteers at 5,000 sites.

The locations are churches, synagogues and mosques, said Charles Rawlings, the NCC's director of urban programs. "We started as a small program with a grant of \$400,000," he said. "Now we have grants in the area of \$3.2 million."

All such programs must pay their own bills, and then file for reimbursement from AmeriCorps, participants said.

The NCC project awards only the college voucher. The living expense of an AmeriCorps volunteer is covered by the religious groups.

While some college students are from middle-class families and go to expensive universities, others are minorities attending community colleges — and they benefit greatly from the voucher, participants said.

The church council tries to "target needful populations." As a result, 30 percent of the AmeriCorps awards go to work with blacks and 30 percent to assist Hispanic concerns. The rest goes to general work by volunteer religious agencies, Mr. Rawlings said.

None of the participants reported disputes over the church-state issue of federal money being dispensed through a faith-based organization.

Sister Schneberger said that while they operate out of a religious college, there is nothing sectarian to the work. "I pray a lot for the volunteers," she said.

In Dallas, Mr. Stoesz said a picture of Jesus may hang on a church wall where volunteers conduct a program, but no one is teaching Sunday school. "We're not going to take the picture down," he said.

Similarly, the NCC work follows a well-established pattern in which church agencies receiving government money neutralize the religious setting of the work.

"We police it very carefully," Mr. Rawlings said. Still, he said, religious groups in partnership with government funding "is a good adjustment in American culture."



[The 500 Sites Yahoo is Afraid to List](#)

AL FROM: AmeriCorps works

Copyright © 1998 Nando.net

Copyright © 1998 Scripps Howard

- A special report from Nando: [White House Crisis](#)

(October 24, 1998 2:44 p.m. EDT <http://www.nandotimes.com>) - This week in its budget bill Congress made a down payment on the President's goal of hiring 100,000 new teachers. By the year 2000, the Administration should reach another high-profile landmark: funding 100,000 new police officers for "community policing" efforts around the country.

But this Friday another landmark will be reached with relatively little fanfare: the swearing-in of the 100,000th volunteer in the AmeriCorps national service program, the President's initiative that offers young people a chance to earn a college scholarship in exchange for service to local communities.

This achievement is remarkable for several reasons. The numbers alone are impressive: It took the Peace Corps two decades to enroll 100,000 volunteers, while AmeriCorps reached the milestone in just four years. But if the number of servers is significant, the number served is amazing.

AmeriCorps participants, working in 4,000 local communities, have recruited 1.8 million volunteers; tutored or mentored 2.2 million children; operated after-school programs for more than half a million at-risk youth; and built or rehabilitated more than 25,000 homes. They have also established 4,000 neighborhood watch programs to fight crime, and planted 52 million trees to improve the environment.

But for all its accomplishments, AmeriCorps' most enduring value may be in demonstrating the power of good ideas against all the political odds.

National service is an idea without a built-in political constituency -- other than citizens generally. Many on the left opposed national service because it asked beneficiaries of federal student aid to give something back to the community, instead of claiming assistance as an entitlement. Many on the right opposed it because volunteers would be compensated.

These objections showed exactly why the Democratic Leadership Council decided to make national service our top policy priority back in 1988. Instead of the "something for nothing" ethic of the left, and the "everyone for himself" ethic of the right, national service exemplified an ethic of mutual obligation, much as the GI Bill before it. It represented an investment in America's future with a triple payoff: the impact on volunteers in serving, the value of the service performed in addressing the country's social problems, and the "human capital" created by the post-service educational benefit.

In 1992, presidential candidate Bill Clinton discovered that a pledge to implement national service was his most reliable applause line on the primary trail, and a powerful magnet for support from young people. Clinton understood that national service exemplified the New Democrat values of opportunity, responsibility, and community around which his quest for the presidency was organized: the opportunity for higher education, earned through responsibility to the nation, helping build a genuine community of mutual obligation between citizens and among generations.

Despite still-powerful opposition from both the left and the right, President Clinton persuaded Congress to authorize a national service program -- dubbed AmeriCorps -- in 1993. But because of its status as "the President's favorite initiative," AmeriCorps has had tough sledding in the Republican Congresses of 1995-98. It's been held hostage in virtually every fight between the President and Congressional Republicans. AmeriCorps' survival to the 100,000-volunteer milestone is a testament not only to the president's tenacity, but to the tangible value of national service to its participants and to the communities they serve.

With AmeriCorps beginning to attract more reliable Republican support (most notably from former Gen. Colin Powell), it may be time to seriously consider taking it to a higher level: not just as a worthy initiative helping some communities and involving some young people, but as an option for all young people, and as a central element of our nation's civic ethic and social compact.

But even if AmeriCorps were to end tomorrow, 100,000 participants, and their countless beneficiaries, could testify that sometimes ideas do matter.

Al From is president of the Democratic Leadership Council. Distributed by Scripps Howard News Service

<http://hawaiianculture.ancienthistory.aids.coptv.environment.hocemusic.shareware.powerboat.html.craftsforkids.ceramics.java.deneology.alcoholism.law.vintagecars.gardening.beatles.heavymet.s.drawsketch.elegantresorts.daycare.startrek.daysofourlives.walomensissues.fishing.cancer.eastvillage.kidscience.miningco.com>

The 500 Sites Yahoo is Afraid to List

[[Global](#) | [Stateside](#) | [Sports](#) | [Politics](#) | [Opinions](#) | [Business](#) | [Techserver](#) | [Health & Science](#) | [Entertainment](#)
| [Weather](#) | [Baseball](#) | [Basketball](#) | [Football](#) | [Hockey](#) | [Sport Server](#) | [MAIN](#)]

Copyright © 1998 Nando.net

Do you have some feedback for the Nando Times staff?

MIETRO ^B

SUNDAY, OCTOBER 25, 1998

M1



BY LUCIAN PERKINS—THE WASHINGTON POST

AmeriCorps members Patrick Roney, left, and Joe McDaniel work on a window frame at a National Park Service building along the C&O Canal.

Getting Messy for a Good Cause

Newly Minted AmeriCorps Volunteers Start by Cleaning Along C&O Canal

By D'VERA COHN
Washington Post Staff Writer

It was a glorious day to get dirty, and that's what dozens of AmeriCorps members did yesterday along the C&O Canal—removing silt, picking up trash, painting a National Park Service building and performing a variety of other public services.

"There's nothing I can think of that I'd rather do," said Melody Scales, 25, a paint-spattered team leader from Stoneville, N.C. She had just begun her second year with the group, sometimes called the domestic Peace Corps. Previous experi-

ences included tutoring a needy child in Detroit and building a fence at the National Elk Refuge in Jackson, Wyo.

It was the first day of work for more than 100 AmeriCorps members, who had three weeks of training and a swearing-in ceremony at the White House on Friday. They will live dormitory-style at D.C. Village, the city's former nursing home, and will put in at least 1,700 hours of community service in the region and elsewhere during the next 10 months.

AmeriCorps members based here also take on community service projects in Virginia, West Virginia, Ohio and Pennsyl-

vania. Locally, they have helped renovate D.C. public housing and spruce up Cardozo High School and Lincoln Middle School in Northwest Washington. And they can be redeployed in emergencies.

Many of the new members are being dispatched immediately to help out with flood relief in Texas and hurricane relief in Puerto Rico. They could be gone for three weeks.

For their one-day stint along the C&O Canal, Scales and two dozen other AmeriCorps members were assigned to spruce

See VOLUNTEERS, B6, Col. 1

AmeriCorps Volunteers Clean at C&O Canal

VOLUNTEERS, From B1

up the National Park Service's canal headquarters building in Georgetown. They scraped off loose bits of peeling beige paint, then applied a gleaming coat of brick-colored paint, making the building look new again and spotting their black jumpsuits with paint as they worked. Other AmeriCorps members worked at six additional locations along the canal in the District and Maryland.

The event was part of "Make a Difference Day," sponsored by USA Weekend magazine and the Points of Light Foundation, which drew volunteers for projects nationwide.

AmeriCorps, which was established in 1993, enrolls young people ages 18 to 25. The D.C. group's members come from 37 states and include college graduates and high school dropouts, people looking for adventure and people searching for themselves. They receive free food, housing and a \$4,000 taxable stipend for their service.

But for most, that's not the point.

"I've been in school the past 16 years, learning, getting stuff from teachers and other people," said Katie Paletta, 22, who is a recent college graduate from St. Louis. "Now I want to be the person giving that stuff."

Paletta knew she wanted to do something useful while contemplating her next move, possibly graduate school in math. She saw



BY LUCIAN PERKINS—THE WASHINGTON POST

From left, Justin Davis, of College Park, and Lydia Strohl, of Washington, hoe soil at the C&O Canal. The contribution by AmeriCorps members was part of "Make a Difference Day," which drew volunteers for projects nationwide.

information about AmeriCorps on the Internet, "and that was it for me."

André Crisp, 18, also received much when he was growing up in Minnesota. People helped his struggling family with food and presents at Christmas. Charitable donations supported the Boys' and

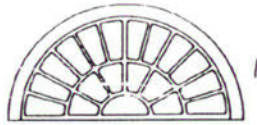
Girls' Club where he participated in after-school activities.

"I enjoy helping out others," he said. "I want to give. I've been through a lot in life, and people helped me out."

Chris Jackson, 23, studied creative writing in college but wasn't sure what to do next. He saw a

brochure about AmeriCorps and liked the idea of doing a variety of tasks in different places.

"I could stay busy while thinking about what I wanted to do," said Jackson, who is from Denver. "It's a great way to stay busy instead of being a lifeguard, which is what I did this summer."



UNIVERSITY OF VIRGINIA
DEPARTMENT OF PSYCHOLOGY

April 27, 1998

Gene Sperling
Director, National Economic Council
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

Dear Gene:

Great seeing you last weekend. Here's the latest Teen Outreach material. As always, I appreciate any help you can offer in getting the staffs of the First Lady or the Vice President interested in pursuing this. The opportunity to champion volunteerism as the high school level, while reducing teen pregnancy AND school failure rates dramatically--all in a package that should be appealing across party lines--seems like a good one to try to sell.

Thanks again!

Sincerely,

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

Joseph P. Allen, Ph.D.
Associate Professor
(804) 982-4727



Cover Story

OUTLOOK 1998

Silver Bullets

16 smart ideas to fix the world



1. How to reduce teen pregnancy

Voluntary community service

[Go to the Silver Bullet Solutions index featuring related Web links](#)



FRANK FOURNIER-CONTACT FOR US&VR

BY MARCI MCDONALD

In a rainbow-bright nursery at Faith House, a gleaming new home for crack babies in St. Louis, spindly infant arms reach out from between crib slats for love. Among the beds, 10 ninth graders on a community-service field trip from McCluer High School shuffle uneasily, clearly shy about answering that age-old call for human contact. Then suddenly, deftly, Erin Meyer, a delicate 15-year-old in black overalls, scoops up a squirming bundle and begins to rock him in her arms. "I've wanted a baby for a long time," she says. "But it makes me sad to see how these kids got here. I realize that if I have a baby, I want it to be under circumstances so I can have it myself, not have other people look after it."

Meyer's conclusion would delight any social worker wrestling with the bedeviling problem of teen pregnancy. Nearly 1 million American teenagers a year become pregnant--76 percent of them out of wedlock and 40 percent under the age of 17. Still, the epiphanies prompted by a school outing to Faith House might not seem surprising. After all, how better to warn teens against the perils of premature motherhood than to confront them with colicky, damp-diaper reality? What has surprised experts is a recent discovery that it doesn't matter whether teens cuddle crack babies or clean up roadside trash. The best way to help teenage girls avoid becoming pregnant is to involve them in voluntary activity, whether or not it is explicitly designed to point out the pitfalls of early parenthood. This is the

strategy behind the Teen Outreach Program, which appears to be the most effective deterrent to teen pregnancy yet devised.

Begun in St. Louis nearly two decades ago, TOP has since spread to 120 classrooms in 25 cities with consistently remarkable results. Now, a meticulous, four-year evaluation by University of Virginia psychologist Joseph Allen reports that teens in the program had 40 percent fewer pregnancies than a control group of adolescents who had applied to join but lost out in a random draw for participation. That success rate far outstrips those from any current sex-education, contraception, or abstinence campaigns--the leading, and decidedly more direct, approaches to the issue. According to Douglas Kirby, research director of ETR Associates, who conducted a landmark 1996 survey of those approaches entitled *No Easy Answers*, none made more than a modest dent in teen birth rates, compared with TOP's dramatic results. "This is the best evidence we have," Kirby says, "that any single program can actually reduce teen pregnancy."

Allen credits the TOP curriculum both with bolstering self-esteem and modifying adolescents' worldviews. "What this program does is change kids' perceptions about themselves and tell them that they have a role in the community," he says. "When they learn to take care of others, they learn to take care of themselves." His findings make the conventional debate about how to prevent teen pregnancy--in which conservatives and liberals square off over the merits of giving teens condoms or moral strictures--seem beside the point. In fact, TOP's greatest strength may be the obliqueness of its approach. A mix of community service, gab sessions, and activities designed to foster the spirit of an exclusive club, it devotes less than 12 percent of its time to focusing directly on sex. And so flexible is its curriculum that it can be adapted by communities that prefer not to broach the dread subject at all. "This program comes in the back door," says Rita Helm, TOP director at Ferguson Middle School in St. Louis.

Warring camps. But crusaders for the warring camps of both sex education and abstinence counseling have shown themselves notably reluctant to rush forward and beat the drums for a program that calls into question their own stakes in the issue. "There is no one magic bullet to prevent teen pregnancy," insists Debra Haffner, president of SIECUS, the Sexuality Information and Education Council of the United States. "This in no way says sexual education for young people isn't important." Meanwhile, conservatives are unlikely to abandon their own beachhead: In a virtually ignored clause of last year's welfare-reform bill, they succeeded in locking in a \$50 million-a-year windfall of new federal funding to be made available to states that promote a strict definition of abstinence--despite the lack of evidence that it works.

Now run by Houston-based Cornerstone Consulting, TOP is financed entirely by private foundations and boasts 6,000 members of both sexes from New York City to San Francisco. But at a time of pinched social-service budgets, it could have even wider appeal. If included in an academic curriculum, it can cost as little as \$100 per student a year; paying

after-school facilitators and hiring buses to deliver groups to volunteer sites may add an estimated \$500 a head to the bill. That's not a trifling amount to the average struggling inner-city school district. But compared with the estimated \$6.9 billion a year in extra services that births to teenage mothers cost society each year, the TOP program looks like a sound investment.

[MAIN MENU](#) | [SEARCH](#) | [NEWS & VIEWS](#) | [COLLEGES & CAREERS CENTER .edu](#) | [NEWS YOU CAN USE](#) | [THE FORUM](#) | [ISSUE](#)

Issue Date: December 29, 1997

Have a comment? Want to read what other readers have to say?

Post your opinions in our [U.S. News Forum](#)

Send letters to the editor to letters@usnews.com

Visit the [U.S. News Information Center](#)

© Copyright U.S. News & World Report, Inc. All rights reserved.

This site is engineered by [AGTinteractive](#)



Preventing Teen Pregnancy and Academic Failure: Experimental Evaluation of a Developmentally Based Approach

Joseph P. Allen, Susan Philliber, Scott Herrling, and Gabriel P. Kuperminc

A true experimental evaluation was conducted of a national volunteer service program, Teen Outreach, that was designed to prevent adolescent problem behaviors by enhancing normative processes of social development in high school students. This evaluation addressed 2 problem behaviors in adolescence—teenage pregnancy and school failure—for which experimental evidence about successful preventive programs has been largely lacking. High school students ($N = 695$) in 25 sites nationwide were randomly assigned to either a Teen Outreach or Control group and were assessed at both program entry and at program exit 9 months later. Rates of pregnancy, school failure, and academic suspension at exit were substantially lower in the Teen Outreach group, even after accounting for student sociodemographic characteristics and entry differences between groups. Results are interpreted as suggesting the potential value both of the Teen Outreach Program specifically and also more generally of interventions that seek to prevent problem behaviors by addressing broad developmental tasks of adolescence rather than by focusing upon individual problem behaviors or micro-skills.

INTRODUCTION

Among the long list of social problems that can occur in adolescence, two problems—teen pregnancy and school failure—are of particular concern as a result of their persistent and costly consequences. When teen pregnancy leads to teen childbearing, long-term costs are often severe for the adolescents involved, for their offspring, and for the larger society, with estimates of total societal costs of teen parenthood ranging from \$9 to \$29 billion annually (Center for Population Options, 1992; Furstenberg, 1991; Maynard, 1996). Teen pregnancy also serves as a marker of sexual behavior that brings a substantial risk of contracting AIDS and other sexually transmitted diseases. Similarly, school failure and academic behavior problems are two of the best predictors of school dropout (Engel, 1994; Oakland, 1992; Powell-Cope & Eggert, 1994), which has immense lifetime consequences for both the individual and society (estimated at \$260 billion in lifetime lost income and taxes for each year's class of dropouts; Catterall, 1987). Both school failure and teen pregnancy have been the foci of intensive preventive intervention efforts, although evaluation of such efforts has often been sporadic and uneven in quality.

Several recent reviews of teen pregnancy prevention programs and their evaluations have noted how little positive evidence exists that any program can reduce teen pregnancy rates (Frost & Forrest, 1995; Kirby et al., 1994; Moore et al., 1994; Philliber & Namerow, 1995). Two recent reviews of the most rigorously evaluated programs targeting teen sexual be-

havior (Frost & Forrest, 1995; Philliber & Namerow, 1995) have identified a total of nine programs that targeted teen sexual behavior and that were evaluated with true random assignment designs (Philliber & Namerow, 1995). Among these, one program that provided contraceptive services to teens had a clear effect in reducing pregnancy rates (Winter & Breckenmaker, 1991), consistent with a line of quasi-experimental research suggesting the efficacy of programs that distribute contraceptives (e.g., Zabin, 1992; Zabin, Hirsch, Smith, Streett, & Hardy, 1986; Zabin et al., 1988a, 1988b). Several behavioral skills training programs and educational programs also have produced increased reported contraceptive use among selected groups of adolescents (i.e., those with no prior sexual experience, minority males, and so on; Barth, Leland, Kirby, & Fetro, 1992; Eisen & Zellman, 1992; Eisen, Zellman, & McAlister, 1990, 1992; Jemmott, Jemmott, & Fong, 1992; St. Lawrence, Jefferson, Alleyne, & Brasfield, 1995). And a community service/life options program reported effects in reducing birth rates by the end of the second year of the program, although pregnancy rates were not influenced and birth rates were not affected in the first year of the program (Hahn, 1994). Other than contraceptive distribution programs, the one other true experimental program with evidence of ability to reduce pregnancy rates was the Perry Preschool project, a comprehensive, developmentally focused program that demonstrated a trend toward significant ef-

fects ($.10 > p > .05$) 14 years after program implementation when former participants were age 19 (Schweinhart, Barnes, & Weikart, 1993).

Programs to prevent academic failure and dropout are also widespread, and evidence has been accumulating that several types of programs may have some impact on failure and dropout rates (Felner, Brand, Adan, & Mulhall, 1993; Oakland, 1992). Nevertheless, true experimental evaluations of such programs are also quite rare. Given the difficulty of implementing and evaluating preventive interventions for adolescents, questions are being raised both within the social sciences and in the larger policy arena about whether problems, such as teen pregnancy and academic failure and dropout, can be effectively addressed with psychologically focused interventions or whether harsher economic incentives must be implemented (Males, 1993; Personal Responsibility and Work Opportunity Act, 1995).

Although programs can apparently succeed by targeting highly specific skills and micro behaviors on the part of adolescents (e.g., condom use, homework completion, school attendance) or by targeting broader antecedent developmental factors that have been related to the risk of serious problem behaviors, the latter group of programs have the potential, at least in theory, to reduce the incidence of *multiple* problem behaviors. Numerous writers have acknowledged the common roots or causes of problem behaviors among adolescents and thus pointed to the need for multipronged and developmentally oriented programs dealing more comprehensively with young people (Carrera & Dempsey, 1988; Donovan & Jessor, 1985; Donovan, Jessor, & Costa, 1988; Schorr, 1988). Long-term outcome data from the Perry Preschool project (Schweinhart et al., 1993) suggest the potential advantage of developing programs that apply a broad developmental focus to preventing problems in *adolescence*, although few such programs targeting adolescents have had their effects carefully evaluated.

Such an approach would also be particularly promising in helping to better understand the common elements that may underlie different kinds of problem behaviors in adolescence. Our understanding of common underlying causes for multiple adolescent problem behaviors is based primarily on naturalistic observations and correlational data (Allen, Leadbeater, & Aber, 1994; Donovan & Jessor, 1985; Donovan et al., 1988; Yamaguchi & Kandel, 1987). Identifying an intervention that simultaneously affected multiple problem behaviors could provide *experimental* evidence about common underlying causes of these behaviors and also provide further

insight into the developmental antecedents that may underlie syndromes of problem behaviors.

To the extent that preventive interventions target broader developmental goals, they can also eliminate some of the stigma associated with programs that seek to address specific skill deficits (e.g., condom distribution programs). With particularly controversial adolescent problems (such as teenage pregnancy) for which community pressure may lead adults to select interventions that make them comfortable rather than those that have been shown effective (Philiber & Namerow, 1995), a broad developmental approach might make successful intervention politically and practically feasible where it would not otherwise be.

In summary, evaluation of broad, developmentally focused interventions targeting the prevention of multiple diverse problem behaviors can help (1) expand the variety and flexibility of preventive interventions targeting controversial problems of adolescents, particularly teen pregnancy; (2) inform the policy arena about the potential of psychological/educational interventions to truly alter critical outcomes for at-risk adolescents; and (3) highlight potential causal mechanisms and/or protective factors that are common to multiple problem behaviors and that are susceptible to intervention. Yet the true experimental evaluations of such interventions that would be needed to influence policymakers, practitioners, and researchers have been largely lacking.

This article describes an experimental evaluation of a nationally replicated program—Teen Outreach—directed toward reducing rates of teenage pregnancy, school failure, and school suspension. The primary focus of Teen Outreach is to engage young people in a high level of structured, volunteer community service that is closely linked to classroom-based discussions of future life options, such as those surrounding future career and relationship decisions. Volunteer service is increasingly being linked to positive outcomes for young people and is achieving substantial national attention (Clinton, 1996), although controlled experiments on the impact of volunteer service have thus far been lacking (Moore & Allen, in press). Volunteer service offers students a chance to see schools in a new role, and it allows them to begin to take on adult roles in ways that, unlike some work for pay, do not necessarily undermine parental or school authority structures (Steinberg & Dornbusch, 1991; Steinberg, Fegley, & Dornbusch, 1993). The Teen Outreach Program has an explicit developmental focus, helping teens understand and evaluate their future life options. This focus attempts to further teens' progress in the devel-

opmental task of establishing their competence and autonomy in a context that maintains their sense of relatedness with important adults (Allen, Hauser, Bell, & O'Connor, 1994; Connell & Wellborn, 1993). It provides an opportunity to be viewed in a positive role by program facilitators, adults at volunteer sites, and by other youths, while also reflecting about future roles as a competent, autonomous adult. Although several studies using nonexperimental designs have suggested the value of the program (Allen, Kuperminc, Philliber, & Herre, 1994; Allen, Philliber, & Hoggson, 1990; Philliber & Allen, 1992), these studies remain open to criticism about the influence of possible participant self-selection effects, particularly with a program that emphasizes *volunteer* community service.

Given promising initial evaluation data, the program has grown dramatically over the past decade, and in 1994–1995 was offered in 45 schools in 13 states. The program is now targeted primarily toward high school age students, as a result of preliminary evaluation efforts indicating that it was maximally effective within this age range. The current evaluation utilized a random-assignment design and data collected in the 1991–1995 school years at 25 sites nationwide to provide a true controlled experimental evaluation of the efficacy of this program. Specifically, the evaluation considered whether (1) the program had a demonstrable impact upon teen pregnancy rates of participants; (2) it had an impact upon school failure and suspension rates; and (3) the impact of the program appeared to vary depending upon student gender, parental education level, household composition, or racial/ethnic minority status.

METHOD

Settings

The high school version of the Teen Outreach Program was evaluated at 25 different random assignment sites nationwide from 1991 through 1995. Students were randomly assigned to either Teen Outreach participation or the control condition either at the student level (i.e., sites had more students sign up for Teen Outreach than could be accommodated in the program, and participants and controls were randomly selected by picking names out of a hat or choosing every other name on an alphabetized list) or, less frequently, at the classroom level (i.e., Teen Outreach was offered in lieu of regular curricular offerings in Health or Social Studies, and it was possible to randomly select, via a coin toss, which class

received Teen Outreach and which received the regular curricular offerings).

All sites known to the investigators to be running Teen Outreach were contacted in late spring of each school year and asked if they were interested in participating and potentially able to participate in the random assignment evaluation of Teen Outreach during the following school year. Approximately 10% of extant Teen Outreach sites participated in the random assignment evaluation of the program during the period of this evaluation. Sites that did not participate typically either found random assignment too awkward or unwieldy to implement, did not have enough interested students to fill both a treatment and a control group, or found random assignment objectionable because it would require turning away interested students.

Teen Outreach is a program for high school age students that consists of three interrelated elements: Supervised community volunteer service, classroom-based discussions of service experiences, and classroom-based discussions and activities related to key social-developmental tasks of adolescence.

Teen Outreach participants, who were in grades 9–12, engaged in a range of volunteer activities supervised by trained staff often working in conjunction with staff and volunteers of local community organizations. Volunteer activities were selected by participants under the supervision of trained staff and adult volunteers to be sensitive to the needs and capacities of both participants and of local communities. These experiences varied substantially in their nature and in the amount of commitment they required of participants. Volunteer activities included work as aides in hospitals and nursing homes, participation in walkathons, peer tutoring, and a wide range of other types of work. Teen Outreach sites were required to provide a minimum of 20 hours per year of volunteer experience to participants. Participants in the program actually averaged 45.8 hours of volunteer service over the course of the program ($SD = 44.6$), with the median participant performing 35 hours of service.

In addition to volunteer service, students also participated in ongoing classroom discussions that occurred at least once weekly throughout an academic year. All classroom discussions and activities were based upon the Teen Outreach Curriculum (Edwards, Bell, & Hunter-Geboy, 1996), which is designed to engage students via structured discussions, group exercises, role plays, guest speakers, and informational presentations. Classroom discussions and activities focused either upon maximizing learning from the service experiences or upon helping teens

cope with important developmental tasks they faced. Service-learning discussions focused upon helping students prepare for and make plans about their service experiences (including dealing with a lack of self-confidence, social skills, assertiveness, self-discipline, and so on), think about what they have experienced while volunteering, and hear others do the same. In developmentally oriented classroom discussions and activities, a trained facilitator led small groups of students in activities and topics of particular interest and relevance to young people. Topic areas included understanding yourself and your values, life skills, dealing with family stress, human growth and development, and issues related to the social and emotional transitions from adolescence to adulthood. In covering these topics, facilitators encouraged students to discuss their feelings and attitudes about important developmental issues (e.g., managing family relationships, new academic and employment challenges, handling close friendships and romantic relationships, and so on). Facilitators were given considerable latitude in covering topics in the curriculum, and for each topic, the curriculum contains a wide array of activities and materials for discussion, so that facilitators may draw from the specific activities for a given topic those that appear most useful and relevant for their group. Most strikingly, the program placed very little direct emphasis upon the two target behaviors to be prevented. Specifically, material about sexuality comprises less than 15% of the written curriculum and was often not used (discretion is given to individual sites) when it overlapped with other material being offered in school or conflicted with prevailing community values.

Classroom discussions were led by trained facilitators, who were often school teachers or guidance personnel. Classroom sessions met at least once weekly during a full academic year, beginning in September and running through May or June (depending upon the school schedule of individual sites). Most sites held once-weekly meetings, although a few met two to three times per week. Prior nonexperimental research has found no evidence of differential program impact for sites varying in numbers of class sessions within this range (Allen et al., 1990).

Cost analyses of the program indicate that it can be offered for a full academic year to a class of 18–25 students for approximately \$500–\$700 per student. These figures include costs for facilitator and site-level coordinator time; when this time is provided as an in-kind contribution by schools and community volunteer service organizations, the direct costs of the program drop to under \$100 per student.

Participants

Participants in the experimental evaluation of Teen Outreach included 342 students who participated in the Teen Outreach Program and 353 control students. All students were in the ninth through twelfth grades (mean grade level = 10.1; $SD = 1.0$). Students sought to enter the program (prior to being randomly assigned to the participant or control conditions) as part of their "health" curricula, as an academic elective in response to teacher/guidance counselor suggestion, and as an after-school activity. A small number of participants (3.5%) had been previously involved with the Teen Outreach Program.

Attrition over the course of the study, as a result of student dropout from the program or from school or from failure to fully complete exit questionnaires, was 5.3% among Teen Outreach students and 8.4% among control students. Attrition analyses revealed that students who dropped out of the study did not significantly differ at program entry from those who remained in terms of history of class failure, membership in a racial/ethnic minority group, parents' education levels, or household composition (living with one versus two parents). Students who did not complete the study were more likely to have had or caused a prior pregnancy, been suspended, been younger, and been male. Although dropouts from the study differed from those who completed it, there was no evidence that these differences were in any way linked to treatment versus control group membership (i.e., there was no interaction of attrition with group membership). For example, previously pregnant students were less likely to complete the study, but among those students, previously pregnant Teen Outreach participants were no less likely to complete the study than were previously pregnant control group members.

Information on the demographic characteristics of both Teen Outreach and control students for whom both entry and exit data were available is presented in Table 1. These data indicate that the treatment and control groups were well matched demographically at entry, with no significant differences between groups on any measures. They also indicate that the program sampled an ethnically and socioeconomically diverse group of students. Females were highly overrepresented in the sample, probably as a result of increasing awareness among facilitators and others responsible for recruiting students of the program's potential impact on teen pregnancy.

Measures

Demographic characteristics. Students filled out a brief self-report questionnaire indicating their age,

Table 1 Sociodemographic Characteristics of Teen Outreach and Control Students at Entry

	Teen Outreach (N = 342) Mean (SD)	Control (N = 353) Mean (SD)
Age (years)	15.8 (1.13)	15.9 (1.24)
Grade in school (%):		
Ninth	35.1	36.0
Tenth	33.9	33.1
Eleventh	19.6	19.8
Twelfth	11.4	11.1
Gender (%):		
Females	86.0	83.3
Males	14.0	16.7
Race/ethnicity (%):		
Black	67.7	66.6
White	17.0	20.4
Hispanic	12.9	9.6
Other	2.4	3.4
Parent's education level	2.08 (.77)	2.16 (.79)
Live in two-parent household (%)	45.6	45.6

Note: No group demographics differences were statistically significant.

grade level in school, race, predominant household composition (one- versus two-parent), and parents' education levels (1, not a high school graduate; 2, high school graduate; 3, some college; 4, college graduate).

Problem behaviors. Self-report questionnaires were used to assess students' problem behaviors. When sensitively collected, anonymous self-report instruments have been found to be among the *least* biased means of assessing adolescent problem behaviors such as teenage pregnancy, with substantial evidence available to support their overall reliability and validity (Elliott, Huizinga, & Menard, 1989; Farrington, 1973; Patterson & Stouthamer-Loeber, 1984). At entry, we asked students whether (1) they had ever been pregnant (females) or responsible for a pregnancy (males); (2) they had failed any courses during the prior year at school; and (3) they had been suspended in the prior year at school. At exit, we asked the same questions of students (except that the pregnancy question was modified to refer only to the academic year of the program).

Procedure

Both the Teen Outreach Program and its evaluation typically occurred as part of the regular school curriculum over a single school year, with participa-

tion usually occurring as part of a class (typically health or social studies) taken for credit. Students were assessed during the first several weeks of the school year (which typically began in late August or early September) and then again at program exit at the end of the school year in May or June. Questionnaires were administered by Teen Outreach facilitators during an early Teen Outreach class or in study halls and other school settings for control students. Students were told that the information they provided would be kept without identifying information, and they were specifically reassured that none of their answers would be available to program facilitators or to other school officials.

RESULTS

Preliminary Analyses

Consistent with prior research, student sociodemographic factors displayed numerous links to student problem behaviors at entry and exit. Specifically, relations were found between problem behaviors and students' gender, family composition (living with one versus two parents), racial/ethnic minority status, and grade in school. To minimize the likelihood that these factors could produce spurious results in analyses, each was entered as a covariate into all analyses of program outcomes, and the specific effects of each variable are reported along with those analyses below.

To ascertain whether our estimates of program effects would differ depending upon the sociodemographic characteristics of students, we also examined the statistical interaction of the effects of program participation with all of the entry demographic and problem behavior variables assessed. This interaction assessed whether the program was significantly more or less effective when it served different groups of students (e.g., racial/ethnic minority versus majority, male versus female, and so on) by adding the interaction of each demographic factor $\times$ program participation in predicting outcomes in each of the primary analyses of program effects described below. We found such an interaction in only one case: The effect of program participation on pregnancy rates interacted with student gender. This effect was in the direction of indicating more positive program effects for females than for males, $\chi^2(1, N = 370) = 33.06, p < .001$. We examined student genders separately, but due to the small number of males and male reported responsibility for pregnancies, it was not mathematically possible to compute program effects for males in our logistic regression analyses. Thus, pregnancy data below are presented only for females.

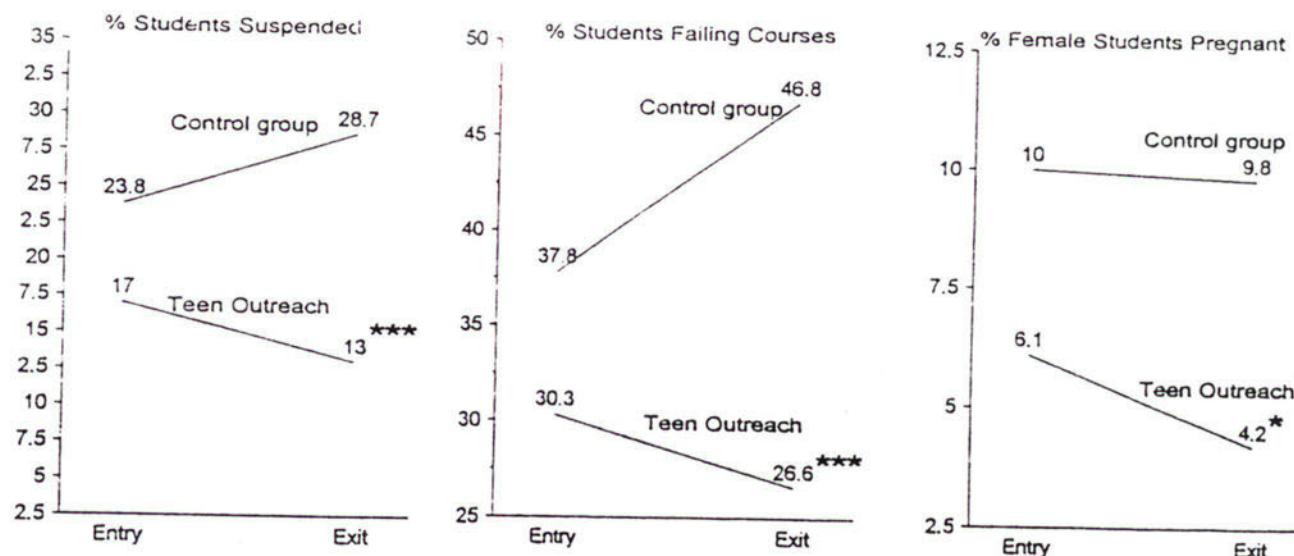


Figure 1 Entry to exit change in problem behaviors. *** $p < .001$; * $p < .05$. Tests are for difference between groups at exit after accounting for differences at entry and effects of sociodemographic characteristics. Pregnancy data at entry reflect percentages ever pregnant; exit data reflect pregnancies since program entry.

We found no interaction effects of program participation with household composition, parental education levels, racial/ethnic minority status, student grade in school or history of prior problem behaviors in predicting program outcomes. This indicates that the Teen Outreach program did not work significantly better or worse when it served students who varied along these dimensions.

Entry Data

Initial analyses revealed that even given random assignment of students to groups and the well-matched nature of the sample in terms of demographic characteristics at program entry, by the time of initial data collection (which typically occurred 1–2 weeks into the program), the control group demonstrated higher levels of prior course failure, $\chi^2(691) = 4.3$, $p < .04$, school suspension, $\chi^2(693) = 4.9$, $p < .03$, and teen pregnancy, $\chi^2(690) = 6.6$, $p < .01$. Given these entry differences between groups, which are presented in Figure 1, we used several different approaches to assure that entry differences would not lead to spurious or artifactual findings.

First, we performed a site-by-site inspection of the entry data to determine if control groups at any site deviated from the Teen Outreach group in terms of entry characteristics or attrition at rates unlikely to be seen by chance after correcting significance tests to account for the large number of sites and behaviors examined (i.e., $p < .05$ after Bonferroni corrections).

One site was identified in which control group students were significantly more problematic than Teen Outreach students under this criteria. Further, two sites were determined to have prematurely given up their efforts to track their control groups by program exit (i.e., attrition rates between 80% and 90%). All three sites were dropped from the data set for further analyses, leaving 22 sites. Analyses of the effects of these decisions are described further below.

Figure 1 depicts raw data for both entry and exit levels of problem behaviors.

Primary Analyses of Program Effects

Our primary analytic strategy for considering the data presented in Figure 1 was to examine effects of program participation upon exit problem behavior levels after covarying prior levels of all problem behaviors and all demographic factors described above. Experimental designs provide one of the few places where such covariance is truly statistically appropriate (Campbell & Stanley, 1969; Cook & Campbell, 1979).

Results from logistic regression analyses conducted for each of the three problem behaviors are presented in Table 2. Examination of the odds ratios from logistic regressions produces an estimate of the relative risk of each problem behavior in the Teen Outreach group as compared to the control group, controlling for all other demographic factors and for any differences between groups at program entry.

Table 2 Logistic Regressions Predicting Exit Problem Behaviors from Demographic Factors and Program Participation

	Problem Behaviors Reported at Exit					
	Course Failure		Suspension		Pregnancy	
	Standardized Estimate (N = 665)	Odds Ratio	Standardized Estimate (N = 664)	Odds Ratio	Standardized Estimate (N = 560)	Odds Ratio
Demographics:						
Gender (1 = male, 2 = female)	-.08	.66	-.12*	.56	...	...
Grade in school	-.18***	.73	-.11	.82	.06	1.12
Racial/ethnic minority status (0 = no, 1 = yes)	.02	1.01	.13	1.82	.25	3.14
Live in single parent family	-.03	.90	.03	1.13	.03	1.12
Parents' education level	-.08	.83	-.04	.91	-.07	.84
Prior problem behaviors:						
Course failure	.37***	4.01	.12*	1.58	.04	1.18
School suspension	.11	1.66	.34***	4.70	.23*	3.06
Pregnancy (ever)	.18***	3.44	.14**	2.47	.52***	33.65
Program participation	-.24***	.42	-.26***	.39	-.24*	.41
Chi-square for model	143.2***		122.2***		102.0***	

Note: Odds ratios reflect relative odds of behavior for high versus low members (as dummy coded) of group (i.e., ratio of risk of course failure in Teen Outreach versus control group is .42 to 1). Pregnancy data are for females only.

Thus, an odds ratio approaching 1.0 reflects no difference in levels of risk across the levels of the variable being examined, whereas a ratio that is substantially above or below 1.0 indicates that the relative risks of the problem behavior differ across different levels of the independent variable.

The ratios presented in Table 2 indicate that, after accounting for demographic variables and prior problem behaviors, risk of school suspension in the Teen Outreach group was less than half the size (i.e., 42%) of the risk of school suspension for members of the control group (a null effect would be for the risk to be as large—i.e., 100%—as in the control group). Risk for course failure was 39% as large in Teen Outreach relative to the control group. Risk of teen pregnancy was only 41% as large as in the control group. Each of these program effects was statistically significant, even after removing effects of entry demographic and problem behavior variables. These effects indicate that Teen Outreach participants experienced significantly lower levels of course failure, school suspension and teenage pregnancy than students in the control group, even after accounting for baseline levels of these behaviors and for sociodemographic characteristics of students.

Effects of Group Differences at Entry

Although group differences at entry were controlled in the analyses above, one concern was that

these differences might have influenced results in a way that inflated the apparent effects of program participation. For example, it may have been easier to work with and achieve positive change in the less troubled Teen Outreach group than in the more problematic control group. Although such an effect in favor of the Teen Outreach Program would run counter to "regression to the mean" effects that are more typically a concern when groups differ at entry, we nevertheless wanted to examine this possibility.

We thus classified the final 22 program sites into those in which the control group was *more* problematic than the Teen Outreach group at entry versus sites where the control group was *less* problematic than the Teen Outreach group at entry. We made these classifications based upon the average number of the three possible problem behaviors that were exhibited by youths in Teen Outreach or control groups at a site. If observed program effects were merely an artifact of the control group participants being relatively more problematic at program entry than the Teen Outreach participants (and then deteriorating even more than would be expected thereafter), then we would expect that the sites that had the greatest level of problems in the control group relative to the Teen Outreach group would demonstrate this effect the most. That is, the sites that most reflected the overall pattern in the sample for the control group to be more problematic at entry should show the best outcomes for Teen Outreach relative to the control

group students, if these entry differences were in fact artifactually driving the results of analyses by capitalizing on an unusual degree of deterioration in functioning in the control group.

We examined this possibility statistically by creating a dichotomous variable for whether each student's site contained more problematic Teen Outreach versus control students at entry. We then tested the interaction of this variable with program participation (i.e., do program participation effects change depending upon differences between groups at entry?) in predicting outcomes for each of the analyses described above. Essentially, this approach asks whether differences between groups at entry were statistically related to the program effects observed at a given site. This interaction effect did not approach significance ($p > .20$) for any of the three analyses above. This indicates that lack of equivalence between Teen Outreach and control groups at sites was not significantly linked to any observed program effects by program exit.

We then further inspected data along the same lines to consider whether an effect such as that described above may have been enhancing the apparent effects of participation, even though it was not large enough to reach statistical significance. We examined the percentage change in incidence of each problem behavior from entry to exit for the Teen Outreach group relative to the control group. Although not statistically significant, we found that for those sites where Teen Outreach students were *more* problematic at entry, they appeared to make relatively greater changes from program entry to exit than did control students. Thus, because most sites had Teen Outreach students who were *less* problematic at entry, the overall differences between the Teen Outreach and control groups would have tended to have a small effect of reducing our estimates of program effectiveness, if they had any effect at all.

In addition, we also examined the effect of our a priori decision to drop three sites from analyses, due to either significantly nonrandom entry data or to overwhelming difficulties in recontacting control group students at exit. All primary analyses described above were rerun with these sites included. In these alternative analyses, all effects of program participation remained at the same significance levels as reported above. This indicates that the decision to drop three sites did not significantly alter the findings reported.

We also reexamined the data by dropping additional sites in which the control group was most different from the Teen Outreach group until the entry differences in problem behaviors between treatment

and control groups were no longer significant (i.e., all ps for entry-level differences $> .10$). In effect, this approach forces the groups to be statistically indistinguishable by deleting from analyses those sites that were creating differences between groups. Four additional sites, containing a total of 103 students, were deleted using this procedure. Even with the reduction in sample size from this approach, all of the findings regarding effects of program participation remained at the same level of significance as reported above. In other words, had the sites that contributed to the entry differences between our treatment and control groups not been included in the study, our results would have been unchanged.

Reconsideration of Self-Report Data

Finally, we also wanted to consider whether there might be a tendency of Teen Outreach students to bias their reports of problem behaviors in a way that could inflate estimates of program effects. We sought to examine this possibility even though self-reports are widely used and accepted as valid means of assessing problem behaviors in adolescence (Elliott et al., 1989; Farrington, 1973). We assessed a sample of all students from one of our nonrandom sites which made archival data available regarding history of course failure and school suspension. Results are presented in Table 3. These results indicate that most students were accurate in reporting both suspensions and course failures. Further, there were no significant differences between groups in accuracy of reporting at either program entry or exit. Finally, as Table 3 indicates, even the slight differences that did exist between groups in accuracy of reporting would not have resulted in a bias in favor of the Teen Outreach program.

Dosage Effects

Two indices of program intensity, the number of classroom sessions attended and the number of hours of volunteer service, were examined in logistic regression analyses predicting outcomes within the Teen Outreach group. These analyses assess whether variations in program intensity (within the range of variation that actually occurred among evaluated sites) were related to program outcomes. The same logistic regression strategy outlined above for primary analyses was used, except that the number of sessions attended and the number of hours of volunteer service were entered as predictors (along with demographic factors and levels of problem behavior at program entry) in lieu of a dummy variable for

Table 3 Comparison of Percentages of Students with Accurate versus Inaccurate Reports of Failure and Suspension (%)

	School Failure		School Suspensions	
	Teen Outreach (N = 58)	Control (N = 35)	Teen Outreach (N = 58)	Control (N = 35)
Entry data:				
Fully accurate	76	74	72	71
Overreports	19	23	7	9
Underreports	5	3	21	20
Net overreporting	+14	+20	-14	-11
Exit data:				
Fully accurate	64	71	85	82
Overreports	26	24	7	12
Underreports	9	6	7	6
Net overreporting	+17	+18	+0	+6
Entry overreporting minus exit overreporting	-3	+2	-14	-17
Net "advantage" to Teen Outreach program due to inaccurate reporting		-5		+3

Note: No differences between groups approached statistical significance (all $ps > .50$). Net advantage of Teen Outreach group was calculated as: (Teen Outreach entry - exit overreporting) - (Control entry - exit overreporting).

program participation, and all analyses were performed within the Teen Outreach sample. No significant effects were found from either measure of program intensity to predictions of either pregnancy or academic suspension. A significant effect was found for prediction of course failure by the number of volunteer hours worked (standardized estimate = $-.216$, $p < .04$), indicating that Teen Outreach students who performed more volunteer service were at lower risk for course failure during the program.

DISCUSSION

Teen Outreach, a program combining volunteer community service opportunities with classroom discussions about life options, was found to substantially reduce rates of teen pregnancy, course failure, and school suspension during the year of the program. Even after accounting for the effects of differences among students at entry to the program, the risk of all three problem behaviors among students assigned to participate in Teen Outreach was less than half the risk in a control group of students. These findings appeared in random assignment data obtained from 25 sites nationally over a 5 year period, and thus they appear to represent a broad sampling of the program's impact that is not limited to the skill of any single program facilitator nor to artifacts of events at any single site.

These data are quite consistent with analyses of

nonrandom assignment data obtained on this program over the past 10 years that have yielded similar findings and effect sizes (Allen et al., 1990; Allen, Juperminc, Philliber, & Herre, 1994; Philliber & Allen, 1992), further suggesting the efficacy of the program. These prior nonexperimental studies actually had somewhat closer matches between treatment and comparison groups, possibly because the samples were far larger, allowing random variations in the data to average out. The treatment and control groups in the current study were well matched demographically at entry, but the treatment group displayed lower initial levels of problem behavior. One possible explanation of this effect was that it reflected an early spurt upward, toward better adaptation in the Teen Outreach group, an interpretation consistent with findings from psychotherapy outcome research that substantial benefits from therapy often are seen in the first weeks after it begins (Howard, Kopta, Krause, & Orlinsky, 1986). Given that entry data were typically collected in the first few weeks of the program and that, in some cases, students had learned at the end of the prior school year that they had been selected to be in the program, it may be that an early response to the program, or possibly an effect of knowing one was accepted into a selective program (albeit randomly; Shapiro & Morris, 1978), was being manifest in the entry data. It is important to note that any such effect would actually tend to reduce the apparent effect of the program in produc-

ing change in levels of problem behavior from entry to exit by reducing apparent levels of entry problem behavior in the Teen Outreach group.

The observed program effects were quite robust with respect to initial differences between treatment and control groups, although no analytic strategy can fully ensure that such differences did not in some way create artifactual programmatic effects. Nevertheless, the effects remained consistent when data were subjected to multiple analytic strategies, including analyses that (1) covaried out initial group differences, (2) examined whether initial differences could account for program effects at the site level, and (3) excluded sites contributing to treatment versus control group differences at entry. In addition, analyses that considered whether biases in students' self-reports of problem behaviors could have artifactually created apparent program effects found no evidence supporting this possibility, although this possibility can only be conclusively ruled out with studies that rely primarily upon data from other sources. No interactions of student demographic characteristics with program effects were found with the exception of student gender: the program had a greater effect in reducing reported pregnancies or responsibility for pregnancies in female than in male students. The lack of interactions with student race/ethnicity, socioeconomic status, household composition, or grade level indicates that the program was not significantly more or less effective across these demographic groups. In sum, these findings provide a degree of evidence of the effectiveness of the Teen Outreach program that is infrequently found among widely disseminated, national prevention programs and that is virtually without parallel among teen pregnancy prevention programs not explicitly focused upon distributing contraceptives.

One of the more striking features of the Teen Outreach program is that it does *not* explicitly focus upon the problem behaviors it seeks to prevent but rather seeks to enhance participants' competence in decision making, in interacting with peers and adults, and in recognizing and handling their own emotions. Particularly in the field of teen pregnancy prevention, this focus has important practical implications, because it means the program may be politically acceptable in communities where programs that explicitly focus upon sexual behavior may not be feasible to implement. Given that most pregnancy prevention programs with at least quasi-experimental evidence of success focus explicitly upon sexual behavior (Kirby et al., 1994), these results suggest the presence of an alternative avenue for intervening to prevent teenage pregnancies.

The effectiveness of the program in preventing two very different types of problem behaviors with an approach that does not explicitly target either behavior also is informative about the nature of these behaviors. Several lines of prior research based upon correlational data have suggested that adolescent problem behaviors often co-occur as part of a syndrome, raising the possibility that they share common underlying causal agents (Allen, Leadbeater, & Aber, 1994; Donovan & Jessor, 1985; Donovan et al., 1988). These studies have sometimes diverged, however, as to whether sexual behavior was part of this syndrome (Gillmore et al., 1991). The present study advances this line of research by indicating that behaviors leading to academic and sexual difficulties do not just co-occur but also *all change* in response to the same intervention. This provides further evidence that these behaviors share a common underlying causal agent or, alternatively, that they share a common protective factor that is enhanced by program participation.

Knowing that the Teen Outreach program is effective in reducing problem behaviors naturally leads to the question of *why* it has this effect. Analyses of dosage effects provided some evidence that higher levels of volunteer service (within the Teen Outreach group) were associated with reduced risk of course failure. Although the causal direction of this association cannot be determined, it is consistent with previously published data at both the individual and site level indicating that volunteer service is associated with program efficacy (Allen et al., 1990; Allen, Kuperminc, Philliber, & Herre, 1994). Notably, the program has increasingly emphasized volunteer service as a core component of the program, which makes it increasingly difficult to ascertain the impact of high versus low levels of such service because very few sites offer low levels of service to students. Thus, the lack of observed relation between volunteer service and pregnancy and suspension rates may well be attributable to the restricted range in levels of volunteer service in the sample.

Given that collection of comprehensive process data was not feasible in the current round of evaluation, results from extensive process studies conducted in prior nonexperimental evaluations of Teen Outreach may be of use in suggesting interpretations of the present data (Allen et al., 1990; Allen, Kuperminc, Philliber, & Herre, 1994). These prior studies assessed naturally occurring variations in the implementation of Teen Outreach across different sites as potential predictors of student outcomes (after covarying student characteristics at program entry). Although this prior research does not directly account

for the present findings (because it was based on a different sample and a nonexperimental design), it can complement the present study by providing a rich source of empirically grounded hypotheses about the mechanisms by which the Teen Outreach program works.

Prior studies of Teen Outreach have indicated that presence of volunteer community service is closely linked to the programs' success (Allen et al., 1990; Allen, Kuperminc, Philliber, & Herre, 1994). This finding is consistent with nonexperimental data from evaluations of other programs that suggest the potential value of volunteer service and with helper-therapy theory, which suggests that serving in a helping role will often be therapeutic for the helper (Riesmann, 1965). In contrast, variations in amount of classroom time and exact fidelity to the Teen Outreach curriculum have not been found to be related to program outcomes (Allen et al., 1990).

Prior studies of Teen Outreach have also found that the most successful program sites were those that aided students in the task of establishing autonomy in the context of positive relationships with peers, with program facilitators, and with persons at volunteer sites (Allen, Kuperminc, Philliber, & Herre, 1994), a task that has frequently been identified as critical to adolescent social development (Allen, Hauser, Bell, & O'Connor, 1994). For example, although many characteristics of volunteer work have been previously assessed, the one characteristic that has been most linked to positive program outcomes is students' perception that they had a great deal of input in selecting the work they would do (Allen, Kuperminc, Philliber, & Herre, 1994). Although students engaged in a huge range of volunteer activities in the program, this does not mean that "anything goes" with respect to volunteer work. Quite the opposite. Volunteer service that is effectively tailored to the needs and interests of young people as determined by those young people has previously been found to be most closely linked to program success (Allen, Kuperminc, Philliber, & Herre, 1994).

Effective sites not only provide for student autonomy, they also do so in a manner that allows students to become increasingly connected to others. For example, within both the classroom and volunteer components of the program, feeling safe, listened to, and respected were linked to positive student outcomes (Allen, Kuperminc, Philliber, & Herre, 1994). Volunteer service and linked classroom activities may thus offer young people (particularly those who are struggling in their social development) a relatively non-threatening opportunity to see themselves as competent individuals who can be both autonomous and

successful in relating to adults in their lives. Rather than leaving students to question whether their strivings for autonomy will undermine relationships with adults, volunteer service and classroom discussions led by sensitive facilitators may help students establish themselves as autonomous, capable individuals while interacting closely with other adults and young people. Such findings raise the question of whether other programs or modifications of current educational practices that seek to reduce pregnancy and failure rates might benefit by incorporating these principles into their approaches.

One potential additional explanation for the program's impact is that of a "Hawthorne effect" in which the attention given students as a result of their participation in the program produced changes having little to do with the content of the program. Although such an effect cannot be definitively ruled out without an attention-placebo control condition (and may help account for group differences that emerged prior to the initial assessment of students but after they were selected into the program), the existence of such an effect appears unlikely as a primary explanation for the programs' efficacy in these analyses. Numerous intervention programs with goals similar to Teen Outreach that provide a great deal of attention to young people have been found to be unsuccessful, particularly with respect to preventing teen pregnancies (Frost & Forrest, 1995). Also, in this study, control group students were receiving substantial attention from trained educators in their regular classrooms—Teen Outreach was simply an alternative class for most participants.

There are some significant limitations in this study. The entry differences between treatment and control groups are the clearest example of the complexity inherent in large-scale program evaluation. Future studies would do well to strive to collect entry data before students knew of their assignment to Teen Outreach or control groups, even if this involved collecting data at the end of the prior school year. It should be reiterated, however, that when examined from multiple possible analytic perspectives, no evidence could be found that entry differences either produced or inflated the observed effects of program participation. The slightly (although not significantly) higher rates of attrition in the control group could also have produced spurious effects in the data, although only if students lost from the control group experienced lower rates of problem behavior than those who remained would this attrition lead to overestimating the efficacy of Teen Outreach. An additional caution in interpreting these data is that the sites participating in this experimental evaluation

of Teen Outreach were not a random sample of all sites implementing the program and may very well represent the better established sites. Thus, these data support the efficacy of the program for students in the specific sites examined, but whether and how these findings would generalize to other unexamined Teen Outreach sites cannot be assessed from these data. The reliance of the study primarily upon self-report data was necessitated by the logistical difficulty of obtaining data from student records from diverse schools and school districts. Although data from other reporters would be optimal, a great deal of evidence suggests the validity of self-report data regarding problem behaviors (Elliott et al., 1989), and in any case, a small empirical examination of this issue within this study turned up no evidence that use of self-report data artifactually enhanced the apparent effects of the Teen Outreach program.

Finally, long-term follow-up data would be highly desirable to determine whether the program's effects persist after it ends. It should be noted, however, that truly long-term effects in preventing pregnancy and academic difficulties are somewhat less relevant for high school students for whom the critical risk period for these problems is time-limited. Academic difficulties need only be surmounted through twelfth grade to minimize dropout risk, and pregnancies need not be delayed indefinitely. Thus, delay of these problems for a year with a program requiring a relatively modest investment of time and resources in itself represents a significant accomplishment with enduring positive effects for young people. The lifetime cost of teen parenthood *just to the teen* has been estimated at \$109,000, even after accounting for the effects of observable preexisting risk factors affecting teen parents (Maynard, 1996), with similar, if not larger, costs to school dropouts (Catterall, 1987). Although not all pregnancies or course failures lead to parenthood or to dropping out of school, the costs of even single instances of these problems are clearly of such a magnitude as to warrant attention to programs such as Teen Outreach that offer a realistic hope of preventing them at a very modest cost.

ACKNOWLEDGMENTS

The Teen Outreach program and its evaluation have been supported by grants from the Charles Stewart Mott Foundation, the Lila Wallace Reader's Digest Fund, and other sources. We would also like to thank the Association of Junior Leagues International, local Junior Leagues around the country, and the students and facilitators who made this program possible. The

Spencer and W. T. Grant Foundations also provided support to the first author for the write-up of this study.

ADDRESSES AND AFFILIATIONS

Corresponding author: Joseph P. Allen, Department of Psychology, Gilmer Hall, University of Virginia, Charlottesville, VA 22903; e-mail: Allen@Virginia.EDU. Susan Philliber and Scott Herrling are at Philliber Research Associates, Accord, New York; and Gabriel P. Kuperminc is at Yale University. Correspondence concerning the Teen Outreach Program should be sent to Sharon Lovick Edwards, Cornerstone Consulting Group, P.O. Box 710082, Houston, TX 77271-0082.

REFERENCES

- Allen, J. P., Hauser, S. T., Bell, K. L., & O'Connor, T. G. (1994). Longitudinal assessment of autonomy and relatedness in adolescent-family interactions as predictors of adolescent ego development and self-esteem. *Child Development, 65*, 179-194.
- Allen, J. P., Kuperminc, G., Philliber, S., & Herre, K. (1994). Programmatic prevention of adolescent problem behaviors: The role of autonomy, relatedness, and volunteer service in the Teen Outreach Program. *American Journal of Community Psychology, 22*, 617-638.
- Allen, J. P., Leadbeater, B. J., & Aber, J. L. (1994). The development of problem behavior syndromes in at-risk adolescents. *Development and Psychopathology, 6*, 323-342.
- Allen, J. P., Philliber, S., & Hoggson, N. (1990). School-based prevention of teenage pregnancy and school dropout: Process evaluation of the national replication of the Teen Outreach Program. *American Journal of Community Psychology, 8*, 505-524.
- Barth, R. P., Leland, N., Kirby, D., & Fetro, J. V. (1992). Enhancing social and cognitive skills. In B. C. Miller, J. J. Card, R. L. Paikoff, & J. L. Peterson (Eds.), *Preventing adolescent pregnancy* (pp. 53-82). Newbury Park, CA: Sage.
- Campbell, D. T., & Stanley, J. C. (1969). *Experimental and quasi-experimental designs for research*. Chicago: Rand McNally.
- Carrera, M. A., & Dempsey, P. (1988, January/February). Restructuring public policy priorities on teen pregnancy: A holistic approach to teen development and teen services. *SIECUS Report*.
- Catterall, J. S. (1987). On the social costs of dropping out of school. *The High School Journal, 71*, 19-30.
- Center for Population Options. (1992). *Teenage pregnancy and too-early childbearing: Public costs, personal consequences*. Washington, DC: Author.
- Clinton, W. J. (1996). *Remarks by the President: Pennsylvania State University Graduate School Commencement, May 10*.

1996. Washington, DC: White House, Office of the Press Secretary.
- Connell, J. P., & Wellborn, J. G. (1993). Competence, autonomy, and relatedness: A motivational analysis of self-system processes. *Journal of Personality and Social Psychology*, 65, 781-791.
- Cook, T. D., & Campbell, D. T. (1979). *Quasi-experimentation: Design and analysis issues for field settings*. Boston: Houghton Mifflin.
- Donovan, J. E., & Jessor, R. (1985). Structure of problem behavior in adolescence and young adulthood. *Journal of Consulting and Clinical Psychology*, 53, 890-904.
- Donovan, J. E., Jessor, R., & Costa, F. M. (1988). Syndrome of problem behavior in adolescence: A replication. *Journal of Consulting and Clinical Psychology*, 56, 762-765.
- Edwards, S. L., Bell, L., & Hunter-Geboy, C. (1996). *Changing scenes: A curriculum of the Teen Outreach Program*. Houston: Cornerstone Consulting Group.
- Eisen, M., & Zellman, G. L. (1992). A health beliefs field experiment. In B. C. Miller, J. J. Card, R. L. Paikoff, & J. L. Peterson (Eds.), *Preventing adolescent pregnancy* (pp. 220-264). Newbury Park, CA: Sage.
- Eisen, M., Zellman, G., & McAlister, A. (1990). Evaluating the impact of a theory-based sexuality and contraceptive education program. *Family Planning Perspectives*, 22, 261-271.
- Eisen, M., Zellman, G., & McAlister, A. (1992). A health belief model—social learning theory approach to adolescents' fertility control: Findings from a controlled field trial. *Health Education Quarterly*, 19, 249-262.
- Elliott, D. S., Huizinga, D., & Menard, S. (1989). *Multiple problem youth: Delinquency, substance use, and mental health problems*. New York: Springer-Verlag.
- Engel, D. E. (1994). School leavers in American society: Interviews with school drop-outs/stop-outs. In R. C. Morris (Ed.), *Using what we know about at risk youth: Lessons from the field* (pp. 15-22). Lancaster, PA: Technomic.
- Farrington, D. (1973). Self reports of deviant behavior: Predictive and stable? *Journal of Criminal Law, Criminology and Police Science*, 61, 99-110.
- Feiner, R. D., Brand, S., Adan, A. M., & Mulhall, P. F. (1993). Restructuring the ecology of the school as an approach to prevention during school transitions: Longitudinal follow-ups and extensions of the School Transitional Environment Project (STEP). *Prevention in Human Services*, 10, 103-136.
- Frost, J. J., & Forrest, J. D. (1995). Understanding the impact of effective teenage pregnancy prevention programs. *Family Planning Perspectives*, 27, 188-195.
- Furstenberg, F. F., Jr. (1991). As the pendulum swings: Teenage childbearing and social concern. *Family Relations*, 40, 127-138.
- Gillmore, M. J., Hawkins, D. J., Catalano, R. F., Day, L. E., Moore, M., & Abbott, R. (1991). The structure of behavioral problems in preadolescents. *Journal of Consulting and Clinical Psychology*, 59, 499-506.
- Hahn, A. (1994, June). *Evaluation of the Quantum Opportunities Program (QOP): Did the program work?* (Executive Summary). Waltham, MA: Brandeis University.
- Howard, K. I., Kopta, S. M., Krause, M. S., & Orlinsky, D. E. (1986). The dose-effect relationship in psychotherapy. *American Psychologist*, 41, 159-164.
- Jemmott, J. B., Jemmott, L. S., & Fong, G. T. (1992). Reduction in HIV risk-associated sexual behaviors among black male adolescents: Effects of an AIDS prevention intervention. *American Journal of Public Health*, 82, 372-377.
- Kirby, D., Short, L., Collins, J., Rugg, D., Kolbe, L., Howard, M., Miller, B., Sonenstein, F., & Zabin, L. S. (1994). School-based programs to reduce sexual risk behaviors: A review of effectiveness. *Public Health Reports*, 109, 339-360.
- Males, M. (1993). School age pregnancy: Why hasn't prevention worked? *Journal of School Health*, 63, 429-432.
- Moore, C., & Allen, J. P. (in press). The effects of volunteering on the young volunteer. *Journal of Primary Prevention*.
- Maynard, R. A. (1996). *Kids having kids: A Robin Hood Foundation special report on the costs of adolescent childbearing*. Washington, DC: Urban Institute.
- Moore, C., Allen, J. P., Herre, K. H., Philliber, S., & Kuperminc, G. (1994). Teen Outreach: A successful program to prevent school failure, school dropout, and teen pregnancy. In R. C. Morris (Ed.), *Using what we know about at-risk youth: Lessons from the field* (pp. 117-128). Lancaster, PA: Technomic.
- Oakland, T. (1992). School dropouts: Characteristics and prevention. *Applied and Preventive Psychology*, 1, 201-208.
- Patterson, G. R., & Stouthamer-Loeber, M. (1984). The correlation of family management practices and delinquency. *Child Development*, 55, 1299-1307.
- Personal Responsibility and Work Opportunity Act of 1995. (1995). U.S. House of Representatives Resolution 4. Washington, DC: U.S. House of Representatives.
- Philliber, S., & Allen, J. P. (1992). Life options and community service: Teen Outreach Program. In B. C. Miller, J. J. Card, R. L. Paikoff, & J. L. Peterson (Eds.), *Preventing adolescent pregnancy: Model programs and evaluations* (pp. 139-155). Newbury Park, CA: Sage.
- Philliber, S., & Namerow, P. (December, 1995). *Trying to maximize the odds: Using what we know to prevent teen pregnancy*. Paper presented to the Pregnancy Prevention Program, Division of Reproductive Health, National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention, Atlanta.
- Powell-Cope, G. M., & Eggert, L. L. (1994). Psychosocial risk and protective factors: Potential high school dropouts versus typical youth. In R. C. Morris (Ed.), *Using what we know about at risk youth: Lessons from the field* (pp. 23-51). Lancaster, PA: Technomic.
- Riessman, F. (1965). The helper-therapy principle. *Social Work*, 10, 27-32.
- Schorr, L. B. (1988). *Within our reach: Breaking the cycle of disadvantage*. New York: Doubleday.
- Schweinhart, L. J., Barnes, H. V., & Weikart, D. P. (1993). *Significant benefits: The High/Scope Perry Preschool Study*

- through age 27 (Monographs of the High/Scope Educational Research Foundation, No. 10). Ypsilanti, MI: High/Scope Educational Research Foundation.
- Shapiro, A. K., & Morris, L. A. (1978). The placebo effect in medical and psychological therapies. In S. L. Garfield & A. E. Bergin (Eds.), *Handbook of psychotherapy and behavior change* (2d ed., pp. 369-410). New York: Wiley.
- Steinberg, L., & Dornbusch, S. M. (1991). Negative correlates of part-time employment during adolescence: Replication and elaboration. *Developmental Psychology*, 27, 304-313.
- Steinberg, L., Fegley, S., & Dornbusch, S. M. (1993). Negative impact of part-time work on adolescent adjustment: Evidence from a longitudinal study. *Developmental Psychology*, 29, 171-180.
- St. Lawrence, J. S., Jefferson, K. W., Alleyne, E., & Brasfield, T. L. (1995). Comparison of education versus behavioral skills training interventions in lowering sexual HIV risk behavior of substance dependent adolescents. *Journal of Consulting and Clinical Psychology*, 63, 221-237.
- Winter, L., & Breckenmaker, L. C. (1991). Tailoring family planning services to the specific needs of adolescents. *Family Planning Perspectives*, 23, 24-30.
- Yamaguchi, K., & Kandel, D. (1987). Drug use and other determinants of premarital pregnancy and its outcome: A dynamic analysis of competing life events. *Journal of Marriage and the Family*, 49, 257-270.
- Zabin, L. S. (1992). School-linked reproductive health services: The Johns Hopkins Program. In B. C. Miller, J. J. Card, R. L. Paikoff, & J. L. Peterson (Eds.), *Preventing adolescent pregnancy* (pp. 156-184). Newbury Park, CA.: Sage.
- Zabin, L. S., Hirsch, M. B., Smith, E. A., Streett, R., & Hardy, J. B. (1986). Evaluation of a pregnancy prevention program for urban teenagers. *Family Planning Perspectives*, 18, 119-126.
- Zabin, L. S., Hirsch, M. B., Streett, R., Emerson, M. R., Smith, M., Hardy, J. B., & King, T. M. (1988a). The Baltimore Pregnancy Prevention Program for Urban Teenagers: I. How did it work? *Family Planning Perspectives*, 20, 182-187.
- Zabin, L. S., Hirsch, M. B., Streett, R., Emerson, M. R., Smith, M., Hardy, J. B., & King, T. M. (1988b). What did it cost? Expenditures on student services in a successful pregnancy prevention program. *Family Planning Perspectives*, 20, 188-192.