

Learn and Serve

Service

PHOTOCOPY
PRESERVATION

file legal services**LEGAL SERVICES CORPORATION**

TO: David Haun, John Thompson
Office of Management and Budget

FR: Kathleen A. Welch, Government Relations Counsel *KW*
Legal Services Corporation

DATE: October 2, 1997

RE: Legal Services Corporation (LSC) FY 98 Appropriation -- Conference
Committee Issues

In response to John Thompson's request, and LSC Board Chair Doug Eakeley's conversation yesterday with David Haun, I am sending materials that outline LSC's priorities for the upcoming Conference Committee on the FY 98 Commerce, Justice, State, the Judiciary and Related Agencies Appropriations Bill.

If you have any questions, please contact our Executive Vice President, Martha Bergmark, at 202-336-7262, or me at 202-336-8862.

We appreciate your continuing support for federally funded legal services for the poor.

cc: Jack Lew
Charles Ruff
Melanne Verveer

PRIORITIES FOR CONFERENCE COMMITTEE**LEGAL SERVICES CORPORATION****DEPARTMENTS OF COMMERCE, JUSTICE, AND STATE,
THE JUDICIARY, AND RELATED AGENCIES APPROPRIATIONS BILL, 1998****1. Senate Bill funding level of \$300,000,000.**

LSC should be funded at the higher level provided by the Senate Bill to prevent further reductions in funding for vital representation of low-income Americans and to help restore the 30% funding reductions since FY 95.

2. Increase funding for basic field programs to \$282,632,000.

The funding level for basic field programs in the Senate Bill is \$273,070,000. This is a decrease of .5% in funding from the FY 97 appropriations level \$274,400,000 for basic field programs. Funding for programs that deliver civil legal assistance should be increased at least 3% over the FY 97 level, to no less than \$282,632,000, in order to prevent further program erosion and decline in the number of clients served, and to begin to restore the capacities of basic field programs to provide effective access to the civil justice system. A 3% increase in basic field funding would leave \$7,438,000 for the new proposed demonstration projects, which would enable the Corporation to carry out effective experimentation and evaluation on pro se, self-help and other approaches to assisting clients with their civil legal problems.

3. Do not include the Burton Amendment from the House Bill.

The Burton Amendment to the House Bill would require recipients of LSC funds to make available to the public, and report semiannually to LSC, the names and addresses of both plaintiffs and defendants in actions filed on behalf of eligible clients, as well as the names and addresses of the courts where the suits are filed and the cause of action for each case. The amendment raises serious privacy concerns for plaintiffs represented by LSC recipients as well as for defendants in cases filed against them by clients of LSC funded programs. It does not improve accountability or serve any other necessary purpose and would impose significant administrative and financial burdens on LSC and its recipients. The Senate Bill does not include any requirements similar to those that would be imposed by the Burton Amendment.

4. **Do not include Section 504(c)(5) on lawsuits by recipients in the Debarment Procedures.**

The debarment sections of both bills contain a provision that would permit LSC to debar a recipient that uses any funds to sue, on its own behalf, not just LSC, but any governmental agency at any level of government. This provision goes far beyond the current restriction on the use of LSC funds to sue the Corporation, and represents an arguably unconstitutional infringement on the first amendment rights of recipients to express their views and protect themselves against improper governmental action.

BACKGROUND

FUNDING LEVEL

The Senate Bill level of \$300,000,000 should be supported over the House level of \$250,000,000. The House level would reduce funding 12% from the FY 97 funding level and result in significant declines in the number of clients served as well as further office closings and reductions of staff. As a result of the 30% funding reduction in 1996, the number of clients provided civil legal assistance dropped from 1.7 to 1.4 million, a 14% reduction, the number of neighborhood legal aid offices operated by LSC grantees fell by 12.7% and staff were reduced by 12.9%. The Senate level would partially restore the reduction in legal services funding resulting from the program's recent budget cuts and enable the legal services program to serve more of our country's low-income families needing civil legal assistance.

BACKGROUND

FUNDING DISTRIBUTION

The Senate Bill distribution levels are as follows:

•	Basic field programs	\$273,070,000
•	Office of Inspector General	\$ 2,019,000
•	LSC Management and Administration	\$ 7,911,000
•	Pro se legal education demonstration projects	\$ 17,000,000

This distribution represents a .5% decrease in basic field funding from the FY 97 appropriations level of \$274,400,000. Rather than a decrease, funding for programs that deliver civil legal assistance should be increased at least 3% over the FY 97 level, to a minimum of \$282,632,000, in order to prevent further program erosion and decline in the number of clients served, and to begin to restore the capacities of basic field programs to provide effective access to the civil justice system. A 3% increase in basic field funding would leave \$7,438,000 for the new proposed demonstration projects, which would enable the Corporation to carry out effective experimentation and evaluation on pro se, self-help and other approaches to assisting clients with their civil legal problems.

BACKGROUND

THE BURTON AMENDMENT

If enacted, the Burton Amendment to HR 2267 would (1) raise serious issues of privacy both for the clients served by LSC recipients as well as for defendants who may be involved in litigation with clients served by those recipients, (2) impose significant administrative burdens on LSC recipients and on the Corporation itself and (3) serve no identified purpose. The Conference Committee should eliminate the Burton Amendment from the final version of HR 2267.

PRIVACY ISSUES

While the names of litigants may be part of the public record, poor clients have the same expectation of privacy as other litigants with respect to their addresses which, in many jurisdictions, are not required to be revealed in court pleadings. The Burton Amendment would permit any member of the public to have ready access to the names and addresses of legal services clients and to use them for any purposes, including:

- ▶ **Targeting of legal services clients by unscrupulous individuals for scams that prey upon the elderly or those who are unsophisticated consumers;**
- ▶ **Blacklisting of legal services clients who have availed themselves of the justice system by landlords, financial institutions, employers, merchants or others who operate in the low income community;**
- ▶ **Solicitation by vendors for unwanted products or services; or**
- ▶ **Harassment and violations of personal privacy by the media.**

Legal services clients, who receive services from LSC recipients by virtue of the fact that they are poor, have legitimate personal privacy concerns that are severely compromised by the Burton Amendment.

- ▶ **While the public clearly has a right to know about the kinds of cases that are supported by their tax dollars and to ensure that a particular client is eligible for services, the public has no legitimate right to have unlimited access to personal information, including addresses, of low income individuals who receive services from LSC recipients.**
- ▶ **Low income legal services clients should not be forced, in order to access the courts, to give up their privacy and have their addresses and information about their legal problems appear on a list that is readily available to the public.**
- ▶ **Legal services clients, especially the elderly and victims of domestic violence, should not be subject to the potential embarrassment of public disclosure of their legal problems.**

- ▶ The fact that a low income individual has sought and received legal assistance from an LSC recipient based, in part, on their economic condition, should not be the subject of public scrutiny.

In an age of electronic data collection and transfer, the Burton Amendment would provide the public, through the Freedom of Information Act and requests to legal services recipients, with easy access to information on individual low income plaintiffs as well as defendants in cases brought by LSC recipients that has hitherto not been so readily available in this form.

- ▶ Given recent technological advances, personal information that will be contained in the data base collected semiannually by LSC will be readily accessible to the public and could be used for a wide range of purposes that have nothing to do with accountability for the use of federal resources.
- ▶ The amendment would require disclosure of names and addresses of all parties to litigation where the plaintiffs are served by LSC recipients, including the names and addresses of defendants who are sued by legal services clients. Those defendants should have the same expectations of privacy that legal services clients have and should not have information broadly disseminated to the public about lawsuits that have been brought against them.
- ▶ Defendants may be particularly upset about public disclosure of information regarding those cases that include unproven allegations of wrongdoing or that suggest instances or patterns of unscrupulous, improper or illegal behavior by the defendants, especially when it may take years to resolve those allegations.

ADMINISTRATIVE BURDENS

The Burton Amendment would impose new and very burdensome data collection requirements on LSC recipients that would add substantially to the cost of compliance and would reduce the resources available to serve eligible clients.

- ▶ Recipients of LSC funds are currently required to maintain data from individual cases under a Case Service Reporting (CSR) system which has been used since 1977. For each case that is opened, the CSR system tracks case type based on 53 categories and case disposition based on 11 categories, and provides aggregated data to the Corporation on an annual basis. Data is collected for all cases, whether or not they are filed in court.
- ▶ The Burton Amendment would require the development of an entirely new case reporting system for those cases that are filed in court. Such a system would require recipients to record in a centralized data file the name and full address of each party and the court where the action is filed, the cause of action, and the case number assigned by the court to each case. Such data would be accessible to the public and reported semiannually to LSC.

- ▶ Currently, most recipients maintain client address information in documents contained in each attorney's case files, but it is not included in any centralized case information or data system, and it is not routinely reported to LSC.
- ▶ To make the changes required by the Burton Amendment, LSC recipients would have an estimated one-time expense for reprogramming of their systems that could total several hundred thousand dollars for all recipients. In addition, to maintain and manage the new system, most programs would have to add new administrative and/or data entry staff, which could result in an additional total cost of a few million dollars. These costs would be deducted from resources that would otherwise be used to provide legal assistance to eligible clients.

The Burton Amendment will also impose significant new administrative burdens on the Legal Services Corporation.

- ▶ LSC will receive information from recipients on well over a hundred thousand cases each year. Even if Congress were to suggest a use for this information, LSC lacks the staff and other resources to review and use the data that would be supplied.

LACK OF SPECIFIED PURPOSE

The proponents of the Burton Amendment have specified no purpose for the amendment and have suggested no benefit that would outweigh the burdens and costs the amendment would impose.

- ▶ There is no evidence to suggest that the Burton Amendment would increase accountability or improve LSC's ability to effectively monitor recipients' compliance with legal requirements. The Amendment does not address any problems that have been identified by LSC management or the LSC Inspector General, nor have critics of the program documented problems that would justify imposing such requirements in hearings before either the Appropriations Committees or the reauthorizing committees.
- ▶ LSC recipients are already required to identify their clients to those parties who are defendants in lawsuits brought by legal services programs and to prepare factual statements to support such lawsuits.
- ▶ LSC has put into effect a new monitoring process conducted by independent auditors with oversight by the LSC Inspector General to identify violations of LSC restrictions and to assure LSC that recipients undertake only work that is within their priorities, and this system is working well.

BACKGROUND

ELIMINATE PROVISION THAT PERMITS DEBARMENT OF LSC RECIPIENTS WHO SUE GOVERNMENT

Section 504(c)(5) of both the House and Senate versions of HR 2267 would permit the Legal Services Corporation to debar any recipient of LSC funds that files a lawsuit on its own behalf against the Legal Services Corporation, or any agency or employee of a federal, state or local government that administers a program supported by federal funds, regardless of the source of funds used. In our view, such a provision is unnecessary and arguably unconstitutional, and should be eliminated by the Conference Committee.

- ▶ There are serious questions about the constitutionality of a provision that effectively precludes an LSC recipient from using its non-LSC funds to exercise its first amendment rights to express its views or to protect its interests from improper government action by suing LSC or any other government agency.
- ▶ Since passage of the FY 1996 appropriation, LSC recipients have been prohibited from using federally appropriated LSC funds to sue the Legal Services Corporation, but the prohibition appropriately has not applied to recipients' non-LSC funds. OMB circulars applicable to LSC and other non-profit grantees and contractors provide that federal funds may not be used to bring litigation on behalf of the grantee or contractor against the federal government, but do not apply to any of its non-federal funds and do not apply to suits against state or local government. The new provision in HR 2267 is unnecessary to prevent any misuse of federal funds by LSC recipients.
- ▶ The primary purpose of the provision seems to be to deny judicial review of agency action when such action affects a recipient of LSC funds. It denies judicial review of actions, not just those of the Legal Services Corporation, but of every governmental agency, at every level that administers a federally funded program. Such a provision would establish an unwise and potentially damaging precedent for Congressional action.
- ▶ The language of the provision is unclear as to its scope. Although we believe that it was intended to apply only to actions by state and local government agencies as part of their role in administering federally-supported programs, it could also be read to sweep into its reach any action by a state or local government agency that affects an LSC recipient. If such a broad interpretation were applied, a recipient would jeopardize its LSC funding whenever, for perfectly legitimate reasons, it was compelled to bring an action against a state or local government agency in order to protect itself from improper governmental action that has nothing to do with its status as a federally funded entity. If read in that way, the provision goes far beyond any legitimate concern of Congress to ensure state and local governments have appropriate flexibility to use federal funds.

We urge the Conference Committee to delete Section 504(c)(5) from the Conference Bill.

file learn
Serve



4/3/97

Dear Melanne,

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

I look forward to working
with you.

Thanks,

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



Learn and Serve America

CORPORATION

FOR NATIONAL
 SERVICE

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

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

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

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

Students who participated in the service-learning programs studied:

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

than the comparison group of students in the study.

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

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

DRAFT

EXECUTIVE SUMMARY

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

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

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

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

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

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

The major findings in the Interim Report are as follows:

PARTICIPANT IMPACTS

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

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

STUDENT ASSESSMENTS OF THE PROGRAM EXPERIENCE

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

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

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

SERVICE IN THE COMMUNITY

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

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

CONCLUSIONS

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

SUMMARY OF PARTICIPANT IMPACTS*

(Continued on next page)

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

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

SUMMARY OF PARTICIPANT IMPACTS, CONTINUED^a

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

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

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

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

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

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



Learn and Serve America

School - and Community - Based Programs

Learn and Serve America

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

What is Service-Learning?

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

School-Based Programs

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

Community-Based Programs

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

PROGRAM PROFILE

In fiscal 1996, Learn and Serve America:

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

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

LEARN AND SERVE AMERICA

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

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

AVAILABLE FUNDS

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

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

LEARN AND SERVE AMERICA

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

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

Service-Learning

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

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

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