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Trip of Eli Segal to New York, New York and Kansas City, Missouri, July 6-8, 1993 [binder] [2]

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Events on Wednesday, July 7, 1993

Breakfast with David Rockefeller

New York City Volunteer Corps:
Minisink Summer Day Camp
Harmony Gardens

Lunch at Ford Foundation with
Susan Beresford and Allison Bernstein

Meeting Dan Yankelovich at Public Agenda Foundation

Meeting with George Rupp and Bob Kraft
at Columbia University

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Breakfast w/ David Rockefeller

Divider Title: _____

THE WHITE HOUSE

WASHINGTON

July 2, 1993

unable to attend

MEETING WITH DAVID ROCKEFELLER

(JIM PARKEL, Director of Corporate support programs IBM may join)

DATE: Wednesday July 7th
TIME: 7:45AM
LOCATION: 30 Rockefeller Center
The Rainbow Room
From: Nancy Rubin

I. Purpose

To have Rockefeller and Jim Parkel arrange a large meeting when appropriate.

(Discuss extending radius of program impact " fundraising)

II. Background

Rockefeller has proposed such a meeting (see attached)
~~Parkel has proposed meeting with a different context. (see attached)~~

Parkel is leaving IBM in a year-Could be enormously helpful to us-Knows service arena well- and players within. Very large donor, if not the largest.

We need to move Parkel from his immediate agenda (societal problem solving) to our's.

This related to Parkel

1. Identifying corporate role models and thought leaders who can articulate:

- * Value of partnership with National Service.
- * Value of "servers" as problem solvers and potential employees (building stature)
- * Importance of investing in human resource development and service to our society.

2. Raising funds to leverage government funds.

15% of stipend or 1,100 dollars leverages over 12,000 dollars of government money.

III. Participants

David Rockefeller
~~Jim Parkel~~
Eli Segal
Susan Stroud

*(was founder of N.Y. Partnership)
~ You might mention that you saw Shelp + Spire-*

IV. Remarks

This list was suggested by David Rockefeller

Time
Line

Funders Corps

*→ also instrumental in keeping
radius of impact (over
widening (cumulative
program!
impact)*

David Rockefeller, Jr., President
Rockefeller Financial Services

Peter Goldmark, President
The Rockefeller Foundation

Tom Langfitt, President or
Rebecca Rimel, Executive Director
Pew Charitable Trusts

Franklin Thomas, President
The Ford Foundation

Adele Simmons, President
MacArthur Foundation

David Hamburg, President
Carnegie Corporation

Colin Campbell, President
Rockefeller Brothers Fund

Michael Herman, CFO
The Kauffman Foundation

Norm Brown, President
The Kellogg Foundation

John M. Mutz, President
The Lilly Endowment

Bob Wycoff, President
Atlantic Richfield, Co.

Chris DeVita, President
The DeWitt Wallace-Reader's Digest Fund

William White, President
The Charles Stuart Mott Foundation

Creed Black, President
The Knight Foundation

Peter Goodson, President
The Goodson Family Foundation

Ray Handlan, President
Atlantic Philanthropic Service

Ed Cohen, Chairman
Echoing Green Foundation

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NYC Volunteer Corps

Divider Title: _____

July 1, 1993

MEETING AT HARMONY GARDENS

DATE: Wednesday, July 7, 1993
TIME: 10:45 a.m.
LOCATION: West 122nd Street
From: Michelle LeMay Santiago, CVC

I. PURPOSE

You will see two large community gardens that have been created out of previously vacant and dangerous lots in Harlem.

II. BACKGROUND

City volunteers improve the gardens by painting murals, spreading mulch, rebuilding walkways and by completing other horticultural tasks thus discouraging illegal dumping and drug addicts from the block. CVC Team #2 is currently preparing the Harmony Gardens for an intergenerational event to take place in the gardens at the end of July.

III. PARTICIPANTS

Toni Schmiegelow, CVC Executive Director
Herb Sturz, CVC Board Chairman
Lois Whipple, CVC Director of Planning, Governmental and
Public Affairs
Michelle LeMay Santiago, CVC Project Development Manager
Robbie Diamond, CVC Division Manager
Howard Worley, Project Harmony co-director
Rebecca Fabiano, Field Supervisor - CVC Team #2

IV. REMARKS

First, you will notice the beauty of the park, and should comment on the positive changes. Generally, you should brag on the work the volunteers are doing on the local level and how the legislation will affect them.

July 1, 1993

MEETING AT MINISINK TOWNHOUSE SUMMER DAY CAMP

DATE: Wednesday, July 7, 1993
TIME: 9:30 a.m.
LOCATION: 646 Lenox Avenue, New York
From: Michelle LeMay Santiago, CVC

I. PURPOSE

You will go into a classroom setting where the volunteers are tutoring and mentoring children.

II. BACKGROUND

Minisink Townhouse and Camp has provided quality programs and services to the youth of Harlem for over six decades. CVC Team #7 is enhancing the 1993 summer day camp program of this organization by assisting staff with all class and program activities; tutoring children in reading, writing and math; supervising children during recreational activities and field trips; and developing positive mentoring relationships with participating children.

CVC received \$120,000 from the SOS Youth Corp grant, and is awaiting a grant from Sub Title D from Service Act of 1993.

III. PARTICIPANTS

Toni Schmiegelow, CVC Executive Director
Herb Sturz, CVC Board Chairman
Lois Whipple, CVC Director of Planning, Governmental and
Public Affairs
Michelle LeMay Santiago, CVC Project Development Manager
Robbie Diamond, CVC Division Manager

IV. REMARKS

Generally, you should brag on the work the volunteers are doing on the local level and how the legislation will affect them.

CITY VOLUNTEER CORPS

The City Volunteer Corps (CVC) is New York City's national service corps. Founded in 1984, CVC is the largest urban national service corps in the country and a model for programs of its kind funded through the National and Community Service Act of 1990. Like the Military, national service corps enlist young people to serve their country, but enable them to do so by serving here at home, in their own communities. CVC demonstrates that young people in urban areas can work together to help their communities while building the skills, confidence and sense of civic responsibility they will need to succeed as adults.

Since its inception, CVC has enrolled 7,000 young people who have given over 3.5 million hours of service to the City of New York. This year, CVC will enroll 675 young people, aged 16 to 20, to work full and part-time to provide 350,000 hours of service to New York City. City Volunteers work on such projects as tutoring children, caring for the elderly and people with disabilities, and creating gardens and playgrounds out of vacant lots. While in the Corps, volunteers gain valuable work experience while pursuing their education. City Volunteers take classes through the City University of New York, many of them earning their GEDs while in the Corps. After completing 1,660 hours of service, about one year of full-time service, City Volunteers are eligible for either a \$5,000 scholarship or a \$2,500 cash grant.

CVC is a private, not-for-profit organization with 501(c)(3) certification.



CITY VOLUNTEER CORPS
 838 BROADWAY
 NEW YORK, NY 10009
 (212) 475-6444
 Fax (212) 475-8457

CITY VOLUNTEER CORPS

FACT SHEET

The City Volunteer Corps of New York City, a 501(c)(3) nonprofit organization, is a national service corps founded in 1984 to demonstrate that young people in urban areas can work together to help their communities while building the skills and confidence they need to succeed as adults. Like the military, CVC enlists young people to serve their country, but enables them to do so by serving here at home, in their own communities, on such projects as caring for the elderly, tutoring school children and creating gardens and playgrounds out of vacant lots. President Clinton has repeatedly indicated his support of national service and has created an Office of National Service and introduced the Summer of Service as the first step to a full-fledged national service program. The largest urban national service corps in the country, CVC's mission is:

- To enlist youth, aged 16 to 20, from diverse backgrounds to help New Yorkers in need and improve the quality of life in the City through volunteer work.
- To promote educational and personal growth of volunteers.
- To encourage the development of similar organizations across the country.

A. CVC Attracts a Diverse Group of New York Youth

- CVC enrolls 675 young people, aged 16 to 20, each year.
- Most of the volunteers work full-time for one year and receive a weekly stipend plus \$5,000 in scholarship funds or \$2,500 in cash upon completing one year of service. Some of the volunteers are high school and college students who work part-time while in school and full-time during the summer and also receive pro-rated stipends and scholarships.
- City Volunteers come from neighborhoods throughout all five boroughs, and from many different cultural backgrounds (Caribbean Islands, Latin America, Eastern Europe, India, Pakistan, China, Southeast Asia).
- Fifty six percent (56%) of Corps members are black; 31% are Hispanic; 8% are Asian and 5% are white.
- Twenty-two percent (22%) of City Volunteers are high school graduates; 58% have dropped out of school; 20% are in high school or college full-time.

May 1993

B. City Volunteers' Service Contributions are Real and Lasting

- Volunteers have given over 3.5 million hours of service since 1984; service projects are completed for government agencies and community-based organizations.
- Government and nonprofit organizations sponsor all CVC projects. Sponsors provide supervision (along with a CVC Field Supervisor) and appropriate training to volunteers, who in return contribute their time, energy and enthusiasm to help expand sponsors' services.
- City Volunteers work together in teams and serve on 7-10 different projects exposing them to a wide range of populations and service needs:
 - Two-thirds of projects are in human services: working with the elderly and people with disabilities in institutions and at home; tutoring children in elementary school and in afterschool programs; conducting public education campaigns and public surveys for City agencies.
 - One-third are in physical services: creating community gardens from vacant lots; developing nature trails and exercise courses in parks; rehabilitating abandoned housing; improving commercial strips for Local Development Corporations to spur retail sales, etc.
- City Volunteers also work on different types of projects which further expand their service experience: theater presentations on resisting peer pressure for junior high school students; anti-litter street skits; surveying South Bronx land use for a City Planning development plan.
- Teams are available for special events: escorting people with disabilities to holiday shopping; assisting at borough-wide career fairs for youth; escorting the elderly to special events.

C. City Volunteers Learn While They Serve

- After the service day, City Volunteers attend classes arranged by CVC with the City University of New York and the New School. Given their diverse backgrounds, the volunteers are placed in a wide range of classes: English as a Second Language; Adult Basic Education (for those reading below the eighth grade level); GED; college preparatory classes for high school graduates; and college courses.
- CVC arranges summer school for most volunteers to prevent the loss of skills attained during the school year.
- CVC also sponsors Corps Member Development, eight modules per year that build on the service experience to ensure learning through doing. Modules include the political process, cultural and ethnic diversity, and career planning.

D. Research Illustrates the Special Benefits of Youth Service

- In an audit published in November 1988, the New York City Comptroller found that CVC is a "winner" and "success," where 80% of volunteers obtained employment after CVC, usually above minimum wage, compared with 49% prior to enrollment, and one-half obtained further education. He concluded that these benefits "...coupled with CVC's contribution to the City's public service sector indicate that the cost of CVC...is money well spent."
- The Ford Foundation sponsored research by Public/Private Ventures (P/PV). Their Fall 1987 study found that enrollees in CVC have the highest completion rate of nine major corps nationally, and the best GED completion rate. They also surveyed sponsors and found a high level of satisfaction with services provided. Finally, they concluded that "the integration and harmony among the different groups serving in the Corps is notable...[the] youth and their Field Supervisors consistently comment on the eye-opening experience of men working shoulder-to-shoulder with women, of blacks and Hispanics getting to know each other, of high school graduates tutoring dropouts, of 'bad attitude' youth being encouraged to shape up by their teammates, and of youth gaining exposure to the wide variety and opportunities of life in the city..."
- The William T. Grant Foundation sponsored a larger-scale, longitudinal study by Public/Private Ventures, started in 1988 and continuing for three and a half years. This study was divided into three parts: an implementation study, including interviews with staff, officials and others involved in the conception of CVC; an ethnographic study, in which an anthropologist followed a CVC team for a year; and an outcomes study, tracking 500 corpsmembers for up to one and a half years after they left CVC.

Public/Private Ventures noted in its interim report in December 1990 that "CVC's corpsmembers deliver quality work in all five of New York City's boroughs." This report also confirmed that "the educational gains posted by corpsmembers and the positive attributes of the team experience suggest that the urban corps model may be an effective vehicle for improving the lives of some urban youth."

In their September 1992 report, P/PV found that 65% of the former corpsmembers reported attempting at least one educational activity after leaving the Corps and 38% had already completed that activity. Twenty-five percent (25%) of the full-time volunteers reported receiving their high school diplomas or GED since joining CVC. P/PV concluded that these data show the positive impact of CVC on the lives of the CVC volunteers.

E. CVC is a Key Model for Federally-Supported National Service

- CVC is the largest national service corps in an urban area, and the pioneer in involving youth in human service.
- One of 53 year-round programs nationally, CVC works with various coalitions to encourage federal support. These efforts resulted in the passage of the historic National and Community Service Act of 1990. This legislation provides for full-time service corps modeled after CVC, as well as school-based and campus-based service programs.

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FORD FOUNDATION LUNCH

Divider Title: _____

July 2, 1993

Meeting with Susan Berresford and Alison Bernstein

DATE: July 7, 1993
TIME: 12:00-2:00
LOCATION: Ford Foundation, 320 E. 43rd St., New
York, 10017, 212-573-4730
From: Susan Stroud

I. PURPOSE

You will have lunch with Susan Berresford and Alison Bernstein and me at the Ford Foundation. The discussion will be focused on the role of community foundations in supporting the national service program in communities across the country.

II. BACKGROUND

This meeting was requested by Alison Bernstein after she met with you and me in April. She spoke with Susan Berresford following our meeting about connections that might be made between ONS and Ford. At least initially, they want to discuss the role of community foundations in the national service initiative.

Community foundations are a rapidly growing sector of the philanthropic sector. A community foundation is typically established with the wealth of several prominent people in the community and grows by additions of other trust funds and community raised funds. They range in size and significance from large and well established community foundations like the Cleveland Foundation to much smaller and newer community foundations. The Ford Foundation, under Susan Berresford, has helped to fund the start up and expansion of community foundations around the country. Because community foundations raise and spend their resources in local communities, Susan believes that they should invest in local community service programs, which themselves represent investments in the community of people resources as well as other funding from federal, state and private sources.

Susan Berresford is very well regarded in the foundation world, and her leadership on any initiative would be regarded as very significant.

III. PARTICIPANTS

Susan Berresford, Vice President, Program Development
Alison Bernstein, Director, Education and Culture Program
Susan Stroud

IV. REMARKS

The Ford Foundation has been the principal funder of community service programs over the past ten or more years. Especially after Franklin Thomas arrived at the foundation, funding for programs increased in two areas - urban poverty and education.

In the past several years, other major foundations like Kellogg have been major funders, but Ford views itself as having led the foundation world on this issue.

Ford is also the major funder of Public/Private Ventures, a Philadelphia based research and evaluation shop that has done most of the evaluative studies of youth corps programs. P/PV has received funding from Ford to conduct an evaluative study of the Commission. I spoke with Dick Stauffenberger about the status of that study. Dick believes that P/PV is re-grouping on the proposal and that I should speak with Tom Smith about the re-design of the study. We might want to raise this with Susan and Alison.



National Service: An Aspect of Youth Development

by Franklin A. Thomas
A Ford Foundation Reprint

National service is an important subject, indeed a stirring subject, and it is of growing interest to many people across America. It is an idea that recognizes that we all should contribute to the larger society and that society should be structured to encourage such activity. It rests on a belief that contributed service is a vital part of citizenship -- an act that can help bind us together as a people, accomplish needed tasks, and provide for individual growth and development.

Yet national service is not a simple subject. There are still many facts to be gathered and conflicts to be resolved. And it would also be wise to broaden our inquiry to look upon national service not as a self-contained institution, but as a component of a larger system of youth development.

National service is a question embedded in a larger question: How should a free and advanced society organize itself to help its children become adults? That transformation is effected by a constellation of influences -- all our institutions of education and career preparation and beyond those, everything

Franklin A. Thomas is president of the Ford Foundation. The following is adapted from remarks given before a group of civic and business leaders in Monte Rio, California, on July 22, 1984.

Additional copies of this reprint, as well as a complete list of Foundation publications, may be obtained from the Ford Foundation, Office of Reports, 320 East 43 Street, New York, N.Y. 10017.

that shapes young people's values and behavior. If a youth service component is to be built into American life, it will have to be placed in that larger constellation. How effectively our youth will be able to serve will depend on how effectively we serve our youth.

The truth is we do not adequately understand today's young people, their ambitions and frustrations, the sleepwalkers and the super-achievers, the swing from rebellion to apathy, the drift of some toward self-destruction, the yearning of most for self-fulfillment.

We must also recognize the immense variety among our youth. To some, a period in the wilderness would be an exhilarating experience, to others, a boring waste of time. Some thrive on the camaraderie of the group and the barracks, others prefer to work alone. To some, a term in the Armed Forces is a positive turning point in their lives; they leave with usable skills and a surer sense of self. To others, military service is a hated prison to be dodged by any contrivance. Some might willingly do a tour of national service to stretch their psyches or win a ticket to college; others would want the income now and a job when the tour is completed. And how would national service deal with increasing numbers of teenage mothers?

Any system of national service would have to be adapted to meet such diversity. It would have to offer a comparable diversity of incentives, job tasks, job sites, and management rules.

If national service is freighted with so many complications, why bother to keep it on the public agenda? The answer is simple: the idea has power and sweep and touches a deep nerve in most of us. The most recent

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Gallup Poll reports that two-thirds of the American people approve a system of national service. There is a majority in favor even among those who would be most affected: young people aged eighteen to twenty-four. It is endorsed by many educators and many interest groups, and there is considerable bipartisan support for it in the Congress.

Despite such impressive backing, a system of national service has not come near to enactment. One reason is cost. Another is that there are still too many unknowns, too many strands that have to be unraveled. The field of social policy is littered with the corpses of attractive ideas that failed under close scrutiny.

Nevertheless, I believe that a national service system will someday come into being. But it will come more surely if we do not try to erect an elaborate edifice from abstract blueprints and untested assumptions. National service should be allowed to grow organically, from many different seeds in many different soils. We have to come to the problem not as engineers but as patient gardeners, prepared to let a thousand flowers bloom, examining each blossom--and weed--and keeping an eye open for unexpected buds and shoots. We have to give experience a chance.

The idea of citizen service has deep roots. To the Greek city-state and to republican Rome, a virtuous society required its citizens to be bound not just by a constitution of rights but also by a writ of obligations.

In modern times, that ideal was given dramatic expression by William James in a famous essay that urged upon America a system of civilian service to sublimate youth's

3

latent martial instincts, in memorable words, now almost a cliché, he extolled national service as the moral equivalent of war. Interestingly, the service ethic of James's era also gave rise to the Boy Scout movement, the 4-H Clubs, and similar adjuncts to youth development.

The New Deal forged a link between the principle of national service and youth unemployment with its now-venerated Civilian Conservation Corps, the prototype of so much that followed. Thirty years later, the idea received a new charge of electricity with President Kennedy's "Ask what you can do for your country" speech. And the Vietnam years, convulsed by the realities of a selective draft—of conscription by poverty—aroused a large bipartisan body of adherents for a truly comprehensive system of service.

At present, national service attracts support from four principal constituencies, each riding on its own horse:

- those who see it as a means of strengthening the Armed Forces;
- those who see it as a low-cost means of filling the nation's unmet social needs;
- those who seek to mitigate youth unemployment, so severe for white youth, so catastrophic for minority youth;
- those who hope to improve the character of young people by providing new channels for self-exploration and by fostering the spirit of service to others.

Let me deal with each of these:

The National Security Constituency

To the national security constituents, the military aspects of national service are paramount. They would have little regard for any

plan that did not add significantly to America's military strength.

Since the end of the draft in 1972, military enlistments have been entirely voluntary. But a voluntary system can have serious drawbacks. For one, an All Volunteer Force (AVF) substantially increases the defense budget. Recruitment and compensation costs run high. To attract personnel, military pay and fringe benefits have increased substantially, and have drawn closer to civilian levels.

The second drawback is personnel quality. The military has a strong preference for those with at least a high school diploma and with adequate skills in reading and mathematics. High school graduates perform better and have higher re-enlistment rates. As weapons go high-tech, it is urgent that there be enough competent individuals who will stay the course.

There are also problems of race and class. Blacks and other minorities are over-represented in the AVF, especially in the combat branches. For many minority youth the AVF has been an excellent opportunity for a military career or a springboard to a good civilian job. But most of us would regard excessive racial imbalance as inherently undemocratic. Among the other adversities of the Vietnam war, none was worse than the reaction to casualty lists so heavy with blacks, browns, and blue-collar.

The deep recession and high unemployment rates of the early 1980s seem to have eased the AVF's recruitment and retention problems. But long-run demographics still give the military concern. The baby bust of the past decade guarantees a decline, already started, in the cohorts of youth who will

reach military age in the next few years. By 1995, the number of eighteen- and nineteen-year-olds will decrease by 20 percent.

A large-scale system of national service would give the Defense Department an extra measure of assurance by providing a labor pool for many kinds of backup services. Most important of all, an established system of civilian alternatives to the draft would defuse the sensitive problem of the conscientious objector and provide a cushion to absorb social contention.

Unmet Social Needs

A still larger constituency for national service is those who see it as a remedy for social problems. The quality of American life is diminished by pervasive signs of social and physical neglect. A multitude of tasks go unattended in our communities, in our schools and hospitals, and in our parks and open spaces.

How big is that burden? There are no precise data and probably never will be: one person's swamp is another person's wetland. In 1978, the Urban Institute catalogued over three million jobs that needed to be done, as follows:

- about 900,000 jobs were counted in health care
- the same number in our public schools
- 800,000 in conservation
- 400,000 for our understaffed cultural facilities
- and 300,000 in neighborhood police and fire protection.

Youth Unemployment

Youth is a very large part of the country's

underused labor supply. Not so long ago, one could speak of the rule of two in describing youth unemployment. That rule says that whatever the unemployment rate is for the labor force as a whole, unemployment for young people will be twice as high. And whatever the unemployment rate for all young people, the rate for minority youth will be twice that. Those differentials seem to be increasing. In recent years, the rule of two has moved closer to a rule of two and a half.

The diminishing supply of youth that so worries the military has not done much thus far to improve their job prospects. For minority youth the job market is fast shutting down; as employment goes down bad things happen—a rising incidence of drug abuse, crime, vandalism, and school dropouts. Teenage pregnancy—children having children—has also increased sharply, accompanied by higher rates of illegitimacy and welfare dependency.

Character Building

Finally, there are those who support national service as a means of shaping youth's values. This group, which includes many distinguished educators and social philosophers, views national service as much more than a repair shop for social damage. They view it as an opportunity for young people to alter their perspectives, to build lifetime principles. The span between adolescence and maturity is a critical period to explore identity, to sort out confusions about societal roles, to balance the opposing tensions between idealism and cynicism and between regard for self and regard for others. And national service would offer yet one more gain—a

commingling of youth from every walk of life, sharing experiences and creating mutual respect.

These then are the main constituencies that keep the idea of national service on the public agenda. Each constituency has a quite different vision of what national service is supposed to be. Some see it as a war horse to protect us from our enemies. Others see it as a work horse led by otherwise idle hands to plow wasted fields or to give a lift to those fallen by the wayside. Others see it as a trail horse to carry its riders to new terrain, to discover new corners of the world and of themselves.

Models of National Service

Each constituency also brings with it a hypothetical blueprint of how a system of national service should be organized. Those models vary depending on goals, scale of coverage, and inducements offered. They generally fall into three categories.

The first is a Spartan or military model. Enrollment would be universal and mandatory and would give first priority to the needs of the Armed Forces. At age eighteen every person—male, female, even the handicapped—would be required to register. Everyone, under threat of criminal penalties, would be assigned for up to two years to a civilian job, unless they chose to sign up for service in the military. Should the Armed Forces fail to acquire all the persons they need, they could draft the remainder by lottery from the civilian service pool. It is an escape-proof model with a slot for everyone.

A second category is at the opposite extreme. It calls for little more than a moderate

expansion of existing programs, such as the Job Corps, the various Conservation Corps, the Peace Corps, VISTA, and the like. The system would be entirely voluntary with no registration requirements. The assumption is that there are a substantial number of youths with an innate desire to perform community service who would come forward were there enough attractive opportunities and were the receiving agencies able to absorb them.

Most proposals fall within a third category that combines key elements of the first two. It resembles Category One—the Spartan model—in that most of its variations are large in scale, have strong inducements, and are attentive to national security needs. It resembles Category Two—the purely voluntary model—insofar as it is more voluntary than coercive: failure to serve would be punished by civil rather than criminal sanctions. And it would build on existing service institutions.

Category Three is rich in permutations. I'll note just two. One would be centered in the nation's high schools, thus involving millions of young people. A period of service would be rewarded with extra credits or even made a precondition for a diploma. Most students could discharge their service duties within the school system by tutoring or maintenance work.

The most rigorous variant of Category Three edges toward the military model. There would be universal registration at age eighteen with a one-year service requirement. But unlike Category One, service would be voluntary: civilian service would be accepted as an alternative to military enlistment. Such service might be deferred to any convenient time in the life span. Existing civilian services

would be expanded to absorb the inflow. Lifetime incentives could include college scholarships, preferred housing loans, and civil service bonus points. Civil penalties for breach of service could include something like a surcharge on the income tax.

Although the three categories have some common features, they also have several fundamental differences in ideology and significant ones in program design. The sharpest cleavage is between the compulsory models and the voluntary ones. As the Spartans view it, anything less than universal registration and mandated assignments will do nothing to strengthen the nation. To the most tough-minded Spartans, a limited voluntary system without criminal penalties represents little more than a playpen for the young and a field day for social boondogglers. The voluntarists, on the other hand, are uncompromising in their rejection of conscription. Many view it as not only a legal wrong but also as a moral evil. To them, conscription is involuntary servitude, an infringement of civil liberties, and an intrusion of the state into the individual's pursuit of happiness.

There are differences between Categories Two and Three regarding program design. To what extent should civilian service be task-oriented, employment-oriented, or character-oriented? It is exceedingly difficult to design an effective single program to achieve multiple priorities at the same time.

Another formidable obstacle is cost. The various service models would impose substantial burdens on the federal budget even after factoring out certain outlays already made for youth training, compensatory education, income support, and military re-

cruitment. The net cost estimates made a few years ago were \$7 to \$40 billion; they would be higher now. The calculations depend on assumptions about coverage, the level of stipends and benefits, and the proportion of enrollees who would live away from home. A residential program approaching four million registrants would be most expensive. At the low end of the cost range would be a limited voluntary program with everyone living at home, receiving no more than a minimum wage and partial reimbursement by the institutions that benefit from the services. High or low, these budgets constitute, in this period of massive deficits, a formidable barrier to early adoption of anything other than small-scale demonstrations.

Improving the Concept

The standstill is in some ways fortunate. We can put that pause to good use in two ways. The first is by acquiring detailed data on how existing service programs are working; the second is by opening an inquiry into how national service would relate to other aspects of youth development.

Despite federal inaction, there have been many new initiatives at the state and local levels. Demonstrations are in place, or soon will be, in thirty areas, including New York City. Those initiatives should be extended. We need more tests of different formulas in different regions for different target populations. It is also essential to build capacity for monitoring and evaluating these demonstrations.

Private philanthropy ought to be counted as a partner in these demonstration and evaluation efforts. California foundations are

already in the game, and my own institution is prepared to assume its share.

The resulting data would help answer a series of questions proposed by national service specialists in a recent conference at the Ford Foundation. I'll mention just five.

First, would the idea work in an urban setting? It is fair to say that to most people the image of national service is colored green, associated with an environmental corps such as California's. The picture is that of motivated young people marching off to do battle with forest fires and fruit flies. Conservation models have kindled public favor partly because they are associated with austerity, sacrifice, even a whiff of danger. Those virtues are smartly captured by the California Corps' rousing motto: "Hard Work, Low Pay, and Miserable Conditions," and by its stern commandments: "No Booze, No Dope, No Refusal to Work." Congress has also tilted toward the greener models—witness the American Conservation Corps Bill (H.R. 999) now in the legislative stream. But it is still uncertain how well the Conservation Corps model, with its quasi-military features, would work in an urban setting where enrollees live at home instead of in barracks, are not separated from their old habits, and where the duties to be performed are seldom heroic—though sometimes they may be. In some areas of some cities, nighttime patrol would be a challenge to anyone.

Second, would the idea work in the social service field? It is one thing to build up long lists of unfilled needs in health care, education, in libraries, museums, and the like. But experienced professionals doubt the large numbers needed to handle all those tasks

can be practically managed. Social services such as tutoring or home care for the aged tend to be one-on-one rather than team activities. It would be difficult to build *esprit de corps*. There would also have to be a considerable amount of screening and matching before particular people could be given particular assignments. One thing is certain. Extensive—and expensive—supervision would be needed.

Third, would organized labor cooperate? Trade unions often feel threatened by competition from volunteers or low-paid workers. Hospital unions and police organizations have drawn lines that volunteers are forbidden to cross. Job displacement is an especially sensitive issue to teachers' aides and health aides, many of whom come from minority groups and are recent, and still insecure, additions to the labor force.

Fourth, how effectively would disadvantaged kids be accommodated? If the service corps is to reach out to the disadvantaged, will it be necessary to devote part of the day to remedial education and to the improvement of work habits and personal deportment? How well can this be done without cutting into the work day, or encumbering job performance?

Finally, how costly and productive would a service corps be? The annual costs of programs such as the California Corps have been quite high, approaching \$20,000 per person, before taking account of the value of work done. Unless most service programs can be operated at costs substantially lower than in California, there would be considerable resistance to anything more than small-scale demonstrations. We must also be alert

to cost effectiveness. Would it be more costly to do a given task with service workers than with regular workers? How would the costs of a service corps compare with the costs of existing job-training and work-study schemes? Since there will never be enough money to go around, service models will have to compete with nonservice alternatives.

An Aspect of Youth Development

I will conclude by returning to my beginning: service by youth has as its concomitant service to youth. National service as an institution would flourish best if it were integrated with all the major institutions of youth development.

Some years ago, the Carnegie and Sloan commissions, in their studies of higher education, recognized that need. Both urged a restructuring of the options available between high school and college, including the introduction of a system of national service.

Those commissions, however, were mainly concerned with college-bound youth. And many new things have occurred in the youth development field since their reports. For example, over the past twenty years there has been a long procession of employment and job-training schemes in which very large numbers of youth have been enrolled. A prominent one was the CETA program, in which many young people were employed for community service and which has a strong resemblance to what is now proposed as an urban youth corps. Also, work-study demonstrations now going on in many high schools are real-life prototypes of the high school-based national service model noted earlier. Nor has the national service movement been

fully responsive to the fact that, for better or worse, the criminal justice system—with so many youths caught in its net—has to be considered a component of a youth development system. Nevertheless, there have been several interesting efforts to rehabilitate ex-offenders through community jobs.

My last example is the community college. Though these two year colleges go back a long time, their increase in recent years has been extraordinary. Since 1960, the number of students has multiplied eight times with a similar huge increase in the number of schools. We have not fully assessed the role of community colleges. Because they have such versatility—flexible hours and diverse curricula—community colleges could surely prove as valuable an adjunct to a system of national service as they are to our system of higher education.

I hope I have made the point. National service should be a nucleus within a larger constellation, drawing from and contributing to many other components. Each would perform its own special functions and each would share some with others. Together they would provide a diversity of American youth with the necessary diversity of opportunity. To the constitution of rights and obligations would be added a constitution of choice.

No one can say when a comprehensive system of national service will come. Given a grave emergency, it could happen quite suddenly. More likely, it will grow by successive approximations as the pace of state and local ventures accelerates and as linkages form between them and all the other components of the youth development system. Whatever the timetable, we cannot afford to drop the

concept from the national agenda. Only rarely in public policy does there come so promising an opportunity to advance, in a single stroke, personal goals, social goals, and national security goals.

Every innovation in the structure of society has required equal parts of idealism and pragmatism. A strong underpinning of realism—the case I plead today—is essential. But so is the vision. In its fullest expression, national service can be an institution of historic importance to America's youth and to America's future.

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**DAN YANKELOVICH / Public
Agenda Foundation**

Divider Title: _____

July 2, 1993

Meeting with Daniel Yankelovich

DATE: July 7, 1993

TIME: 2:00-3:30

LOCATION: Public Agenda Foundation, 6 E. 39th St.,
9th floor, New York, 212-686-6610

From: Susan Stroud

I. PURPOSE

This meeting is being held at our request. Dan has had a strong personal interest in national service for many years, and has collected a great deal of useful public opinion data on the issue. His wife is going to do a literature search for you prior to the meeting, and Dan will bring the material to the meeting. Dan is prepared to research specific questions that are of particular interest to you.

I assume Dan's data is not current, but I am not sure how recently he polled on this. Given the difficulty of getting time and effort from Stan Greenberg, you might gauge his interest in working with us. Keep in mind that Gallup is also interested in talking about working with us, although Yankelovich's reputation in the connection between public opinion and policy is unbeatable.

II. BACKGROUND

I know Dan from Brown, where he was a close friend of Howard Swearer and a Trustee. He is a solid and very gentlemanly fellow. The Public Agenda Foundation, where you are meeting him, is one of the organizations he founded to link public opinion with public policy development.

III. PARTICIPANTS

Daniel Yankelovich (and possibly his wife)
Susan Stroud

IV. REMARKS

If you want to discuss a couple of substantive ideas with Dan about what kind of work might be done, I might suggest a couple of possibilities, which are not very well thought through yet. The idea is not very different from what Greenberg has done with health care.

1) A critical program issue has to do with selection of participants. We should test the appeal of the program to certain categories of participants depending on how the program is described. The factual content should be the same, but he might develop four different descriptions phrased somewhat differently with an emphasis on, e.g., access to education, promoting change, development of citizenship, or military discipline, etc. We could see how different emphases attracts different kinds of participants, described by gender, educational background, age, income and racial characteristics.

2) Applying the same idea, we could test various descriptions of the program on various sectors of the public - parents, funders, policy makers, etc.

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GEORGE RUPP & BOB KRAFT

Divider Title: _____

July 2, 1993

Meeting with George Rupp and Robert Kraft

DATE: July 7, 1993

TIME: 4:00-5:00

LOCATION: room 202, Low Library, 116th and
Broadway, New York, 212-854-2825 (Mrs. Marge
Montana, exec. assistant)

From: Susan Stroud

I. PURPOSE

You will meet with Dr. Rupp and Robert Kraft to discuss a potential gift to Columbia from Mr. Kraft to support community service activities.

II. BACKGROUND

You have had several conversations with Mr. Kraft about a potential gift to Columbia that would be consistent with the goals of the national service program. Dr. Rupp's predecessor, Michael Sovern, made several suggestions about the nature of the program that such a gift would fund - none of which were especially interesting. Mr. Kraft has spoken with Dr. Rupp about this idea, and apparently Dr. Rupp is very interested. We have suggested that, if details of the program can be worked out, that Mr. Kraft's gift be announced at the time of Dr. Rupp's inaugural to underscore the importance that service will have in his tenure as president of Columbia.

III. PARTICIPANTS

George Rupp, President, Columbia University
Dr. Corrinne Rieder, Secretary of the University
Robert Kraft (tentative)
Susan Stroud

IV. REMARKS

previous correspondence

George Rupp was a member of the Campus Compact Executive Committee for several years. During his presidency at Rice, he helped to build a strong community service program. He has been somewhat reluctant to press the connections between service and the curriculum, an area you should discuss.

THE WHITE HOUSE

WASHINGTON

April 8, 1993

Robert E. Kraft
President
International Forest Products
One Boston Place
Boston, MA 02108

Dear Bob:

I have an idea, and interestingly, 't is based on a conversation I had recently with Arnold Hiatt.

At the turn of the century, the Philips Brooks House was endowed at Harvard to encourage young people to engage in community service. In recent years, other individuals and foundations, including the Stride Rite Foundation, have augmented the endowment. I have enclosed the brochure which gives the high-lights -- any part of which can be adjusted to suit your wishes.

I am told that a program like this could be administered at Columbia out of Earl Hall.

There are other ideas we can explore -- community service loan forgiveness fund is one and an incentive program for faculty to incorporate students' work in the community into source design is another.

I will be in Boston on Monday, May 3. If you are free then, let's get together, and perhaps we should ask Arnie to join us.

On another front, we are building toward legislation which I hope will be introduced by the end of April. If we are lucky and skillful, national service will be enacted by September.

These are simultaneously frustrating yet exciting days. I hope to see you on May 3 to share the experience with you.

My love to Myra.

Best regards,



Eli J. Segal
Assistant to the President and
Director of National Service

Just spoke to you. See you on May 3.

5

Eli - re. your
phone call w.
Bob Kraft

May 7, 1993

Mr. Robert Kraft
International Forest Products Corporation
1 Boston Place, 35th floor
Boston, MA 02108

Dear Mr. Kraft,

Eli Segal suggested that I contact you with a couple of suggestions about enhancing community service at Columbia. I don't know the current situation with Columbia well. Several years ago I used to meet periodically with the directors of public service organizations at a few universities in the Northeast, including Columbia. I know that the Community Impact (attached brochure) program is housed in Earl Hall, and has a strong reputation. The executive director, Sonia Reese, is well thought of.

I know George Rupp from the two years he served on the executive committee of the Campus Compact, a coalition of university presidents committed to increasing public service on their campuses. He has been a strong advocate for public service at Rice University. I anticipate that supporting students' work in the community would be very consistent with the values he hopes to promote during his presidency at Columbia.

Should you want to support President Rupp in this regard, here are several things to think about in terms of a gift. Is the gift large enough to endow either the entire Community Impact program or some aspect of it? I am fortunate to have received a \$2 million endowment grant for the Swearer Center at Brown, which has provided the program with important autonomy and protection from the university budget process. These funds have allowed us to be more entrepreneurial than we might have been otherwise.

Or would the funds be better used as a multi-year operating grant (possibly as a challenge grant)? Is there a special focus you are interested in, e.g., supporting financially needy students to work in the community as a way of enabling them to do what they might not otherwise have an opportunity to do? Or supporting faculty in a particular discipline to work on certain community issues with students by providing course development grants, e.g. housing and homelessness or children at risk? Given your interest in Jewish students, is there an innovative way to tie this interest to community service?

I would be happy to speak with you about these ideas. At some point it would be advisable to speak with Sonia Reese, the development office staff or George Rupp to ensure that your gift serves the greatest possible need and has the greatest impact. Please let me know if I can be of assistance.

Sincerely,

Susan Stroud
Senior Advisor to the Director
Office of National Service

~~CONFIDENTIAL~~

DRAFT OF LETTER TO ROBERT KRAFT

May 25, 1993

Mr. Robert K. Kraft
International Forest Products Corp.
Rand-Whitney Group
One Boston Place, 35th Floor
Boston, MA 02108

DETERMINED TO BE AN
ADMINISTRATIVE MARKING

INITIALS: JGP DATE: 1/14/20
2-13-066-F(2)

Dear Bob:

We are awaiting a package from Heather Beckle, George Stephanopoulos' assistant, that details the Clinton Administration's position and planning on National Service. Meanwhile, let me offer below a rough outline of our concept on how this could work, subject, of course, to your reactions. Since all of this is very student-based, it should reside in toto in the College, with help from University offices like Community Impact, Career Planning and Placement, and Financial Aid.

I. The Myra and Robert Kraft Program in Community Leadership

- A. A unique partnership among Columbia College of Columbia University, the Kraft family and the Federal government in place to encourage involvement in solving the growing problems of our society.
- B. Funding support involved in the program includes scholarships of financially needy Columbia College students, summer work projects in

various communities across the country, two-year internships

Page 2.

following graduation, loan forgiveness on Federal loans for the duration of internship at 10% per year up to 5 years (like the former National Defense Student Loan of the 1960's and early 1970's).

C. Costs

1. Average scholarship at Columbia College over next 5 years - \$11,500.
2. Summer work project salaries - \$3,000 for 12 weeks (summer work expectations for scholarship students range from \$1,100 - \$1,800 freshman through senior year).
3. Internship salary - \$24,000 per year.
4. Loan forgiveness - average student indebtedness to GSL is \$14,000 at 9% simple interest.

D. Scale

1. 10-15 students per year on scholarships, sophomores through seniors.
2. Partnership is equal share of costs among Columbia, the Kraft family and the Federal government.

Page 3.

3. Kraft scholars must be at least B- students, volunteers in a community related project term time and must engage in a summer internship at least once in their academic career.
4. Any qualified student can be sponsored on a summer internship or two-year post-graduate project, subject to meeting application deadlines and approval of the Kraft Selection Committee (which could be comprised on Columbia College Dean of Students, Columbia University Director of Career Planning and Placement, and Columbia College Stewardship Coordinator.

E. Why Columbia?

1. The College's Core Curriculum teaches students about the problems of living in a global community and one's responsibility to it.
2. Located in New York City, Columbia is in a unique position to make an impact on the city's urban problems, which currently engage a large number of Columbia College students through Community Impact.
3. The Columbia College community is the most diverse in the Ivy

League in terms of ethnicity, religion, and socio-economic background,

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which heightens awareness of the multi-faceted nature of this country's problems.

4. The University is heavily engaged in the Harlem and New York community beginning with the State/City/University sponsored Audubon Project to Double Discovery Center, at Columbia College which reaches out to over 500 urban youth to aid them in personal and college counseling.

As I said, Bob, this is a rough sketch, but I wanted to follow through on putting down my thoughts asap. I look forward to your reactions on this concept. Are we in the same ballpark?

Sincerely,



James T. McMnamin
Dean of College Relations