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CAMPUS COMPACT

The Project for Public & Community Service

FAX SHEET

THIS IS BEING FAXED TO: _____

DATE: 3/8/93 TIME: _____

TO: GINA SAMPONE

FROM: R. NOZAKI

IF A PROBLEM OCCURS WITH THIS TRANSACTION PLEASE
CONTACT BOE OR BETTY AT THE PHONE # BELOW:

CAMPUS COMPACT PHONE #: (401) 863-1119

CAMPUS COMPACT FAX #: (401) 863-3779

COVER SHEET + 10 PAGES TO FOLLOW

MESSAGE:

Here's what I've dug up on
Brown, Mexican/Mesa Ohio Wesleyan,
and Spelman. Hope it does the
trick! Good luck.

[BROWN UNIVERSITY]

It is important not only to be able to engage in new ideas but to be willing to make a public declaration of one's convictions, and then translate them into actions and deeds.

Vartan Gregorian, President,
Brown University



STRENGTHENING COMMUNITY INVOLVEMENT

DIRECT SERVICE PROJECTS

The Center offers programs designed to increase students' awareness and vision while offering valuable, practical education. Through direct service, individuals learn about issues facing our society and their responsibilities as citizens. Since community service is only of value when students find the appropriate way to serve, the Center fosters projects that cover a wide range of concerns. These include:

The Adult Academy is a state-wide adult literacy program that sponsors writing groups, one-to-one tutoring, and group learning programs for first language and language minority populations. The Academy provides trainings for community members and students who want to be literacy tutors and provides educational materials for learners and teachers.

The Broad Street/Fox Point Mentoring Program pairs Brown students with third and fourth grade students at the Broad Street and Fox Point Elementary Schools. Students act as mentors and tutors to the children, providing encouragement and support to the younger participants.

The Brown ESL Student Tutoring Program (teach) places English as a second language tutors in community education programs throughout the Greater Providence area. While helping learners of all ages acquire basic language and literacy skills, tutors also work to ease the cultural transition immigrants and refugees face.

The Brown Program in Leadership provides students with public service and leadership opportunities through a summer internship, a seminar on social change, and a speaker series.

The Brown South Bronx Summer Project operates a student-organized land reclamation project in the Himes Point neighborhood of the South Bronx. The project recruits students to work for twelve weeks during the summer with adults, children, and adolescents from the community. During past summers, the project has developed a city farm, built playgrounds, and run youth employment and children's recreation programs.

The Perry Middle School Mentoring Program pairs Brown students with seventh-grade students at the Oliver Hazard Perry Middle School. The Perry Mentoring Program works to encourage leadership and academic achievement amongst its participants.

The Project for HIV and AIDS State-wide Education (PHASE) trains Brown students to be HIV/AIDS peer educators with adolescents residing in group homes and in the Traveler's Aid Society's Run Away Youth Project. Students are also trained to



work with ESL classrooms presenting information about HIV/AIDS.

The Women's Prison Project places Brown women at the Rhode Island Adult Correctional Institution in a variety of roles. People interested in this program should contact the Sarah Doyle Women's Center or the Center for Public Service.

A Taste of Service provides students with a one-day, hands-on introduction to service. Projects are organized cooperatively with Brown Community Outreach as part of orientation for first-year students. With the assistance of Brown Community Outreach Board Members, other groups undertake one-day service projects throughout the year.

COMBINING SERVICE AND LEARNING

Aware that students pursuing community service often confront complicated social issues, the Center encourages students to combine knowledge gained in the classroom with knowledge gained through service. Reflection on questions engendered by service allows students to enrich their understanding of academic questions through an exploration of values and social context.

The Center encourages active reflection in its direct service projects and provides support for students and faculty seeking to connect service and learning.

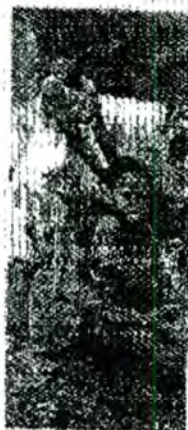
Course Development Grants are offered to faculty to strengthen the connections between learning acquired through service and the academic classroom. The grants are intended to enhance the University's goal of developing in its students lives of purpose and a sense of civic responsibility.

PROVIDING INFORMATION ABOUT THE COMMUNITY

Community Matters is the joint newsletter of the Center for Public Service and Brown Community Outreach. Each edition addresses an issue of social importance. Articles by students, staff, and faculty address the designated issue, and community-based opportunities related to the issue are presented.

COLLABORATION WITH OTHER COMMUNITY-BASED EFFORTS

Brown Community Outreach is the largest student organization on campus and often collaborates with the Center for Public Service on one-day service projects, forums, and newsletters. BCO provides guidance and referral for student volunteers in over 120 community agencies and maintains three station wagons for student community service.



PROVIDING RESOURCES FOR COMMUNITY INVOLVEMENT

The Center for Public Service Resource Library provides information about fellowships, grants, and awards for service; listings of local, national, and international service opportunities; books, periodicals, and articles on community issues and service; and teaching materials for literacy, ESL, and mentoring programs.

STUDENT GRANTS AND FELLOWSHIPS

The C. V. Starr National Service Fellowship honors students who have demonstrated an outstanding commitment to public service with an award of \$1,000. Current students, entering students, and returning leave-taking students are eligible for the award.

The President's Community Service Fellowship awards summer funding for practical, innovative, ten-week projects that address a community need. Students may apply for up to \$1,000 to cover living and project expenses. In the fall, Fellows share their experiences with the Brown community through discussions, presentations, or new projects.

The Howard R. Swearer Public Service Fellowship offers \$2,500 to graduating and leave-taking students who are pursuing at least one year of international public service. The Fellowship is open to undergraduate, medical and graduate students.

The Echoing Green Public Service Fellowship for Graduating Seniors offers a \$15,000 stipend to graduating seniors who design an innovative public service project to be implemented in the year following graduation. Seniors must apply through the Center for Public Service and three applicants from Brown are recommended to the national competition.

Student Public Service Grants are intended to support student efforts to connect service and academic projects. Modest material and travel funds are available on a competitive basis each semester. Students sponsored by a faculty member and a community agency are eligible for the program.

Please come to the Center for Public Service to learn more about community-based service experiences that interest you. The Center has many projects underway and welcomes your involvement.

The Howard R. Swearer Center for Public Service is located at 25 George Street, and is open Monday through Friday 9:00 am to 5:00 pm.



We want Brown to be a community of compassionate people involved in serious intellectual pursuits, but never divorced from one of the principal purposes of education, to prepare young people for responsible citizenship.

Howard R. Swearer,
Fifteenth President of
Brown University

Community Matters

A Joint Newsletter of the Howard R. Swearer Center for Public Service and Brown Community Outreach

• Creating Community/University Partnerships: Compromise and Consideration

Creating Community/University Partnerships: Compromise and Consideration, the Howard R. Swearer Center for Public Service Spring forum, is scheduled for Saturday, 6 March 1993 from 9:00am-1:00pm and will be held in Sayles Hall.

The forum is designed to bring together Providence community activists with Brown faculty, staff, and students to begin a dialogue addressing the concerns of negotiating

partnerships between community and university interests. The community activists will represent perspectives of various community agencies.

The forum will address four major topics: Education, Health, Housing, and Economic Development/Employment Training. Focus Groups, representing each of these topics and facilitated by a community activist, a faculty member and a Brown student, (continued on page 2)

Partnership

As community resources shrink and people's needs grow, partnership is the critical element to successful community-based programming. Community-based partnerships require sharing of benefits and risks in developing a common agenda for change.

Partnership offers the opportunity to assess familiar problems through new eyes. It allows us to reexamine challenges and construct solutions incorporating the experience and wisdom of others. Partnerships allow us to increase our resource base, minimize duplication, and strengthen programs we've already established.

In partnerships we also take risks. New relationships may force us to confront obsolete ideas or practices. They may confront us with institutionalized and individual racism, sexism, homophobia, and economic oppression and push us to make unforeseen changes in our lives and

our programming. These risks can be turned to opportunities helping us to better meet our original goals.

Frequently, we enter a partnership looking for easy solutions to our own problems. Successful partnerships almost always revolve around constructive change in both partners - a sharing of diverse experiences to forge an understanding of other people and cultures.

As the semester proceeds, the Swearer Center will be working to develop a community-based youth corps. This effort will necessitate developing a collaborative partnership between private business, not-for-profit agencies, government agencies and individuals. Our goal is to develop a diverse corps of young people from different educational, racial, economic, and cultural backgrounds. The corps will incorporate many of these ideals to foster understanding and cooperation among its diverse participants.

March 1993

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Coalition for
Action in
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Community Matters

Compromise and Consideration

(continued from page 1) will work to identify needs, methods and obstacles that are inherent in community/university partnerships. These Focus Group discussions are intended to develop a working guide that reflects community perspectives about university/community partnerships.

Faculty, staff and students are invited and encouraged to attend. For more information, please feel free to call Raedyn Rivera at extension 2338.

•SCALE Northeast Regional Organizers Conference

Amy Kantrouitz

Campus organizers of literacy programs from a range of Northeastern colleges spent the weekend of February 12-14 at the Swearer Center for Public Service. SCALE, the Student Coalition for Action in Literacy Education, brought together 8 organizers from 3 college campuses for an introduction to SCALE and intensive workshops on issues relevant to campus-based literacy organizations. The conference, hosted by the VISTA volunteers of the Adult Academy, will be followed by a nationwide conference of SCALE regional organizers at SCALE headquarters at the University of North Carolina at Chapel Hill, in August.

Lisa Madry, director, and one of the original founders of SCALE, led the regional organizers through an weekend of intensive workshops that encompassed a range of issues pertinent to strengthening and creating literacy programs and networks between programs and organizers. Representatives from the University of Massachusetts at Amherst, Hobart William Smith College, Yale, and the University of Pennsylvania brought together a diverse group of programs and personal experiences at the conference. Many participants underlined that the range of programs, communities, and student bodies represented by the Regional Organizers provided them with insights about how to improve their own programs, and to work more effectively with students on their campuses.

In addition to the marathon sessions on topics ranging from fundraising to long-term planning to creating links with community agencies, the visiting Regional Organizers had the opportunity to attend the New Plays festival at Leeds Theater, and to interact with learners in one of the Adult Academy's Saturday tutoring programs. At the weekend's close, the organizers as a group felt that valuable connections had been made between individuals and programs, and that attending a training on a campus with a strong student literacy program helped them understand the interaction of Brown students and the Adult Academy.

Any students interested in finding out more about SCALE, or in working as SCALE Regional Organizers should contact Nicole or Amy at 863-1146.

•Leadership Internship Focuses on Children's Healthcare

The Brown Program in Leadership Summer internship will be in operation for its 5th year this Summer. The internship provides five interns with an opportunity to study, discuss and compare different models of social change and community leadership, in Providence communities, focusing on non-profit and governmental agencies. This summer the program will be a collaborative venture between the Swearer Center and at least five agencies. Each of the five interns will work four days a week in a specific agency that they have chosen. One day a week the interns will work together to prepare a paper on the issues of social change and community leadership that they encountered in their respective agencies. Additionally, interns will meet for weekly evening visits with community and political leaders, and university faculty on these issues.

The broad unifying context of this year's internship will be issues of "Children and Healthcare." The interns will use this theme to connect the individual work they do in community agencies. This internship is an opportunity for a range of students to spend 10 weeks focusing on children, poverty, health and policy issues this summer. Additionally, the internship will provide each intern with stipend of \$2800. Applications should be picked up at 25 George Street, and are due by March 24th at 5 p.m. Men are especially encouraged to apply.

Agencies interested in having an intern work with them this summer should contact Miré Regulus, Volunteer Coordinator, at 863-2338.

•Adult Literacy Partnership

Nicole Wood

The Adult Academy has entered a new collaboration with the Student Coalition for Action in Literacy Education (SCALE) as a member of their Regional Organizing Network. This new partnership will provide college student and other community organizers the opportunity to create new literacy programs as well as strengthen existing ones.

SCALE is a national network of college and university students, administrators, New Readers and faculty committed to increased literacy in the United States. As an undergraduate, Lisa Madry, the current director of SCALE, founded the network in November 1989 from the University of North Carolina at Chapel Hill in conjunction with

Sept 92

BRAD RUSSELL

f. 1004

Ohio Wesleyan University

Institutional Profile:

Ohio Wesleyan is a liberal arts university of 2,080 undergraduates, 131.5 full-time faculty and 30 part-time faculty. Ohio Wesleyan combines a variety of service learning programs under the aegis of two major initiatives: the U.S. Department of Education Fund for the Improvement of Post Secondary Education (FIPSE) and the Ohio Board of Regents' Independent College Challenge Grant. In addition, the University provides a wide offering of extracurricular community service opportunities, curricular internships and professional field placements for academic credit.

The FIPSE initiative is a cooperative project that includes three interrelated and simultaneous levels of involvement between Ohio Wesleyan and the Columbus Public Schools. Ohio Wesleyan students are trained as mentors to Columbus students at the elementary, middle school, and high school levels.

The Regents' initiative provides for a Civic Arts Seminar which combines experiential citizen education with a public service component. For one semester, students study both in the classroom, through on-site community agency field trips, and by means of core readings drawn from political philosophy, ethics, political science, and ethnographic literature that describes communities, families, social services and the experience of reformers. The class is led by both a faculty member and a program coordinator. In a required second semester, each student selects a public agency to study/serve under the close supervision of an independent study faculty member. The entire class continues to meet to exchange reflections and recollections from the prior semesters, and to study and apply those academic concepts to their current public service experience.

Ohio Wesleyan also provides a Dominican Republic Seminar in which students prepare for service in the Dominican Republic by studying the country prior to the trip and gleaning medical supplies from the local community to take with them.

In addition to these structured service-learning projects, students often arrange internships or field placements with local public and social service agencies. Some of these are for academic credit, others are for work experience.

A small residential living unit called the Community Service House is provided for student leaders who wish to promote volunteerism on campus and in the community. This group sponsors a monthly Community Service Round Table to coordinate the needs of United Way Agencies in the community with student interest on campus. They also prepare and publish a monthly newsletter to promote activities and opportunities for service. Campus organizations for community service include Big Pal/Little Pal, Circle K, Habitat for Humanity, Ohio Wesleyan Cleans Up for Hunger, Project HOPE (literacy initiatives), the United Way Campaign and the social Greek system. In addition, it is not unusual for students, faculty and staff at Ohio Wesleyan to spontaneously respond to an emergent need in the community, state, nation or world.

The Atlanta Inquirer

May 26, 1990

Prudential Supports Community Service

Spelman College's Community Service Program has received a significant boost from The Prudential Foundation in the form of a \$15,000 gift made through the United Negro College Fund.

"Community service is a very high priority at Spelman, and we are most appreciative of The Prudential Foundation's support, which will enable us to move this program into the next phase," said President Johnetta B. Cole.

Spelman's Office of Community Service (OCS) was established in 1989 to "fully integrate service into all areas of student life," explained Tamara Nash Aminons, Assistant Dean and Director of the OCS. In its first year, the OCS has been successful in developing and coordinating a variety of challenging service opportunities for Spelman students.

"The Prudential Foundation realized that in order to shelter the homeless, feed the hungry, heal the sick and educate the illiterate, a commitment is needed by all," said Rhonda Kearney, Manager of Corporate Social Responsibility for the Foundation, which is based in New Jersey.

Highlights of this year's community service activities include:

- Students raising \$800 for local youth organizations.
- The founding of the Atlanta Chapter of the National Campaign Against Hunger and Homelessness, in which Spelman students are working with students from Georgia State University, Georgia

Tech, Emory University and Kennesaw State College to raise \$10,000 to house a homeless family.

- The formation of the Adopt-a-Grandparent Program by Kimberly Woods, a junior.
- Partnerships being formed between Spelman and the Atlanta Public Schools (to mentor at-risk youth); Big Brothers/Big Sisters of Metro Atlanta, and the Mentor Pilot Program at Capitol View Elementary School and Jesse Jones Alternative Middle School.

Spelman students also organized a blood drive, collected funds to buy books for Oglethorpe Elementary School, donated clothing to Fumans House, served as big sisters to Upward Bound students, organized a "Christmas in July" project for homeless Atlanta children, collected school and household supplies and worked on fundraising projects for the March of Dimes.



Trina Dorsey (far right), a sophomore, volunteers in the Poverty Rights Office of Fumans House, a multi-service community agency.

The Japan Times

June 24, 1989

U.S. Educator Describes Merits of Black Colleges

Larry Dougherty

Despite a perception that they encourage separatism, historically black U.S. colleges and universities have achieved a higher degree of integration than U.S. schools, where white students predominate, according to the president of a black women's college in Atlanta, Ga.

Johnetta B. Cole, president of Spelman College, said that while 11 percent of the undergraduates at historically black colleges are white, blacks make up only 6 percent of historically white schools.

And while 39 percent of the faculties of the black-dominated schools are white, the corresponding figure for white-dominated schools is 2 percent, Cole said.

Cole, in Japan for two weeks, was speaking earlier this week at Tokyo Women's Christian University.

The college president, the first black woman to preside over the 109-year-old, small college, described the history of black U.S. colleges.

There are about 100 such schools in the U.S., and among their most famous graduates are Martin Luther King, Jr., Jesse Jackson and opera singer Porgy and Bess.

These "black" universities also claim

among their graduates the majority of black U.S. professionals who are lawyers and doctors.

"The black middle class" is made up mostly of these professionals, Cole said.

Cole discussed the history of Spelman, which was founded in 1881 by two New England travelers who were shocked at the conditions of black education in the South.

Because an early contributor was John D. Rockefeller, the school's name was changed to his wife's maiden name.

Last year Spelman became the first historically black college for the magazine U.S. News and World Report to include in its list of top U.S. schools.

Cole said the supportive environment of a predominately black school encourages minority students to do better college work. "The protection is only partial, though. 'You can't escape racism and sexism in America,' Cole said.

Cole said she is interested in increasing the numbers of foreign students at Spelman and the number of Spelman students studying abroad. There are presently a few Japanese students at Spelman, but there are no Spelman students in Japan.

Intown Extra March 22, 1990

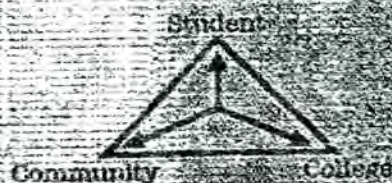
Coca-Cola Gives Spelman Grant

The Coca-Cola Foundation has awarded a \$1 million grant to Spelman College to be allocated over a five-year period beginning in August. The money will support scholarships for students, a mentor program for at-risk high school students from Atlanta City Schools and assistance for doctoral candidates who have completed all or their education except their dissertation.

Half of the grant will be applied to the college's endowment fund.

The Center for Public Policy & Service

"Our goal is to encourage students to become life long, active participants in the community"



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The Center for Public Policy & Service

1833 West Southern Ave
 Mesa, Arizona 85202
 (602) 461-7065

A Maricopa Community College

Social responsibility and community involvement have been the hallmark of the American system since the Jefferson papers were issued nearly 200 years ago.

As a society, we believe it is necessary and appropriate that citizens in our democracy play an active and informed role in the definition of issues, the determination of community direction and the implementation of solutions.

Whether the issue involves school board members and educators in educational reform, or farmers, urban planners and the elected officials debating water reform, the involvement of citizens and the ability of those citizens to develop solutions is critical to success.

The Center for Public Policy and Service seeks to encourage community participation, citizen advocacy and civic responsibility as central components of a community college education.

The overall philosophy of the Center is to integrate community service and learning into the classroom setting as the best approach to representing and enhancing the abstract concept of community action and positive advocacy development.

The purpose of the center is to provide students with educational opportunities in public service, volunteerism and commu-

nity advocacy through internships in government offices, civic organizations, neighborhood and citizen advocacy groups. The Center will serve as an information and coordination site to enhance existing volunteer efforts in professional and community settings and will serve to expand opportunities available to students to serve their communities in a variety of ways.

The Centers classroom offerings will focus on specific skill development and practical elements common to community advocacy efforts.

Working with Campus Compact Center for Community Colleges and other existing efforts, the Center will seek to expand student volunteer opportunities and develop special events to enhance the image of volunteerism as community service.

Educational experiences for students include:

- Credit classroom and service learning coursework
- Paid and unpaid internships
- Credit for volunteer service to the community
- Student discussion roundtables
- Speeches and forums for community interaction

"Any definition of a successful life must include service to others"

George Bush, 1991

"To encourage community participation, citizen advocacy and civic responsibility as central components of a community college education"

Recent studies show that people feel powerless and hostile because they don't know how to be effective in seeking solutions to their problems. Evidence of this can be seen in the apathy and distrust which is being shown toward society in general and the public sector and its representatives.

Those who lack the skills of proactive participation in government and are unable to influence decisions which effect their well being often turn to the reactive techniques of recall, initiative, referendum, protest, demonstration and even riot. All

of these reactive techniques represent a failure of the normal and prescribed methods to provide generally accepted public policy.

Every public policy maker is frustrated by the intransigent demands of those who wish public support for their particular interest. The balance of these interests to produce policy is the democratic process. Public awareness of this process and how they can effectively participate without resorting to reactive measures is

a major objective of the Center.

**The Center for
Public Policy
& Service**



A. Ray Oplin
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FAX COVER SHEET

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3/3/93

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March 3, 1993

Jina Sanone
White House Office on National Service
Room 145 OEOB
Washington, D.C. 20500

Dear Jina:

It was exciting to talk to a University of Utah alum working within the Office on National Service. What an exciting opportunity you have to be in a setting that's going to make such a difference in the lives of young people and in the future of our communities.

You suggested I describe:

1. What makes the Bennion Center unique
2. One outstanding program

Here's my brief version. I'll send additional materials by mail.

WHAT MAKES THE BENNION CENTER UNIQUE:

The Lowell Bennion Community Service Center at the University of Utah was created by private donors in 1987 to involve students in active, meaningful service to their communities and to equip them with the skills, the interests, the commitments, and the desire to become engaged in a lifetime of service.

We celebrated our fifth anniversary this year. During these five years we have grown from 545 volunteers in 1987-88 to just over 9,000 volunteers in 1991-92. We have doubled and tripled the number of students involved each year.

This growth stems from a fortunate juxtaposition of many factors including:

- *strong support from all parts of the university including the president, the faculty, students, the community
- *staff knowledgeable about the community and its needs
- *emphasis on student leadership in all programs
- *building connections with the academic side of the U
- *willing financial supporters in the community
- *a strong community value for service
- *a strong action orientation
- * the high level of respect for our namesake, Lowell Bennion

ONE PROGRAM THAT IS IMPORTANT:

The Bennion Center model of student community service is built on ongoing student-run projects to meet human and environmental needs. This year, the Center operates 54 student-run programs, each with a student director who commits 10 hours per week to plan, implement, and run the project. The Center provides

Lowell Bennion Community Service Center

101 University Union
Salt Lake City, Utah 84112
(801) 581-4811

training and support, plus a "Management on the Run (MOTR)" system. But each student leader is "in charge" of his or her project and recruits others to work with them to carry out the work. So, for example, Chris Rich directs the Lowell Elementary School Partnership Project and has placed approximately 40 volunteers in classrooms, the library, the resource room at Lowell. He is constantly alert to assure they have a good experience and that the teachers and children get the help they need. Other projects exist such as the Environmental Action Team, a Public Interest Advocacy Project, a Befriend the Elderly Project, a Utah Navajo Development Project, and more.

The Service-Learning Scholars Program:

In 1991, after watching the powerful learning made possible through service, the Bennion Center and the Associated Students of the University of Utah developed a proposal for a Service-Learning Scholars Program which would involve students in 400 hours of service, 15 hours of related service-learning classes, and a final integrative project which would combine the service and the classroom work to benefit the community. This program was approved by the U of U Academic Senate and the Board of Trustees in January 1992.

Currently, a pilot group of 20 students are working to achieve the Service-Learning Scholars rank and to help discover the best way to implement this program.

To achieve the goals of the program, the Bennion Center is encouraging the creation of service-learning classes by:

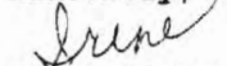
- *offering Public-Service Professorships to faculty members for released time to create such classes
- *carrying out a research project with four faculty members over a three-year period to test the outcomes of four service-learning classes in pharmacy, engineering, special education, and communication

Service-learning classes will be identified within the class schedule as they are judged to meet the criteria for such classes by the Bennion Center's Faculty Advisory Committee.

There is so much more to say. But I'll stop here, and send additional detail by mail.

Good luck with your important work, Jina.

Sincerely,



Irene Fisher
Director

Higher Ed Programs:

There are many campus-based service programs in this state – a well developed network of campus programs. Good state to visit for campus-based community service programs.

- Pennsylvania Campus Compact
Pennsylvania Association of Colleges and Universities
Harrisburg, PA

Pennsylvania Campus Compact provides several state-wide trainings for students, faculty, staff and community members who are interested in community service. They also serve to coordinate information sharing among the many colleges and universities with service programs. The success of higher education service programs in the state of Pennsylvania can be attributed in part to the efforts of this state Compact. Forty institutions are members of Campus Compact.

- St. Joseph's University
Philadelphia, PA
St. Joseph's is integrating service work into required freshman philosophy courses. They are developing service-learning curricula for other disciplines and departments.

- Temple University
School of Social Administration
In partnership with the Philadelphia School District, Temple University is implementing a community service program for 60 ninth graders while training potential teachers and social workers in service-learning methods.

- Indiana University of Pennsylvania
Indiana, PA
Indiana University of Pennsylvania runs an innovative tutoring and mentoring program for rural students. The program aims to improve the educational performance of the tutees, to heighten teacher awareness on the needs of rural students, and to prepare teachers for careers of active social change as educators.

Many other excellent programs received subgrants from Commission funds. Several student literacy corps programs flourish in Pennsylvania after receiving start-up grants through PennServe.

- University of Pennsylvania
One of the most comprehensive higher education-community partnerships exists in the West Philadelphia neighborhood with the University of Pennsylvania. The University of Pennsylvania has made a substantial commitment to the West

Philadelphia community through this partnership. Faculty, graduate students and undergraduates are involved in community-based health education efforts, educational enrichment activities, and comprehensive family services.

Examples of other programs:

Cannon University (multicultural understanding programs, mentoring and reading programs)

Edinboro University of Pennsylvania (literacy and GED tutoring)

Bloomsburg University (summer residential program and mentoring programs for at-risk youth)

Full-time Service Programs:

1. Pennsylvania Service Corps: With a national service demonstration grant by the Commission, the Pennsylvania Service Corps will place over 100 full-time national service participants in service in Philadelphia and Pittsburgh as service-learning coordinators in schools, on college campuses, as special crew leaders in youth corps and in community based organizations in both communities. The program will be fully implemented by June of 1993 and will, in subsequent years, operate statewide. Contact: Amy Hart (717) 233-8577.

2. Pennsylvania Conservation Corps: The corps engages in conservation and natural resource management, renovation and maintenance of public recreational facilities. Contact: Don Mathis 717/783-6385

3. Philadelphia Youth Service Corps: Work projects include conservation, housing renovation and human service activities. Contact: Tony Fairbanks 215-238-5200

engages the elementary school students in community problem-solving as a means of increasing their self-esteem and awareness of community problems.

- Campus Consortia for Community Service

Massachusetts Dept. of Education

This is a consortia of several university programs including special efforts to engage institutions of higher education in establishing K-12 service-learning programs.

Examples of other programs:

Phillips Brooks House at Harvard University

Phillips Brooks House (PBH) is one of the oldest student-run service programs in the country. PBH houses a variety of student community service projects including residential education programs in public housing developments.

Boston University (pediatric AIDS programs)

Amherst College (Cambodian tutoring project)

Wheaton College (community service facilitators' internship program)

two city and two suburban high schools and will encourage interaction among the students at those schools.

Higher Ed Programs:

- Illinois Campuses CARE/Illinois Campus Compact/Illinois Post-Secondary HIV Prevention Consortium

This project will support a number of community service efforts including the establishment of a state Campus Compact, mentoring and tutoring programs for at-risk youth, and HIV/AIDS prevention activities.

- Native American Educational Services (NAES)

NAES College

Chicago, IL

This program is establishing student service programs on four campuses to address needs in the Native American community including high school retention, parental rights education, grounds and housing renovation, and natural resource management.

- Illinois Campus Compact

Illinois State University

Normal, IL

This newly formed Compact is furthering the state coordinating efforts in Illinois.

Examples of other programs:

University of Illinois at Urbana-Champaign (daycare and afterschool volunteer program, intergenerational volunteer activities, Adopt-A-Grandparent program)

The University of Illinois at Urbana-Champaign worked with the Lieutenant Governor's Office to develop the state comprehensive plan for community service. The university has also hosted state-wide student conferences on community service and will serve as the host site for Campus Outreach Opportunity League's (COOL) 1993 Annual Student Service Conference.

Northwestern University (ESL program that engages student volunteers)

Full-time Service Programs:

Public Allies (Chicago): The Washington-based Public Allies program will be starting a Chicago chapter in the fall of this year. Public Allies seeks to attract a diverse group of young people to public service and public service careers by providing one-year service experiences in community-based organizations. The Allies receive coordinated training and support and undertake a group "signature service project" to address the unique needs of the community in which they serve. Contact: Tim Webb (312) 435-1153.

Community Service while Enrolled in College

In the past eight years an enormous number of community service programs have been established on university campuses that involve hundreds of thousands of college students in significant part-time service (often full time during summers with some financial support from the colleges) while they are students. These programs have grown up on all kinds of campuses - community colleges, private universities, large public universities, and small liberal arts colleges. There are multiple programs on each campus. The programs described at each school are only one program that exists at that campus. All of them require a significant commitment of time from students as opposed to one time efforts like blood drives or Thanksgiving food baskets. Many of the programs focus on the needs of younger children. Students are often supported with college work study funds and/ or funds raised from local and private sources.

Two organizations were established in 1985 and have provided the leadership for higher education in driving the community service movement - Campus Compact (a coalition of 325 college and university presidents) and Campus Outreach Opportunities League (especially works with students on campuses across the country). Contacts: Campus Compact, Nancy Rhodes, Acting Director, 401-863-1119; COOL, Kristen Parrish, Director, 612-624-3018.

Brown University, Providence, RI: excellent programs with Brown students working with children and adults in schools and community based literacy programs, strong emphasis on English as a Second Language because of the large immigrant/refugee population. Contact: Peter Hocking, Associate Director, Swearer Center for Public Service, 401-863-2338.

Brevard Community College, Cocoa Beach, FL: Programs include a project at a state-sponsored home for homeless girls. Brevard students serve as tutors and mentors, approximately 12 hours/week. Contact: Roger Henry, 407-632-1111

Western Washington University, Bellingham, WA: excellent program (SMART) that involve college students mentoring academically at-risk 14 and 15 year olds; the program has been replicated at a number of sites in Washington. Contact: Mr. Terry Pickeral, 206-650-6515

Spelman College, Atlanta, GA Student volunteers work with pregnant and parenting adolescents through community agencies; students lead workshops on the prevention of pregnancy, act as mentors for adolescents and provide infant stimulation for the children of adolescents. Contact: Tamara Nash Ammons, 404-223-1464

Post College Programs

At this point there are relatively few post-college one year service programs. Many college graduates interested in public service pursue opportunities with VISTA, Peace Corps, Teach for America, or fellowship programs that would support them for a year in public service work. The fellowship programs are usually small, and often restricted to graduates of the colleges/universities that organize the program, eg Gardner Fellowships are limited to graduates of Stanford and UC/Berkeley.

Federal programs such as Teacher Corps and Public Service Health Corps enroll only a very small number of students.

Teach for America: A national teacher corps of recent college graduates. Since 1989, 1800 individuals have been recruited on 150 college campuses and placed in 12 communities across the country. Participants are trained intensively during the summer before they begin their teaching responsibilities. Participants receive the minimum salary for first year teachers in their schools; they receive no post-service benefit. Contact: Wendy Kopp, 212-789-9302

*Although TFA is not exactly the program that the President would design because of the level of salary and lack of post-service benefits, he consistently refers to recent graduates in the national service program working in schools.

VISTA: 3263 current year volunteers of whom 881 (27%) are recent college graduates. Contact: Diana London, Acting Director, 202-606-4824

Peace Corps: 6100 current year volunteers of whom 2806 (46%) are recent college graduates. Contact: Mr. Chris Davis, 202-606-3010

Youth Corps: e.g., City Year in Boston and City Volunteer Corps often hire recent college graduates as team leaders in their programs. Occasionally, college graduates work side-by-side with high school drop outs and high school graduates as members of service teams. City Year contact: Mike Brown or Alan Khazei, 617-451-0699

fellowship programs: Echoing Green Fellows (a program funded by the Echoing Green Foundation that provides one year post graduation fellowships to approximately 20 young people a year to pursue public service positions), Gardner Fellows (a program operated by Stanford University for Stanford and Berkeley graduates - one year post graduation fellowships in public service), Huntington Fellows (a small program set up as a memorial to Samuel Huntington, a late Boston businessman, to provide post graduation fellowships for students to pursue public service work) various contacts

An option for pursuing your story might be to discuss cities and I could put together information on service corps and colleges in a particular area. Best sites for a variety of programs would be Philadelphia, Seattle, Boston, New York, East Lansing, Los Angeles, San Francisco.

Please call with any questions or for more information. We are delighted you are doing the story.

23 February 1993

TO: Barbara Reiser, MacNeil/Lehrer News Hour
FROM: Susan Stroud/Diana Aldridge, Office of National Service
RE: national service program possibilities

I have organized information about programs for you in three categories:

- 1) youth corps,
- 2) programs that involve college students while they are in college, and
- 3) programs in which students serve for at least a year following college.

All of these categories of service are most evoked by the president and are likely to be included in the national service legislation that we are developing for the President and expect to send to Congress within the next two months.

Additionally the president has and will emphasize service that includes teachers aides, public safety outreach, and health care assistants within these three categories.

Youth Corps

Present day youth corps stem from the older CCC idea. In the 1970s, the youth corps idea was revived in California and has now spread to 27 states with approximately 75 corps enrolling 25,000 young people. Most of the early corps focused their efforts on conservation work; increasingly corps are being formed for inner-city service.

Corps differ in many ways, but they also share some common elements. Young people are engaged full-time, either for a summer or a year, in providing service to their communities. In return, they receive living allowances and may earn scholarships. Stipends range from \$100-200 a week and post-service scholarships range from \$1,000-5,000 per year of service. Corps members are organized into teams and are supervised by a crew leader. Some programs are residential.

Washington Service Corps: WSC has placed 3,000 young adults in statewide service projects that have generated over 2.6 million hours of service. Thirteen teams work on a variety of issues ranging from providing health care service to rural residents and migrant farm workers, offering intensive education and tutoring to students with learning difficulties, providing resettlement assistance to Amerasian refugees and rehabilitating homes for low income senior citizens. Contact: Bill Basl, Washington Service Corps, 208-438-4003.

New York City Volunteer Corps: NYCVC involves 640 corpsmembers each year. Teams work on a variety of projects, including physical projects like cleaning up parks, environmental protection activities, and human service programs working with children, the elderly, homeless people. Participants receive post service \$5000 tuition vouchers or a \$2500 cash payment. Contact: Toni Schmiegelow, 212-475-6444

Philadelphia Youth Service Corps: 400 youth serve each year in projects ranging from conservation and natural resource management work, disaster relief and clean up, housing renovation and human service projects. Post service benefits of a tuition voucher vary in size. Contact: John Briscoe, PennServe, 717-783-6385