

Center for American Progress



SPECIAL PRESENTATION

“THE AMERICORPS ROLE IN EDUCATION REFORM”

OPENING REMARKS BY:

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RESPONSE BY:

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MODERATED BY:

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FEATURED PANELISTS:

**KIM GLODEK, DIRECTOR OF SCHOOL SAFETY
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**JOHN GOMPERTS, PRESIDENT, CIVIC VENTURES;
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CLOSING REMARKS BY:

ALAN KHAZEI, FOUNDER & CEO, BE THE CHANGE, INC.

**1:00 PM – 3:00 PM
WEDNESDAY, FEBRUARY 13, 2008**

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MR. WILLIAM SCHAMBRA: (In progress) – in your high schools. The advisors are young men and women just slightly older than those they work with, but of identical backgrounds. They share many of the same challenging circumstances of life. Some have been in the criminal justice system, but now they've turned their lives around and are determined to help other people avoid the mistakes they made.

And so they walk the tough hallways of their assigned schools, intervening in scuffles before they become full-blown fights, quietly checking up on the most isolated and troubled students, and giving them a place to air their grievances, picking up on the buzz about likely hot-spots around the school, providing an intermediary in misunderstandings between teachers and students – in other words, generally being a constant, quiet, gentle presence coming from the culture of young people themselves, maintaining order, stability and fairness in a system that all too often alienates young people.

The results of these interventions are really quite remarkable. Just to give one example drawn from Atlanta at the Benn Carson Middle School, two years after his youth advisors were introduced, suspensions were down 20 percent, attendance violations down 82 percent, vandalism down 61 percent, instances of fighting down 39 percent, and so forth.

This conference today, I hope, will answer a question posed by these sorts of results, namely, how can AmeriCorps become more fully an instrument for this sort of intervention, for it seems to me that this is exactly the sort of place – this is the sort of problem for which AmeriCorps is ideally suited.

To help kick off the event, and to introduce our keynote speaker today, it's my privilege to bring before you – as ludicrous as it is to try to introduce her to you, I nonetheless make the effort. I bring before you the senior vice president for public policy and special initiatives at City Year and of course, one of the great friends and champions of national service, AnnMaura Connolly.

(Applause.)

MS. ANNMAURA CONNOLLY: Thanks, Bill. And thank you for your partnership on this. We did a – we were talking about doing a series of these, but we did one a few months ago on the notion that national service can play a key role in helping people transition to the world of work, and Bill was really central to our effort to do that. And so thanks for your partnership today. I also want to thank the folks at the Center for American Progress and Allen Khazei and his team at Be the Change, who've been great partners.

I am here representing City Year, but more importantly for today, as a member of the Steering Committee of Voices for National Service, and we actually just left our annual meeting and remain resolved to really think about how we can continue to push and position national service as a key resources for addressing a number of the key problems that our country is facing. And I want to thank Marsha Meeks Kelly and Sally Prouty, our outgoing co-chairs, and welcome our incoming co-chairs, just elected this morning, Bill Basl from the Washington State Service Commission, Nelda Brown with the national service Learning Partnership and Paul Schmitz with Public Allies.

My job, and my great honor today, is to introduce to you our keynote speaker, Dr. Robert Balfanz. Bob is a research scientist at the Center for Social Organization of Schools at Johns Hopkins. He's the co-director of the Talent Development Middle and High School Project, which is currently working with over 100 high-poverty secondary schools to develop, implement and evaluate comprehensive whole schools reforms. His work focuses on translating research findings into effective reforms for high-poverty secondary schools.

Many of you have seen his work recently as it relates to the high school dropout crisis. He is really one of the central forces behind an exciting new effort to really focus on the schools that are turning out legions of young people not ready to succeed in life, and we are really in his debt as he leads us on this journey. He is also the co-operator of the Baltimore Talent Development High School, Baltimore City Public School System, Innovation High School. And for those of you that are interested in finding out more information about the incredible research that he's leading, his website is www.GradGap.org. That's a tongue teaser. And we're just really honored to have him with us today and excited to hear what he has to say on this topic.

So, Bob.

(Applause.)

MR. ROBERT BALFANZ: Good afternoon. I'm here to make the case for the role of AmeriCorps in ending the nation's dropout crisis, or as some scientists refer to, the missing link theory. What do we know about the nation's dropout crisis? Well, we know it's an urgent national priority. We know in the 21st century, there really is no work for someone who doesn't have a high school diploma, or for someone who doesn't graduate from high school prepared for post-secondary training or education.

So really, we're creating still legions and legions of young adults who essentially will be cut off from the American dream. We know that we have made not much headwind against this in the past 25 years. There's been pockets of success, a state here, a district there, a school here, but still, only 75 to 80 percent of our students are graduating, only 60 percent or so of our minority students, and in too many communities, half or more of the students are not graduating.

That's not new news. We've known that for a while, and it doesn't quite give us insight in how to change this. But what does is the fact that right here, sitting here in our comfortable room, well sheltered on a rainy day, we know who's going to drop out in the next five years. We know which schools they're at. We even know who they are within those schools, and we know why they're going to drop out. So that actually puts us in an insider trading position for social policy. But unlike insider trading, we actually have the obligation to act on that knowledge, and here's what I'm here to make the case for, for how AmeriCorps national service can help.

First, let's situate the problem, okay? We know that there's 2,000 high schools; (50?) percent of all schools that produce half the dropouts, and 70 percent of the minority dropouts. And these schools alone are almost single-handedly responsible for the majority of minority graduation gap, okay. So it's a big national problem, but it's segmented to a small section of schools. Second of all, we know that within these schools, it's possible to understand years ahead of time who is going to dropout, absent sustained intervention. So we know where the schools are and we know who the students are that need help.

We also know that these schools are – about half of them are in our nation's cities, but the other half are throughout the South and Southwest, urban, rural and suburban, which gives us the making of a nice national coalition to get something done. We also know that each of these high schools has two or more feeder schools, middle schools, that are a significant part of the problem as well, because part of the story is, is that it's the ninth grade is when students fall off the graduation track in high school.

But what we've done is we've concentrated our neediest students in a subset of under-resourced high schools, and so they have hundreds, not tens, not 20, which schools, the – traditional America high school was designed to have 15 percent of kids behind, 15 percent of kids advanced and this great middle. That's what we built our high schools to educate. These high schools we're talking about have 75, 80 percent of their kids needing intensive extra help of one way or another, and only a few kids on grade level.

So the way high schools are built are not resourced to deal with this problem. So part of the issue is working with the middle schools to make sure that they're improved, because we know, A, a lot of kids are falling off track in the middle grades, and it's the ninth grade which finishes them off. It's not the ninth grade alone which causes the problem. And secondly, it's this overwhelming problem, when you've got 300, 400, 500 ninth graders in need of help. So we have to think of 2,000 high schools and maybe two feeder middle grade schools for each, getting us a universe of about 6,000 schools now that are going to need intensive help. And we sort of think of the middle schools as the dropout production facilities. So we've got to close the dropout factories and the dropout production facilities.

So that's the universe and where it's located. Now, what do we know about the students? Well, we know in the main, very few students want to drop out, or once they do dropout, they almost instantly regret it, because unlike 30, 40, 50 years ago, there is no

factory jobs, there is no agricultural jobs, there is no path to a successful adulthood without a high school diploma.

So why do they drop out? There's really four broad reasons. For some kids, it's life events. They do need to work to support their family at that point in time. They get pregnant, they get arrested, life intervenes. This is actually though a small segment of the nation's dropouts. If that was our only problem, we would have a 90 percent graduation rate across the board. It would 10 percent of kids we'd be worrying about – a big problem, but not the national crisis that it is.

Then there's another group of kids who are fadeouts. They almost make it. They get Cs, they might get Bs, they make it to 11th or 12th grade, and somewhere along the line, get frustrated and stop seeing the point. And they just fade away and they're filled with the spirit of youth. I can make it myself, I can go out there, I can get a GED. I can find my own way. School is boring, I'm learning nothing. I can make my own way. Within six months, they regret it and it's much harder to come back – again, significant but small.

Then we have push-outs, right? We have to be honest about this. Some kids are pushed out of school. They're seen as disagreeable, dangerous, problematic, pain in the asses. Let's get rid of them when they turn 16 and don't show up for 10 days. That varies from place to place. It's idiosyncratic, it's hard to pin down. In some schools, it might be a big percent, in other schools, not at all.

But the biggest number which drives the crisis is the kids that are just failing to succeed in school and the schools are failing to succeed for them. They're the kids that are failing their courses, disengaged, coming 80 percent of the time, may or may not be getting into sort of minor behavioral problems, and are considerably being held back because they're not earning promotion to the next grade, rapidly become over-aged, under-credited, find themselves 17-years-old with two high school credits. They've struggled for four years and now it seems hopeless. That's the bulk. That's probably 75 percent of the dropouts are in that category.

The good news of that is that type of dropout is highly predictable, and this is how it could change our thinking, because it's always like dropping out is idiosyncratic, it's in the kids' heads, they're adolescents, they're lost, they have angst. Well, we can't predict that. That just happens; we have to react to it. A few kids, but most kids failing to succeed, they're waving their hands for three or four years before they drop out. They're literally saying, help me, help me, help me and no one's listening. Because of that, because it is predictable, this really helps us target our interventions.

So we found in big cities that you can identify, after the sixth grade, 50 percent of the potential dropouts, future dropouts. These are kids with poor attendance, poor behavior or failing math and English in sixth grade. By the middle of ninth grade, it's up to 75 percent of the dropouts can be identified, and again, years before it happens, because very few kids struggle one day and walk out of school the next day. There's

actually one, two, three, often, four years of perseverance, each year with declining attendance. So the year before they drop out, they might be coming half time. But there is still time to intervene. All right.

The next key thing to remember, and I won't go into detail here, is we have effective interventions. You should look at some of the publications done by the Center for American Progress, Jobs for the Future, the Alliance for Excellence in Education, our own Gradgap Center. There's lots of evidence out there. The Federal What Works Clearinghouse identified 10, 12 programs, the highest level of scientific evidence of dropout prevention. So we have solutions. It's not a lack of knowledge for how to prevent this.

So now, think about it. We know where the schools are, we know who the kids are, we know why they're dropping out and we have interventions. So now it's just a big, giant matching problem of getting the resources and the right interventions to the right kids at the right time to get them to graduate.

Here's where AmeriCorps and the national service comes in. Here's the missing link. We know three big things we have to do in these schools. We have to transform the whole school. It's not just about working kid-to-kid. The whole school's got to be fixed. And we also know there's going to be a subset of kids that are going to need intensive case management, almost one-on-one professional services. But there's a broad middle of kids, literally hundreds of kids in these schools that need mid-level targeted supports. They need personalization, they need adult attention, but of moderate intensity. And this is where we would – if it didn't exist, we would have to invent AmeriCorps national service to fill this need.

Because what we need in these schools is person power, okay, because this broad group of middle kids, this hundred or so kids that are struggling, aren't turning in homework assignments, are missing 20, 30 days, are starting to get in a little trouble. They just need someone to work with them every day, to keep them on track, to nag them, to nurture them, and that takes the person power these schools don't have, because it has to now be an individual connection. It can't be a broad thing to the whole class and it's not about that they need intensive psychotherapy or something. It's this broad group of middle kids that there's just large numbers of them. And without getting enough skilled adults in the building, the ratio is off. There's too many kids in need to adults in the building. The result is triage. Save the ones we can, the rest we hope the best for. That's where AmeriCorps can fill the gap.

So let's just quickly review how this might happen by going back to our four types of dropouts. Life events kids – you might think, well, can't do much there. We just have to recover these kids, except kids that get arrested, girls that get pregnant, we found two-thirds of them in the sixth grade develop off-track indicators. The girl that gets pregnant in high school, the male that gets arrested in high school is the same male and female who in sixth grade is starting to fail courses, is misbehaving or is not attending

school. If we intervene then and keep them on track, we actually do cut down the life events things later one.

The fadeouts – many of these kids say, if anyone had just come to me and said, don't drop out, stick with it, it's much better to stay here, I would have done it, but no one paid attention, nobody knew me, no one said anything, so I just left, right? There's a place there to just say no, stay in school. And also here's how you get to college, here's how you make the next step. That's a key role for sort of one-on-one interaction the national service can provide.

Push-outs – push-outs is behavioral problem. There's good, positive behavior programs out there with high levels of success, but they take person power to implement in schools. Schools implement them statewide and they're not implemented in the school because there's no adult to carry it through. There's no adults to run the incentive programs every Friday to give good behavior – caught you doing something good, to acknowledge good behavior. That just takes every day, every week, someone running that. Teachers are overwhelmed. They try their best, they do it for a few weeks and they can't stay with it, but a corps of volunteers certainly could.

Finally, mainly one, is our failure to succeed kids. Here's the big role. These kids need someone who can say every day, good to see you in school today, Jim. If I don't see you tomorrow, you know I'm going to call, and then actually be able to do it, to actually call and say, how come you're not in school today, Jim? Well, I'm going to come get you. A teacher can't do that, but a corps member could.

Also homework completion – most kids fail courses because they don't turn in their work. They get zeroes for that. It's averaged in with their other grades, which might be Cs and Ds. Someone's just got to be with them. Have you done your homework? If not, let's meet at 7:30 a.m. in the morning to do it or let's pull you out of lunch to do it. Just do homework completion and it will keep many more kids on track.

And then there's mentoring, just someone to say every day, I'm with you, I could help you. What needs to be done? Imagine if we have a team of 10 or 20 in a school and they each take 10 kids, they can reach 200 of these kids in a school. That's the level of magnitude we need to get this job done. And who else could fill that role? Where else are we going to find 10 to 20 adults committed, idealistic, willing to show up at 7:00 a.m., work until 7:00 p.m. at night? Where else are we going to find that and at a cost effective way? So that's sort of the critical corps role that it could play.

So let's just let me to leave you with two visions, all right? If we put state-of-the-art whole school reform in the schools, we get good integrated students supports for the kids who really need it, and we put a team of these 10 to 20 corps members in every school, we've then got this multi-tiered model, where we have whole school prevention, target for the 100 or 200 kids in the schools that need just mid-level intensity, and then high intensity is reserved for the kids that nothing else works, which makes that even

much more cost efficient. So the missing link of AmeriCorps is both person power, but also lets us have a cost efficient, strategic way to address all these kids.

And then the final thing to keep in mind is AmeriCorps has a role to play at the policy level. Nationally, we've got to work to make sure we have the right funding and the right bills to do comprehensive whole school reform in every school, to have integrated student supports in there, and to make graduation rates count, because that's the final thing. If schools are only interested in test scores for kids in the 11th grade, they won't put their energy in graduating every kid. So the missing link for AmeriCorps is both to help provide the core person power to get the job done and then also to join sort of a national civic Marshall Plan to end the dropout crisis to create all this sort of holistic comprehensive approach to getting the job done. Thanks.

(Applause.)

MR. DAN CARDINALI: Good afternoon. My name is Dan Cardinali. I'm president of the National Office of Communities in Schools, and I'm going to try and stay within my timeframe, although Bob and City Year, we've been talking about this for a while. So I'm extremely excited. The question I was asked in terms of response is how does CIS, Communities in Schools, think about the vision that Dr. Balfanz put forth, what AmeriCorps is as a resource, as we look out across the sector, and then what our organization could do with that.

So a couple of things I just want to say briefly. Just for those who don't know much about Communities in Schools, we are a federation of nonprofits. There are 200 of Communities in Schools organizations across 27 states in the District of Columbia. We provide integrated student supports, as Dr. Balfanz mentioned, to about 1.2 million students in 3,400 public schools. And we have historically, over the last probably 12 to 15 years, been a big consumer of AmeriCorps. They have been incredibly important to our work, both as site coordinators doing integrated student supports, as well as those members who are providing lots of mentoring and tutoring in after-school programming. So it's very much been borne out in our own experience this vision that is being put forth.

What I'd like to share a little bit today and really kind of prime people's thinking, because it has a lot to do with policy, is some recent data that we're getting from our own research. We have a five-year independent longitudinal evaluation going on, and we have the first round of data coming on.

And one of the really important pieces of data that really makes this vision kind of come together and be linked is that when you have an integrated student support provider in the school, you see qualitatively better results on academic performance, lower dropout rates and increased graduation rates than schools that just have services being provided, for two reasons – one, for the one Dr. Balfanz mentioned, which was that there has to be somebody in a school who can take those kids who are just intransigent, who are really on the precipice of disaster, and our organization likes to say love them into success, but we also like to say, with an incredibly high degree of professionalism. It is not for the

weak or faint of heart. It is for those who are highly trained, those who have a really key understanding of youth development and how to integrate services in a strategic, appropriate way for each kid, those 10 to 15 percent of kids who are just really pipelined to drop out.

But there's another component that schools historically have not been set up to manage the really good public will, these incredible amounts of resources which are often pummeling a school. So if there has to be an individual in the school who sits on the management team in this redesign effort that Dr. Balfanz put forth, and says, look, there's a way to manage these partnerships; there's a way to manage these resources that are strategic, not just for these really difficult kids who are pipelined to drop out, but in this lighter touch, providing prevention and light intervention services across the whole school.

So the data really bears this out and makes the vision even more compelling, which is incredibly exciting. I would say that we, as an organization, Communities in Schools rely on organizations like City Year to be able to have the kind of infrastructure to be able to really take these AmeriCorps folks, provide them really high quality programmatic training, so when they're in the school, they're functioning at a high degree of programmatic fidelity because it's very clear the data is out there. We know that programmatic fidelity leads to consistent results.

So I'll leave with this. Jeff Kanada (ph) often says, why would we provide anything but the best services to the kids that are most in need? And so I think that there is a wonderful – a clarion call to us – a thoughtful school redesign, a highly qualified set of integrated students service providers across the country, and those organizations set up to really take full advantage of AmeriCorps and Vista and all the resources in alignment in a strategic way. So I think the vision is clear. I think it holds together; independent data bears it out. We are incredibly excited about it, but I think there is a big push on the policy front to make this thing real. So thank you.

(Applause.)

MS. SHIRLEY SAGAWA: Dan and Dr. Balfanz, thank you. And I'd like to thank the event staff here at CAP and Tamara Chao, who's been my partner in this, as well as our cosponsors, Voices for National Service, Be the Change and the Hudson Institute. We planned this event in conjunction with some research we're doing here at the Center to explore exactly what it is AmeriCorps is doing in the public schools, and what role could it play going forward if this country is serious about reducing the dropout rate and turning around the schools that are failing our children.

And we set out to try to identify programs that were, A, working in the schools, B, using either full-time or part-time AmeriCorps members, C, had strong outcome data and, D, had some potential for growth, so that if any of these became models for a national policy that there would be organizations prepared to step forward and assist with that. There are many other programs that could have been included, and many other

AmeriCorps programs working in the schools to great effect, most notably Teach for America and some of the other teacher corps. We decided not to focus on teacher corps because you know what teachers do. So the story there is a little different than the story that we're telling today, which is about the additional assistance that schools and teachers and children need in order to be successful.

So we identified six programs based on referrals that met these criteria and they are represented here. Communities in Schools is one of them, and then on the panel, we have representatives from the other five programs, which include Experience Corps, represented by president and – I always get mixed up what you're president of – Civic Ventures and Experience Corps, John Gomperts, who has a long history with AmeriCorps, including helping to develop the legislation and serving as the chief of staff of the Corporation of Financial Service. (Laughter.) We'll keep going on that.

And I'm delighted that Stephanie Wu was able to join us from City Year. Stephanie was actually one of the first team leaders at City Year. So we were laughing in the back that we actually have a lot of – everybody always says that, well, Shirley was sort at the beginning of AmeriCorps, but there are a lot of people here who were at the beginning of AmeriCorps. And Stephanie is currently the – I printed these out and they're so tiny – senior vice president of Academy, Program and Service at City Year. And she's developed many of the kids' programs at City Year and is a real expert in how education and national service fit together.

I'm also pleased to welcome our pinch-hitter, Ayanna Rutherford, from Sports 4 Kids and Ayanna has been an AmeriCorps member and she currently runs the East Coast program for Sports 4 Kids. What else do we have to say here? Anyway, so we're really glad she was able to replace Donna Pressley at the last minute, who, as a school principal, lost many of her front-office staff today due to weather and was unable to join us.

I'm also pleased to welcome Jessica Graham, who is the Corporate Partnership Manager with Citizen Schools, another of the programs in this study. And Jessica is also an AmeriCorps alum serving in Citizen Schools.

And finally, I'm happy to introduce – sorry, I should have put these in order before – Kim Glodek, who was also one of the first AmeriCorps members serving in EducationWorks and has held a whole variety of positions at EducationWorks over the years, including managing programs with the EducationWorks safety team and she'll tell you more about that.

So I'm really thrilled that they're here. Just a few top line results and I refer you to – we put a column up on the CAP website today that gives a little more detail, and then we'll be producing a paper later this spring to fill you in on all of our findings, but just a few things, so that we can jump in.

First, it was very interesting to me that these programs that are receiving – achieving such results have pretty impressive training and supervision regimes, so not

just throwing people into schools, and saying, gee, I hope it all works out for you. They really have a very carefully thought-out model and a system of supervision and training to prepare people to serve.

Second, the outcomes that they're getting tend to fall into three categories. One is this improved school climate that we were talking about earlier. And they do this in a variety of ways, including having people in the school who can serve as their own models, who can, as Karen Pittman often says, know the children's name, so that there is somebody there who knows who you are and notices if you're doing poorly or acting badly and that's really important.

They service mentors, they teach conflict resolution skills, and in general, make the school a place that's easier for everybody to learn, which is really important. If you all weren't sitting here so nicely, and I was trying to get your attention, it would be harder, right? So having people who are there to make sure that there is a culture for learning is really important.

A second thing that these AmeriCorps programs do is provide individual assistance, often at the request of teachers who recognize individual students who need help. So they're working in tandem with teachers, they're doing one-on-one assistance with the students, and because they're there over a long period of time, they're not just kind of coming in once every three weeks. They're there every week or every day, and they get to know the children and they get to know what their specific needs are.

And then a third thing that they do is really engage the community and parents in a way that is often not very comfortable for either community members who want to come in and help, or for schools to kind of reach beyond the walls of the schools to the community. And that's a natural function that AmeriCorps plays. We've also found some evidence that these programs draw people into career paths that are in education or in education policy, and we're looking forward to sharing more of our results with you.

But I think that you can learn a lot from hearing from these folks. So we're going to do this – I'm going to ask questions and then we'll have time, I hope, for some audience questions. I'd like to start just by asking each of the panelists to tell us just what does your program do? How does your program use AmeriCorps members in schools?

Kim, would you like to start?

MS. KIM GLODEK: EducationWorks has about 155, 160 corps members in Trenton and Philadelphia, and they cover about 13 programs in numerous elementary, middle and high schools. A lot of the programming that Shirley just mentioned, as far as conflict resolution, mediation, peer support, happens through our safety programs. A lot of it is based on prevention and recommendations from schools for students, for us, that we could make the most difference in. We're not going to do things that we're not qualified to do. So a lot of it is that partnership.

We have technology programs, we have after-school, we have Beacon programming. So there's a variety in not only the age of the students, but in the timing that we're supporting them. So we have members in schools starting at 7:30 a.m. in the morning or 7:00 a.m. in the morning with their breakfast programming, assisting them on homework, or just kind of helping to keep order, so that they can get started in the schools on time, all the way to 8:00 p.m. at night in the Beacon programming, which is keeping the schools open, so that not only can the high school students – it's mostly in high schools, but the students from that school can enjoy programming and participate, but surrounding schools and surrounding community.

So there's a wide variety of programming that happened and the AmeriCorps members are an essential figure in that. And having been an AmeriCorps member myself, I could tell you that it works.

MS. SAGAWA: Jessica?

MS. JESSICA GRAHAM: Citizen Schools is a national after-school program. One of the questions we usually get is where is the school? And so I usually say, it's not a school; it operates in schools, public middle schools specifically. With the understanding of a lot of the research that Dr. Balfanz has done, and others in the field, middle school is a really critical time for our students, and schools who are doing some amazing work, and teachers who are doing amazing work in academics, need help in delivering the services that are going to help mitigate the at-risk factors for students in the middle schools, adding a (mixture?) that they're able to graduate on time and pursue the life careers that they would like to.

So our program specifically works with middle schools, and the corps members in our program work directly in the schools as a liaison between teachers and families helping to support students in their academic success. There's homework study time. The real meat of our program is an apprenticeship program, where volunteers from the community are recruited by our corps members to teach classes that speak both to academics and to new basic skills, such as leadership, communication, teamwork, advanced literacy and data analysis. Those are the few things that I'll say for now. There may be some more later.

MS. SAGAWA: Great.

Ayanna?

MS. AYANNA RUTHERFORD: So Sports 4 Kids is a national organization and we're in three cities right now on the East Coast, Baltimore and Boston and D.C. and we're founded in Oakland, California, and we serve the Bear and the Silicon Valley. We basically address the issues of play and physical activity into the school, in a nutshell. We have five program components. And the first component is recess, and we have our AmeriCorps members, which we have 75 nationwide, that go into the schools and they

help facilitate recess games. It's where you see the greatest conflicts and it's one the biggest nightmares for any principal and teacher to have kids wound up after recess, and they can't regroup, and it spills over into class time and instruction time.

The other piece that we have is a junior coach program, where we take the upper grade levels, and this is typically in an elementary school, where they would serve as peer mediators. So if there's conflicts that arise, we use this amazing tool that we call Rochambeau to address that. What's Rochambeau? Rock, paper, scissors. So if the ball hits the line, it doesn't turn into a fight, the kids move on, continue to play.

The other thing that we have, the third component, is class game time. We think that it's very important that we reinforce the rules of the game, and the kids really get to learn them and learn to play with each other in their individual classroom. So a corps member would go out for about 30 to 40 minutes and work with each class in the school one-on-one. The fourth component is our after-school program where we do a homework center with upper grades as well, and the kids get back in and play more games and learn about engaging socially because that's a big piece of learning.

And our final component is interscholastic leagues that we do in the evenings. It's a girls' basketball league where we don't keep score. They learn the basics and being a basketball player myself, seeing the girls just travel down the court with the ball has been interesting, but you really get to see – (laughter) – you just want to scream out sometimes – (laughter) – but you really get to see these kids develop. They develop these skills and a sense of team and belonging that most of these kids don't get, and then we also do a coed volleyball league. So that's our program.

MS. SAGAWA: Stephanie?

MS. STEPHANIE WU: Great, thanks. City Year is working in – we have about 1,000 corps members that are working in schools in 17 different cities across the country. We've been working primarily with kids, I'd say, for about seven or eight years, and we did in a lot of different venues. It was after-school venues, boys' and girls' clubs, some schools, just a lot of different places. We noticed in the past several years that communities were asking us to be primarily in schools, and so we started to really take a hard look at that and ask why. And we realized that we didn't really understand the education setting. We had been started as a national service program, which we always will be, but the exciting thing was that the community was starting to see a problem that we could apply our young people to.

Eighteen months ago, we got a capacity-building grant from the Cisco Foundation to fund research efforts in our schools' programs and this is my – and I'm about to get to what we're doing in schools, but I wanted to share a little bit of this, because it's not always – it's exciting to be able to have the resources to do the kind of rigorous program evaluation and the kind of research to really understand the kind of impact we want to have on kids.

What we learned from our research is that there are some very unique assets that national service corps members have in the school setting. I'm going to share three of those with folks now and we came up with a model called Whole School/Whole Child to leverage these different assets.

But the first one was the unique age of the corps members, 17 to 24 years old. They have the ability to connect with the kids in a way that was both a near-peer relationship. The kids really trusted them because they felt like they were talking to someone that was just like them, and at the same time, the corps members were old enough to offer positive and wise guidance to the children.

The second aspect of that is that they're powerful role models, and that there are specific things that the teachers and principals appreciate about what the corps members are role modeling, a work ethic, high expectation, diversity, working in team. Those are consistent responses from several hundred teachers and principals over the past two years about what the values are that they want their children to be experiencing by working with our corps member volunteers. Excuse me.

The other asset was that we're full-time in the schools, and this is to Bob's point about sustained and consistent intervention. They are there when the first bell rings in the morning to after-school. And they are facilitating the after-school programming activities, which allows them to reinforce the things that they know the kids are learning in schools, both socially and emotionally, and also academically, in the after-school setting.

So the children, by establishing this relationship with the corps members, are also making a connection to the school, a positive connection, through this relationship they have with a caring adult, which research has shown to be making a connection to your school as a child is something necessary in order for kids to go on to succeed academically.

Our Whole School/Whole Child model was designed using the research of our best practices across the network, but also incorporating the thought leadership of primarily four education researchers and also practitioners. And they helped us understand ourselves in the context of developing the social and emotional skills of the children, which is why the moniker Whole School/Whole Child. We do support the academics, but we are really – I call this – I think of us as student coaches, in the same way that executives have coaches that help them perform in the executive setting, or as Jim says, people have – sports players often have player coaches, and they're really effective at coaching sports players to performance.

The corps members are really good student coaches, and coaching is a little bit different from mentoring. It includes an aspect of mentoring. It's a little bit different from tutoring. It's really about coaching to performance and really developing the mindset and the skills that are necessary to be a successful student. So it's really an empowering way of approaching the children and the youth, because ideally, you're

teaching them the skills and the mindset that they carry with them through their academic career.

MR. JOHN GOMPERS: Wow, that was dazzling. (Laughter.) Thanks for letting me follow that, wow. (Laughter.) Experience Corps – I'll do this quickly, so we can get a conversation going. Experience Corps is a tutoring and mentoring program focused on K-3 kids. We have about 2,000 corps member, of whom about 600 are part-time AmeriCorps members. We're in 20 communities around the country, about 170 schools. People are deployed in teams of five up to 25 in a school. Experience Corps members receive extensive training as part of our model. It's a high commitment for a volunteer program or a service program for older adults – it's 55 and older, by the way – extensive training on youth development, what it means to work in a school, and of course, on the curriculum that the school is delivering, the reading curriculum that the school is delivering.

It's a mix of one-on-one tutoring and push-in tutoring small groups in the back of classrooms, depending again on what the school district and the principal want. It started, by the way, as a one-on-one pullout tutoring program, but many school districts no longer allow that in any fashion. So we've had to adapt and be flexible, and look at a push-in model as well. All of the efforts are focused on making sure that kids read well and independently by the end of grade three.

There's tons of research that shows – and it fits with the research that you talked about, Bob. If you don't read well and independently by the end of grade three, your educational chances, and hence, your chances in life are not very good. And there are those kids who learn easily in the regular classroom setting; there are those kids who need lots and lots of help just in some kind of division of students. And then there are kids who struggle, and who aren't getting it the regular way and they aren't getting it necessarily outside of school, and they need that specialized attention, one-on-one or in small groups, people who are tracking their progress and care about them, so that you get the mentoring aspect, as well as the tutoring aspect. We can't really pull apart which part is tutoring and which part is mentoring. It doesn't really, at the end of the day, matter.

And as Dan said, we've been extensively evaluated by all kinds of external evaluations. We have the preliminary results from a very large study that Washington University in the Saint Louis School of Social Work has been commissioned to do on Experience Corps, which is showing very significant gains in reading proficiency in first and second graders, compared to a control group that is not getting this treatment. So I'll leave it there for right it now.

MS. SAGAWA: I think that most of the other programs are also using evaluation and outcomes measurement pretty thoughtfully. I'd be curious if any others of you want to share any of the outcomes that you've been finding and whether or not you've been working with outside evaluators.

Jessica?

MS. GRAHAM: Yes. I think I can speak to that. Citizen Schools definitely invests in external evaluations. Policy Study Associates has been a longitudinal study with our students for the past five years now. We have some pretty encouraging and promising data, one of them being, first and foremost, to set the stage. The students that work with, I think – I've spoken with our CEO, Eric Schwarz, and I think he said he thought that our students are pretty average and that they match to their peers in a public schools setting. One of the first things that Policy Study Associates found was that our students are actually at greater risk than the average student in the Boston public school settings, where the program was founded. So that was an interesting foundation for the results that we had.

They took a look at six to seven academic factors, and were able to identify that Citizen Schools students and apprentices, as we call them, outperformed their peers on six out of seven of those qualities. That would be attendance, suspension rates, math grades, ELA grades, standardized testing for math and ELA as well. And I can say more about that if there are questions, and I definitely have some information to provide. But I think the thing to really be excited about is the fact that this was a result of the work of corps members, who have partnered closely with teachers, to make sure that the services they're providing are aligning consistently and systemically with the school and the learning that's happening in the school.

The other thing that I will say, and I'll probably touch on this a little bit later, is that we have – Citizen Schools has been participating in the Expanded Learning Time Initiative in Massachusetts. We have had a lot of really interesting learning factors that have taken place in the first year piloting the Expanded Learning Time Initiative this year. Massachusetts 2020 is the organization that put it together, and basically, 20 schools this year, 10 schools last year, piloted the initiative to expand the learning day by 30 to 35 percent.

Obviously, this cannot happen with only the school teachers in the building. Not everyone's going to be able to stay 30, 35 percent extra. That's where AmeriCorps members come in into the Expanded Learning Time model. And I would add, just for reference, that expanded is a very key word, as opposed to extended, because the word expanded implies that the school day will be redesigned, that the AmeriCorps members will be embedded in every single point of the school day to support the school and make sure that the results are getting met.

I'll share one really quick story. I was a corps member at the site that was piloting the Expanded Learning Time Initiative, and we decided actually to modify the Citizen Schools program to fit the school. There was a focus on math. The students were not doing well at all. In the academic year '05-'06, the sixth grade students, all of whom are participants in the Citizen Schools program, had a 15 percent passage rate of math. The next year, the immediate next year, '06-'07, with the expanded learning time initiative and Citizen Schools, that rate went up to 32 percent, so 113 percent increase in one year. That was supported, in part, in great deal, by Citizen Schools and the

AmeriCorps members who were working very closely with the math teachers in the classroom.

MS. SAGAWA: Does anybody else want to say anything about outcomes?

MS. WU: Sure, I will.

MS. SAGAWA: Okay.

MS. WU: We just finished our mid-year evaluation of our Whole School/Whole Child programs. I was really – we were all really excited. We had 100 percent response rate from teachers and principals, which is – I see eyebrows raising. But we were really excited about that. We think that's related to the relationships that we're beginning to form with folks around the transparency of the model, and really understanding how to work with City Year.

Some very exciting things came out of that for us, and this is what – we're calling this year a formative program evaluation, so we have identified four outcome areas that we want to test a number of indicators within that to really start to zone in and get delivered about where we make a difference.

One of those outcome areas relates to measuring the ability of the youth to thrive socially and emotionally in a school setting. We exceeded our expectations with regards to the response that we received. On a scale of one to six, our mean for both principals and teachers was 5.6, on about 5.6, on eight different indicators related to that. So we think that that's very telling for us. This is things related to do the corps members create a positive learning experience for the kids? Are they creating opportunities to positively interact with each other? Are they teaching the kids how to get along with each other, how to focus, resiliency skills? It was all related to that.

The other areas we looked at, is there civic membership in the community? And we got some very interesting data on that that we do better with civic membership work related to the schools, rather than the broader community. And as we dug deeper into that, it was because for the younger children, the schools are not that excited about the corps members taking them into the communities because some of them are dangerous, and that they would prefer to have the corps members focus on developing the children's sense of community in the schools. So that's an example of how we're going to go with – we're probably going to really have our program model address service projects that they can do right in their school yard and in their school community. There was a lot of excitement from teachers and principals, but that mean was not as high. We were like 4.8, I think, with the principals on that and their suggestion was to focus on the schools.

We also had very positive responses, very high mean, again, on a scale of one to six, all above five, related to the learning experience of the children. And that is the kind of recognition they're receiving. Are they moving forward in their school work? We tested also for academics and particularly in literacy, the three sites that are doing testing,

very aggressive literacy interventions, 80 percent of those kids moved at least half a grade to one grade level in their reading.

All three of those schools, it's interesting to note, are using a literacy program that the schools are training the corps members in and are taking a very – are very invested in making sure that the corps members have that, and are sharing data about student progress with the corps members. And that's one of the issues that I think national service will face in working with schools, as confidentiality issues around understanding the progress of children, but it is – we've got to figure that out because we've got to be able – the corps members have to be able to understand how they're making progress or not.

MS. SAGAWA: That's definitely an issue with after-school too, and there's an attempt to really meld the academics and the after-school work. If they can't share results, it's hard to measure what's working. I wanted to ask Kim about training because I know EducationWorks has a really intensive training program, and it would be helpful if you shared the kind of people who come to be AmeriCorps members. I think Experience Corps is the only program here that really focuses on older adults, so most of these programs are going to have younger people.

MS. GLODEK: As far as training – this is going back to the members – most of the members in EducationWorks fall somewhere in the range of 25 to 35. That's where the bulk of our members come into play. We have about 65 percent female, 35 percent male. We have a small percentage, about 16 to 20 percent, that have a college education, some with master's degrees, but most are high school graduates, and occasionally we'll have someone who's gotten their GED.

We have put in place rules as far as someone coming into our organization who has not finished high school. They have to be over a certain age, so that we're not going to take the 24-year-old who dropped out of high school who is in search of their GED and we're not set up that way to accommodate that.

So training for us, in kind of looking at the variety of people that we're getting, we have most of our members are coming from Philadelphia, live in the communities where they're about to serve. But the one thing that I would say is all of them come in with these wonderful intentions and are very ambitious, because what we talk about in AmeriCorps and national service and education, they're seeing either in their own children or in their own neighborhood or the schools that they, themselves, graduated from. So pulling that ambition together is one thing, but preparing them to implement a research-based kind of program with fidelity, as Dr. Balfanz was talking about, is tough.

Do they understand it? Do they know the goals of the school? Do they understand the goals of the program? All of that has to be put in place if any of this is going to be effective. I was talking earlier. We have a program where we have a licensed therapist on our staff who's licensed to do family therapy and individual therapy, and then we have a 24-year-old AmeriCorps member who has two children, comes right

from the neighborhood where she's serving. They're on two very opposite ends of the educational spectrum in terms of their preparation, yet, they're working with the same children. Having them go together to learn about what is therapy, how will therapy support our children, has been really important. And so that's a big part of our training.

We have a wide variety of programs, so we start off with the general training. And people have mentioned that adolescent development, everybody gets that, no matter what program you're in, you get that. De-escalation, how do you know how not to set off a child? What role do we play as adults in escalating situations in our own schools? Working in classrooms, managing small and large groups, professionalism, so we have a kind of a core group of trainings that everybody gets no matter where you're going to go.

And then we whittle it down. What program are you in? If you're working in the adolescent violence reduction project, you need to go and talk about therapy. You need to talk about working with students who have alcohol-addicted family members or who are alcohol and drug-addicted themselves, motivation, those types of things. If you're working in our early learning center, you're going to go to receive training on what is it like to work with a three-month to six-month old, and their developmental skills and how are they different? If you're working with our safety teams, you're going to do more in conflict resolution, peer mediation, and not just surface things.

That's one of the, I think, challenges that we all face is we need to get members in schools, but we need to get them prepared to do so. We don't want them to fail, we don't want our programs to fail, but most importantly, we don't want students to have a person who cares in front of them, but who is unprepared to deal with them. And that's a really critical point, so training for the members is kind of the – you get a shot of it before you go in. And that's anywhere from two to three weeks in the summertime, where we have the luxury of training a little bit more, to a week initially, and then ongoing professional development afterwards.

One of the training pieces that we talked about in terms of our research-based programming is a program called Reconnecting Youth. The whole concept of it is that youth support youth in their schools, in their groups, and that we have to facilitate that process. Almost all of our members get that, and that's a really critical point is how do you build up the support system within the group, so that it's not just teachers helping students, not just AmeriCorps members helping students, but it's also students helping students, which kind of leads us back to motivation and why do I even want to show up to school, those types of things.

So it's really important for us to make sure that our members understand what they're getting themselves into, and kind of let everyone here know that I think everybody can speak to this. Highly-trained members who are motivated, who understand the children that they're about to serve, who go in prepared, are going to do really, really, really well. That one-on-one time, what do I do if, being able to have those conversations and have dialogue like this.

We just started – we haven't a label for it or a title for it. It's called Below the Surface that we have with one of our teams, our safety team, and we don't do – just the way the program is set up on Fridays, we don't have programming in all of our high schools. So we have this window of about three hours, and it's amazing what came out of that, and the questions that they, themselves, asked when we talked about Below the Surface. You might know about No Child Left Behind, and whatever you think about No Child Left Behind is up to you, but as an AmeriCorps member, you need to understand that, because that impacts your school, that impacts the teachers you work with. That's why you may or may not be able to use particular spaces at certain times. You have to know a little bit below the surface, where do you stand on those issues?

So a lot of it is very formal training on curricular materials, on course standards, research-based interventions. Some of it is soft skills. How do I speak to a parent, how do I speak to a child, are they angry, how do I deal with that? When I do I talk and when do I listen, those types of things. And then some of it is discussion. I'm a big fan that, as an AmeriCorps member, you have to educate yourself. People aren't going to just come up and throw training at you all the time. You have to know what's going on around you, especially when you say to me in your very first interview, I want to be a teacher. That's why I'm coming here, I want to be a teacher. Well, you need to learn yourself that you need to understand the issues, know where you stand, so that you can have a great impact on the students that you can push that forward with them.

So training is a huge component, and it's something that I think, as AmeriCorps providers and service providers, that we take very seriously. And I don't know that everyone always understands that or can appreciate the amount of training that the AmeriCorps members receive.

MS. SAGAWA: John, I was thinking that you've had experience broadly with AmeriCorps, but now working with a program for older members. Are there differences when you're bringing in people who've had whole careers and experiences in life? Do you think that the training has to be any different? Is there more potential there?

MR. GOMPERS: I don't think the training really has to be any different. I think what you've described is very similar to what our members get. I think the important thing is that it's really serious, it's really rigorous, that you're clear what you want people to do. Some programs have a sort of a broader range of things they're doing. We're very focused on outcomes, on measurable, testable outcomes, K-3 reading.

We realize, and our members certainly realize, that sometimes to get at that reading stuff, you need to do other things with kids, and it's one of the most revealing things, I think, for our members. They sit down, and, okay, we're going to have a 30-minute tutoring session, but then as it turns out, until the kid unburdens herself or himself of something that's happening in their lives, they're not going to learn anything. And as soon as they do unburden themselves, then okay, we can turn to this stuff and get it done. That's maybe a little bit more the mentoring piece of it.

But I just completely agree with what you're saying, Kim, about people being ready, understanding what's going on in kids' lives, what's going on in the community, what it means to work in a school, how you deal with a kid who's difficult. And in our instance, and I think in a lot of these instances, people are working in teams, so that usually in the Experience Corps, there's a whole classroom that's dedicated to the Experience Corps members. So on coffee break, just like we all sit around at lunch, and figure out how we'd solve our problems at work, so too are members figuring out – they say, okay, Steve wasn't reading today, he wouldn't do anything, what would you do if this happened?

And so there's a lot of peer support around that as well. Also the continuing training is really important. You can tell people a million things before you send them to see kids and they go, yes, yes, yes, I got it, I understand. And then they go see kids and, okay, now, their ears are a little bit more open and their eyes are a little bit more open.

MS. RUTHERFORD: That's actually one thing – with our program, we almost joke that the first two weeks before servicing starts, we do our pre-service training, that we train them until they beg for mercy. It's like a 300-page curriculum of games that they have to learn. They have to learn all sorts of cultural issues that they'll engage in, like the first day at school. And it's almost like I kind of get a kick out of this, and I shouldn't, but we do follow-up trainings the month that they start.

And so like they'll start school on Monday, and then Tuesday, they'll have their training, and this look on all their faces, I know you trained us, but, whoa. And they all want to like – it's not – it sounds good in theory, but their school is different and they get in and they start to engage, and it's something about when those members get in a room together, and they talk about their individual problems and their challenges, and how did you overcome this? Oh, this kid did this, this. It's like, well, you saw this person as a fourth grader, but this is a fourth grader who might be taking care of their other siblings, so how do you deal with that? And it's just something about that ongoing training piece that I think has been profound and one of the things that has really helped our program be successful.

MR. GOMPERS: Shirley, I think the thing that may be important to get out to the world, you know the attacks on AmeriCorps. It's a bunch of people with Kumbaya, it's all just kind of nice and soft. And for people to understand how much training goes in, the benefit to the people who receive the training, just from receiving the training, the learning there, but then connecting it, as you're trying with your research, to results, because nobody cares actually about the training if they don't produce results. And nobody's going to care about AmeriCorps and growing AmeriCorps and supporting all these programs more if they don't achieve the things that they're designed to achieve.

So I think it's important for all AmeriCorps programs to try to be as rigorous as possible, but also to face that out, to show the world how rigorous they are, and to do this kind of evaluation that we're all talking about, so that they can show that that rigor turns

into the kind of results that people really care about and that can change the trajectory of kids and communities.

MS. SAGAWA: I have a couple of other questions and then I want to turn it over to the audience for a few minutes. First, I wanted to ask Jessica, your program uniquely focuses on bringing in, as one of the core component, bringing in community volunteers. And I'd love to hear about that. And then I want to ask the people here on the panel who have been AmeriCorps members, so you're obviously staying in this field. What is it about the AmeriCorps experience that brings you here today?

So, Jessica.

MS. GRAHAM: Actually, I'm glad that you asked that question because I was just thinking about – we're talking about training, and one of the things that's unique about Citizen Schools is that our staff, our corps members, as they're being trained themselves, and as they're coaching their peers, doing a lot of peer training, they're also training volunteers on how to be successful after-school teachers with middle school students.

And the basic premise of the apprenticeship model is that students have a lot of questions about why is school relevant, why should I stay here, why should I stick in school? We, with Citizen Schools, recruit volunteers as lawyers to teach students how to have a mock trial. We recruit architects to teach students to redesign a (metro stop?). We recruit people from the pharmaceutical field to teach students how to take a product from design to pill form to market. We recruit everyone from every sector, from every field. All volunteers are welcome. You're all welcome, of course. (Laughter.) And that's a huge part of our staff training.

The thing that I will mention also is that Citizen Schools' mission is educating children and strengthening communities. A piece of the strengthening communities part is Citizen Schools' organizational desire to be a player in the field of policy, and actually help to illuminate some of the things that a lot of our peer organizations are doing. City Year has done a great job and everyone on this panel has done excellent work in this field. And the Citizen Schools Teaching Fellowship is something that's definitely been a good example of that, in addition to all of our work here. Just to clarify, the teaching fellowship is a two-year commitment, is extended to college graduates, most of them recent college graduates, and so you do have the close age mentoring/coaching demographic.

And there are three pieces to the teaching fellowship job, a two-year commitment that is in part funded by AmeriCorps. The first part is a role with a community-based organization or a school. That's in the morning. The second part is actually delivering the Citizen Schools' program in the after-school hours. And the third part is students can elect to participate in master's in education with Lesley University in Cambridge, Massachusetts. That is a national program that is online learning and what-not.

But I think the really cool thing about that is that the fellows and corps members get an opportunity to learn the theory and the pedagogical practices behind the work that they're doing, and they go immediately to the classroom setting and work with their peers. They work with middle students, they go immediately and run that by the homeroom teacher who's been in a classroom for 20 years. Hey, I was reading about Eric Erickson and he said, this is about adolescent development, I'm going to try it out, what do you think? I'm speaking from personal experience, as someone who learned in the same way, like you said, just being that individual who's kind of, okay, I know the on-paper thing that I need to do, and really figuring out what needs to happen, so that it can be implemented consistently.

Senator Ted Kennedy actually came to one of our sites in Charlestown, Massachusetts, a borough of Boston to learn more about the Teaching Fellowship Program, and he's actually right now working on a bill called the T Fellows Bill, and it would replicate the Citizen Schools fellowship model across the nation. They wouldn't all be Citizen Schools fellows, but the same model would take place, where individuals, recent college graduates, some of them undergrads still in school would work toward completing a four-year degree or work toward completing a master's degree, while at the same time, providing service in the field of education.

And I thought it was very telling. The one question that he did ask stuck with me. It was how were you received by the schools and how did you partner with the schools, the teachers who've been there for 10, 15, 20, 30 years? What did you all do to make it work and to make it truly collaborative? I have a lot of thoughts on that and I actually wrote my master's thesis on it, but I think the bottom line is that it takes a village; it takes a village.

And to answer your question, Shirley, about recruiting the volunteers, Citizen Schools is one of many organizations, but it's really unique in that we recruit the volunteers, train the volunteers, support the volunteers. They're never alone with our students. So if you volunteer, you'll never be alone, but you'll be with a staff member who has experience in implementing our program. It can help you wrap your hands and your heart around the impact of service. Even if you don't decide to be a lifelong educator, everyone can teach for a period of time.

MS. SAGAWA: Anybody else want to say anything about the AmeriCorps experience and how you ended up working in this field?

MS. RUTHERFORD: Well, I think for me, I just remember like when I was initially like going to be an AmeriCorps member, and just thinking like I really needed a change. I was finishing up college, I wasn't quite ready for the regular job. So I was like, oh, I'll do this. It seems like something easy and it was not. (Laughter.) It's like you're making absolutely nothing and you have to serve 1,700 hours, but it was one of those things that it just changed my life so much. And I feel like if people have the opportunity to just like give of themselves and actually go back and to serve, it's something about that.

Like we say that we're in the field because we're delivering these services to the students, but it's actually a level of reciprocity there because you start to feel good, you start to feel more positive about your community, and then those kids start to feel good. And it can really change society and I feel like, for me, I just feel like it's one of those things that if I could give people the same experience that I had when I was leaving school, or even at different points in your life, because you're not always ready, but whenever you're ready to do that service, I think that it's one of the things that can just really change how we view issues and problems. Sometimes we look at it, especially this political season, through this narrow scopes, so they're conservative or liberal issues, but it's really not; it's human. And how do you engage people that way?

MS. SAGAWA: We want to turn this open to the audience if there are questions. We have some time for – there's a question here. You want to get the microphone?

Q: You're picking me?

MS. SAGAWA: I pick you, Maura. I pick Maura.

Q: Hi. I'm Maura Siegel (ph) with College Summit, and an AmeriCorps alum as well. So I have to preface my question. I just came back from a meeting with a school district and the person that I met with was literally pulling his hair out because he has – I know; it hurts – 70 programs and he doesn't think the school district – the school district can't figure out how to capitalize on all 70 programs, and how to allocate them to exactly the areas that need it most. And so, as we think about the idea of AmeriCorps members coming into the 2,000 high schools, these 2,000 schools or this model, I'm curious about best practices of what needs to be in place in terms of infrastructure on the school side, and whether you've seen sort of the things that are requirements and necessities to ensure that we can make use of the resources we're talking about.

MS. SAGAWA: Who wants to answer that? (Laughs.)

MR. GOMPERTS: Well, I would say, Maura, the single most important thing is, in our experience, is not at the school district level, which could be a good thing or a bad thing. It's at the school level, and the welcome and investment of the principal is the single most important determinative whether Experience Corps is successful and integral to a school experience or not.

At the school district level, more and more, we're running into people who, like the person you talked to, says that there are all these programs coming, and they all want to help and I've got to sort out which one – I can't have them all. And we see this also at the school level, where principals say, okay, basically, everybody out of the pool. I've just got to pick a couple of things here that really, really work.

We have a weird – and this is a – I think this is a big, important challenge for AmeriCorps national service to think about – we have a sort of a weird marketplace

working, where we all have developed really good programs. And we all go and market them to school districts or to individual principals for the opportunity to give away our services for free to these different schools, suggesting not so much investment on their part. And then they sort of pick and choose and then they –

And I heard recently – last night, maybe. Jim was telling me about an idea of putting together a bunch of programs, and saying to the school district or to a school, look, here are the various things that we could do for you, and you don't care – you go to the mall, you don't really care whether you're going to the Gap or Old Navy or some other store. You're going to the mall and you can get everything you want, whereas, for school districts or schools, we all come one at a time. We're like individual stores that come one at a time and we say, oh, we can do this for you and somebody else says, we can do that for you.

And if you're school administrator, at a certain point, it's like, okay, it's enough already. Just help me out here. If we want all these things to go to scale, AmeriCorps and these individual school programs and others, and we think they can have an impact, in a sense, we have to make it easier for schools and school districts to figure out how to absorb those things and how to deploy those things. And the current model that we have probably can't work at a much larger level. We need to help to sort this out. We need more buy-in from the schools and the schools districts to start with, and then we need to help them sort out what are the various kind of interventions that might be helpful, given the type of students you have, the type of communities you have, the type of challenges you face.

MS. SAGAWA: I wondered if Dan Cardinali would maybe comment on that, because I think that's what Communities in Schools largely does and that would be good.

MR. CARDINALI: I think actually, John put it very, very well. What I actually challenged us to think about are a couple of things. One is a point of reference. Who, at the end of the day, are we serving? Is it the school or is it the kids? And so if we start with the kids, then you ask, I think, a lot of critical questions regarding what, in fact, are the needs? And being intentional about understanding first what these young people need, and then bringing into bear the research, which there is fortunately, an emerging amount of – not enough of – but a fair amount that we know. So the way John just framed it, I thought was terrific, that there is now a marketplace of really good evidence-based programming out there.

So, one, if you start with the kid, and understand what the needs are, and then you package it in a way that is appropriate for that child, or for that whole school, you tend to see much higher results. That's what our research is saying, that it isn't just barraging a school with a whole group of services. Schools literally just are not set up to take advantage of that, rather that there is a, we believe, a paid professional in that school whose job it is, is to take these wide variety of services and integrate them both to those kids most in need, as well as building prevention services across that whole school. That's one point of reference.

The other is, I think, a critical question, and I would really challenge the group to think about not propping up bad education. So all this can go in individually, or even together, and probably make an incremental impact on a school, 5, 10 percent. We heard 15 percent that Citizen Schools was a part of, right? So that's terrific, but if you heard 15 to 33 percent, it is still highly unacceptable that you are at 33 percent in terms of proficiency on math for third graders or sixth graders.

The point is that we are also intentional in lining up with those schools and those superintendents and principals who are dedicated to transforming their schools. That's what you heard Dr. Balfanz say. It isn't just service, it isn't just integrated student support, that there's actually a redesigned strategy that aligns with these elements. So that's really the challenge before us, that it isn't just organizing ourselves in an intentional way, but actually as a group, we internationally align with those schools and school systems that are really intentionally trying to take the redesign effort seriously.

MS. SAGAWA: Another question over here.

Q: Good afternoon. My name is Josh Callor (ph), and I currently work in the City Year, Washington D.C. on the Whole School/Whole Child team, implementing exactly what was being spoken here today. First, I'd like to make a testimonial and then the question.

MR. : Which school?

Q: D.C. Preparatory Academy in the northeast side of D.C. There's no doubt in my mind that the strategies implemented here, or suggested here, work. I work with these children every single day, Monday through Thursday, and I do mentoring, I do literacy, I do positive school climate engagement with them. We work every single day, and there's no doubt in my mind that the children are benefiting. I do not know where some of these children will be in my classes who came in into third grade with a first grade reading level, I do not know where they would be right now, but I do know where they have come. Some of them, the ones who I've been working with for five months now, have always increased an entire grade level. And those results are clear throughout the entire school, with every one of the other corps members who work there. It is clear that our presence there makes a positive, positive benefit, and I thank you for giving me the opportunity to serve.

My question is do you feel that an increased amount of federal aid is the missing key to add the missing link to our national service crisis? And if so, how much more money do we need from our federal government to address this crisis? And another question is how do you feel we could go beyond and bridge the bipartisan conflict and really get individuals on both sides of the Houses and Senate to really believe that we can achieve change and is through our legislation? I don't know who can answer that.

MS. SAGAWA: Anybody want to answer that? (Laughter.) I actually think the best person to answer that would be our closing speaker, Alan Khazei, from Be the Change. So maybe I will throw that back on Alan, and thank our panelists. And I'm sorry we're running out of time – (laughs) – because I think we could –

MR. GOMPERTS: Can I say one thing?

MS. SAGAWA: – go on quite a long time.

MR. GOMPERTS: Let me just say one thing here. I don't think that ultimate – I think we need more federal support, but one of the reasons why AmeriCorps isn't larger than it is today is there is not more demand for it from the bottom up. If school districts said, we need this, we got to have this, this is our key strategy for helping the kids who are most in need, then members of Congress would hear that and they would respond. So it's – we need to do all that bipartisan stuff, we need to get more support from Congress, we need the new president, whoever it turns out to be, to be enthusiastic about this.

But what Maura asked, and your question together, it really tells me what we need is school principals saying, this is the thing that will actually change the outcome for kids. We need more bodies – they don't have to all be teachers – in the school, trained to do these things and AmeriCorps is a great vehicle for doing that. We need those principals to tell their regional superintendents, and their superintendents to tell the big superintendent, and the superintendent to tell the school board and tell the mayor, this is the way we're going to solve this problem. This is a key strategy for solving this problem. Without that kind of demand, we're never going to be able to pour enough down from on top.

MS. : (Off mike) – school boards. (Laughs.)

MR. GOMPERTS: Right.

MS. SAGAWA: I want to thank all of you for being here. It was a great discussion. (Applause.)

MR. GOMPERTS (?): Thank you.

MS. : Thank you, Shirley. (Applause.)

MS. SAGAWA: Thank you. So Alan, if you wouldn't mind coming up and close us down.

MR. ALAN KHAZEI: Is this working? Yes, great. My name is Alan Khazei. I used to be the cofounder and CEO of City Year, and now I am leading a new organization called Be the Change. And it's great to be here with all of you folks interested in national service and education reform. And I want to thank Shirley for organizing this and the leadership that she's demonstrated now for more than 20 years on

the national service issue. We go a long way back and it's great to partner with Voices for National Service and The Hudson Institute and Bill and Dan from Communities in Schools, and to have Doctor Bob Balfanz here to share, and all these great folks from the panel.

When you get to this part of the program, I'm reminded of an old joke that I often hear President Clinton say: it seems that everything that needs to be said has been said; it's just that not everyone has had a chance to say it yet. (Laughter.) So I'm going to try to just give some wrap-up comments because I am very excited about this. And what I'm doing with Be the Change now is trying to connect the service movement and the social entrepreneurship movement to policy development and advocacy work to get to what – it's Jason?

Q: It's Josh.

MR. KHAZEI: Josh. Josh said is, how do we take this whole thing to scale? And I think what this panel demonstrated, and what Bob talked about so articulately, and what everyone talked about, from Citizens Schools and City Year and Experience Corps and EducationWorks, is that there is an answer here. We know that national service works, we know that it can work in education, and it's great to bring these things together. And that's the next focus for national service, I think, is to really figure out how we can work together to solve these problems.

And I thought what John said, in particular on the question about well, marketing one-by-one to schools, how do we bring it all together, so that we can actually solve the problem? And we need to take national service to scale. We need to have a subdivision that is the education corps that focuses on solving this problem. And I think that's the challenge for our movement, to figure out how we can do that, so it's not just one-stop-shopping, we are more coordinated because we have these answers. And I think it's also the challenge for our policy makers, as we go forward.

I think the other thing that comes out of this panel is the seeds of a new public philosophy for how we're going to solve our problems, and it's interesting. We're at the beginning of the 21st century and there's this great debate going on in our country right now, and the truth is we have been governed by two great public philosophies over the last 75 years. Franklin Roosevelt came in with the New Deal, and his public philosophy was the federal government is going to be the center of action and solve all of our problems in a whole alphabet soup government that was created.

And then – and that lasted basically until Ronald Regan, and then Ronald Regan came in and said, you know what? It's just the opposite. The government is the problem, it's not the solution. And then we went into a whole other direction. And even Bill Clinton, when he was president, in his 1996 State of the Union, a Democratic president said, the era of big government is over. And I think we've been trying to figure out, okay, well then what's going to replace it now that that's over?

And I think what this panel is about, and what this movement of national service is about, and this effort for reform is about, it gives the seeds of what we're going to replace it with. I think we're going to replace it with three things. First, a new approach to solving problems that isn't all big government or no government; it's something different. First of all, as my partner, Michael, coined the phrase, it's big citizenship. And what that means is, we need to take this national service movement to scale, massive scale. We're in the age of MySpace and Google and Facebook, and the millennial generation serving more than ever, where citizens are becoming empowered in the marketplace through the internet.

We need to empower citizens to solve problems. We have to get this thing on a massively bigger level. We know this works, to bring in corps members from different programs into schools. What Bob talked about, we know the 2,000 high schools, the 6,000 middle schools that are the feeders. That's 8,000 schools. You can solve their problem if you put a team of 10 to 20 in each one of those schools. So we're talking about, just on that problem, of anywhere from 80 to 160,000 new AmeriCorps members. So that's more than double the existing program, that's one problem. But we could do it, we know it works, we heard from everybody. But we need to scale it up.

So the first key in a new public philosophy is going to citizens, doing what Harry Truman said when he left the office. When he left office, a reporter called out to him, and said, Mr. President, now that you're leaving the White House, what are you going to do now that you're leaving the highest office in the land? And Harry Truman, who was just a wonderfully humble person to hold that office, said without skipping a beat, I'm not leaving the highest office, I'm assuming the highest office, that of citizen.

So through scaled-up national service, we need to challenge all of our citizens to assume that office, starting in kindergarten through service learning, all the way through the retired years, as John is showing with Experience Corps, and with a full-time opportunity between the ages of 18 and 28, when they can really dive in. So I think that's the first piece of a new public philosophy. But we're going to solve these problems only if we scale it up; 70,000 AmeriCorps members, half of them part-time, isn't going to do it. So we need a commitment to that.

The second thing we need in a new public philosophy, and these people talked about this and they showed the seeds of it, is we need a new commitment to social entrepreneurship and also scaling up that movement. The innovation, the new ideas, the breakthroughs are not coming from Washington D.C. They're not coming from this federal bureaucracy that was built in the 1930s and then added on in the 1960s. I'm not an anti-government person. There is a really important role for government here, which I'll talk about next.

But the new ideas are coming from people like Eric Schwarz and Dan Cardinali and John Gomperts and Michael Brown, and Wendy Cobb (sp), and the (ServeNext?) guys, and some of you in this room who are leading this effort. New leaders for new schools, I go on and on and on. So we need to recognize that's where the ideas are

coming from. And we need to turn to social entrepreneurs, we need to build a whole system for social entrepreneurship that's like our system for private entrepreneurship.

So many people come here. The Google guys left their country, came here to invent Google because this is the land of opportunity and entrepreneurship, and we have a whole system to do that. We need a system that allows social entrepreneurs to scale up, just like we have a system. That's more resources, it's more bully-pulpit, it's more media attention. There's a whole thing there. That's the second piece.

The third piece to solve problems in this new time is a new role for government and a new public-private partnership. We need government, we need government resources. Without AmeriCorps and the resources, City Year certainly wouldn't have gone from one city and 100 corps members to 1,500 corps members today in 17 cities here in America. Teach for America wouldn't have been scaled up, Citizen Schools wouldn't be growing, none of these would.

So we need government to provide resources. We need government to set the standards and the rules of the game and to create that market place to reward results, to reward competition. Shirley's done some extraordinary writing about this and my wife Vanessa, through New Profit, has put forward a whole coalition called America Forward that's championing this.

We need a new role for government, but we also need to recognize there needs to be a new partnership between the private sector, the nonprofit sector and government. Take education, there's a big role for the private sector, not only in sponsoring all these great organizations, but companies adopting schools, companies giving release time for their employees to be mentors, companies providing resources to help wire schools to the internet as they did in the late 1990s, bringing in innovation and new ideas, getting these schools from being islands, by themselves, to really connecting into the community. The private sector can help with that.

And then, the nonprofit sector, which is the fastest growing sector in our society, there are 150 nonprofits started every day. The social entrepreneurs then become established nonprofits, and we need to bring them in and government has to be the broker of that, because government is the expression of our public will, and it does set the rules of the game. But we've got to recognize that we need to create this new approach to solving problems of citizens through scaled-up national service, of social entrepreneurs leading innovation and of a new role for government that really is a public-private partnership.

This whole thing, I believe, starts with citizens. It starts with scaling-up national service. That's the centerpiece of it, that's what this whole new era can be about. And so, I'll just take one minute for a commercial, since you're all so – it's incredible to have this number of people here, dedicating an afternoon to this idea.

I have started this new organization, Be the Change. It's inspired by Gandhi, you must be the change you seek in the world. I'll say I started this before the Obama campaign, so – (laughter) – I'm not just piggy-backing off of that, although I'm thrilled about the discussion of change in the country. And what we're trying to do, our first project, because I've been in this movement for 20 years, is we are working to launch a campaign called Service Nation, to bring this idea to scale. It gets back to Josh's question, but it's going to rely on you.

How many of saw the *Time* magazine cover story, "The Case for Universal National Service" last September? That's pretty good. This is a good service crowd. That was a breakthrough, a total breakthrough. Rick Stengel, who's the managing editor of *Time*, has become an Evangelist. He's a real champion for this whole movement. And so *Time* has agreed to host a summit, a major national summit on the future of national service, next September 17th and 18th, right after the campaign gets launched, to bring together 500 leaders from across the country, both parties, all sectors, to get united around a new agenda for national service, not just an incremental growth in A Miracle, but really taking this to scale over the next 10 years.

In addition to that, we are working – and this is my pitch – we are working to stimulate a citizen campaign to have events a week later, the following Saturday, all across the country where citizens, grassroots leaders, can say, we believe this, we're supportive of this agenda. It needs to become a priority. The whole goal is that within the first year of a new administration, there is a major new national service act that's passed, which isn't just reauthorizing A Miracle, that's important, it isn't just adding another 50,000 people, that's important.

It's really saying that we need to become a nation where there is an expectation that service will be a key strategy to solve problems, and there will be meaningful opportunities to serve at every key life stage, K-12th grade through service learning, a full-time opportunity when you're 18 to 28. College service is exploding on campuses. Workplace and faith-based services is already happening. And then importantly, an opportunity in the boomers' years, the retired years, that Experience Corps and others are leading the way on, that it just becomes part of the ethic of being an American. And we need to challenge people to participate in that. And so this grassroots effort is key.

The good news is the next president of the United States is going to be a big believer in national service. It's either going to be President McCain, President Clinton or President Obama. I've never seen that in my lifetime, certainly working on this. That's the really good news, so we'll be pushing on an open door.

The bad news is, thus far in the campaign, it is not a central issue. There's Iraq, there's Afghanistan, there's the economy, there's healthcare, there's education, there's the environment. All those are important issues, but my belief at least, and my sense is a lot of you here believe that if we could get service elevated, that can be a key strategy to solve the high school dropout problem, to take on this new era. And so our job, I believe,

all of us, as citizens, is to make it easier for the next president because they're going to be a believer, but when they enter that desk on January 20th, 2009, the list is incredible.

And I'll draw an analogy. Now, when President Clinton was elected, he wanted 250,000 AmeriCorps members. That's what he wanted, and yet, he assumed office and it was similar. We didn't have a war, but we had healthcare and the environment and the education and the economy, et cetera. And he sat down with the Democratic leaders of Congress and said, this is a signature issue. And they said, well, there's all these problems. We'll give you the money for 20,000 people. And even that was a huge breakthrough to get that done in nine month, thanks to Eli Segal's incredible leadership.

And then, history took over and here we are now with 75,000 people. That's nice, but we didn't get there. There wasn't a citizen movement behind President Clinton saying, yes, going to the Congress and going to leaders in the country, and saying, we want that 250,000. Just think of where we'd be now. We'd be on our way to a million people, and more importantly, we'd be on our way to a different kind of country.

So here's my pitch. I hope that if you believe the leadership, and all these folks here, a fine, incredible leadership, we need to give them more fuel. I hope that since you're here, you believe in this strategy for changing the country, and really getting service to scale. And if you believe in that, I hope that you will add your voice and your vote to this Service Nation campaign. This is a brand new organization, we're just getting our website up; it will be up next week. You can check out BetheChangeInc.org in a week hopefully, and you'll to the Service National effort.

I'm working with Michael and AnnMaura on this from City Year, with John Bridgeland from Civic Enterprises, who founded the Freedom Corps. It's a very bipartisan effort. *Time* magazine is central on it, Voices for National Service is central. And I hope all of you will consider participating in some way in leading our leaders to say we're ready to serve, we need this, this can be a strategy to solve our education crisis and other issues.

Thank you all very much.

(Applause.)

(END)