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Campus
Outreach
Opportunity
League



April 21, 1993

Dear *Into the Streets* Participants:

I hope your spring semester or quarter is going well. At the national office we are busily preparing for the fall and developing the information we gathered from the 1993 *Into the Streets* Evaluation Summit and turning it into a plan of action. For those of you who were unable to attend, we want to give you the opportunity to absorb this valuable information.

Please read over the enclosed reports from the Planning Groups and let us know if you have any comments about the recommendations made in those groups. We are constantly looking for feedback as to how we can make *Into the Streets* better serve students in developing comprehensive, year-round community service programs on their campuses. We have also enclosed a summary of what the Summit participants saw as the priorities for *Into the Streets* in the coming year.

Also, we would like to update you on two things. Those campuses that were participating *Into the Streets* schools in 1992-93 will soon receive a letter detailing the re-registration procedure mentioned in the Summit report. The letter will list the reasons why the national office and other schools feel it is important to re-register as an official *Into the Streets* school.

Second, the collaborating organizations are in the process of putting together a comprehensive directory of the services, national, regional, state, and local contacts, training assistance, and other valuable information which they have available for participating schools. The directory will be available to all schools sometime in mid or late summer for a small fee to cover printing costs.

Please call us with any questions or comments you might have with the above or enclosed information or if you just want to talk with us about your *Into the Streets* program. Thank you again for your hard work, y'all are great!

Peace,

Beverly R. Roberts
Into the Streets Director

Dawn M. Hutchison
Into the Streets Regional Coordinator



Collaborating Organizations Report Into the Streets Evaluation Summit 1993 Compiled by Craig Peterson

The Following is a summary of action items from the collaborating organizations planning group at the ITS Evaluation Summit, March 24-25, 1993, at the University of Illinois-Champaign/Urbana.

Collaborating organizations desire accountability from COOL. When ITS invitations are extended to collaborating organizations, a complete list of expectations from COOL will be included. Examples include the following:

- Updated list of participating ITS campuses with inclusion of local ITS sites (preferably one in the spring and another in the fall) so that collaborating organizations can assist with coalition building and project design
- Updated list of potential ITS campus (fall and Spring)
- In January--complete list of all participating campuses and sites for follow-up purposes
- Directory of collaborating organizations (yellow pages type format)
- Timeline of deadlines throughout year, including but not limited to ITS brochure print date, COOL conference and summit proposal submission dates, ITS manual print date, media plan and other crucial dates.
- Regular column on collaborating organizations in COOL newsletter to promote additional networking
- Regularly scheduled meetings for collaborating organizations at all COOL meetings, preferably early in the agenda with a 2-3 hour time span

A directory of collaborating organizations will be printed. The following subject areas should be included in the directory of collaborating organizations.

- Addresses and contacts of national offices
- Regional, state, local contacts
- Potential ITS project descriptions which collaborating organizations could support and according to ITS issue areas (both ongoing and one-time)
- Educational publications and resources (both free and for purchase).
- Newsletters (dates, publications deadlines, submission of articles)
- Speakers list (other than training)
- Training assistance
- Calendar of events and meetings/conferences
- Other services

Information for directory should be submitted in "bullet" format. Directories will be provided to all collaborating organizations and ITS participating campuses at no charge. Additional copies will be available for a small fee. All collaborating organizations will be asked to make a voluntary contribution to pay for printing. The National Interfraternity Conference pledges \$1000 for the project plus staff time to format the publication. Estimated delivery date of publication is June 1, 1993.

How will collaborating organizations re-commit to ITS?

Each collaborating organization will submit in writing to COOL the type of financial and in-kind support it will provide ITS. COOL staff will negotiate individually with each collaborating organization, and in turn will hold the collaborating organization accountable. In-kind support may include the following:

- Technical assistance to ITS participating campuses
- Promotion of ITS through mailings to constituent base
- Inclusion of ITS in organizational newsletters
- Submission of information on organization to COOL newsletter
- Assistance with training at COOL meetings
- Answering of correspondence from COOL and respective collaborating organizations
- Submission of information for directory of collaborating organizations

dmh
4/20/93

**Hub Planning Group Report
Into the Streets Evaluation Summit 1993
Compiled by David O'Brien and Carol Bower**

What did we do?

Our discussion examined individual Hub campus programs and the entire Hub system. We analyzed the successes and shortcomings of Hubs on a campus-by-campus basis as well as systematically. We also explored how the national office can work to strengthen the Hub campus system for future. Much of the discussion focused on defining the role and responsibilities of Hubs and how they were to be supported by the national office.

Results

Role Clarification: The most prominent concern was the need for a set job description and clarification of a Hub campus. They need to know exactly what is expected of them, what they are accountable for and policies they need to follow.

Training: Training for Hub Campuses is a must. This could happen at the Summit, through Road Scholars, or Site Visits from staff. This training would include a clear definition of the Hub role with schools in the state and with the COOL National Office, the creation and/or reviewing of a Hub Manual, workshops on all of COOL's programs and other essential resources, and the transfer of compiled resource books and training and consulting techniques.

Resources: To act effectively as Hubs, the schools need some sort of a resource library for reference. Each Hub campus should receive copies of all of the COOL Press Publications, an Into the Streets Manual, brochures, etc. Along with these, COOL should compile a resource book of collaborating organizations, foundations, primary contacts for service learning, media, etc., to be distributed to Hubs to help them field questions and develop stronger programs through the networking of ideas. It was expressed they don't so much need a "how-to" book as much as a "Where to find it" book. Fundraising how-to's, however, are a must.

Directory: As a supplemental resource, the Hub campuses would benefit from directories. The first directory would be a listing of COOL staff, their roles, and responsibilities. This would help greatly in the directing of questions to the National Office. A second Directory would be one of the volunteer centers on college campuses. It would explain set-up, staff, programs, funding, outcomings, future aspirations, etc.

Newsletter: The newsletter would keep the resources updated on what is happening in their states and upcoming conferences and initiatives, as well as pass along information from COOL and other collaborating organizations. It would house a Hub Idea Sharing section, for Hubs to share ideas, as well as a section from the National Office which would keep Hubs updated on the past and current works in progress, budget, media campaigns, future aspirations, and how the Hubs would take role. Perhaps an column in Campus Outreach: Hub-Bub.

Documentation: Some sort of formal documentation for Hubs should be established and them combined into a resource notebook of Hubs and their activities and distributed among them.

Data-Base: Each Hub campus should receive a phone book of the COOL Data-Base contacts in their state and surrounding regions; especially of the Into the Streets schools in their surrounding area.

COOL's Role: There needs to be clearly defined roles between COOL's responsibilities and Hub Responsibilities. There also needs to be a set definition of what COOL can and will provide for the Hub campuses; resources, money, phone and mail support, site visits, discounts through affiliated companies, (car rentals, telephone) etc. The Hubs need a set contact at the National Office. It was suggested that the fewer hierarchy levels, the better. It's confusing and frustrating for campuses to be contacted for information by both their state Hub and the National Office. It was suggested that Regional Contacts for the National office should be located somewhere in that region.

Policies: There needs to be set policies and procedures for several situations, i.e. becoming an Into the Streets school, formal grievance policy, accountability, transition, evaluation, communication system, etc.

Transition: Formal procedures and trainings should be established for the transition of Hub coordinators as well as Regional Contacts at COOL.

Evaluation: Comprehensive evaluation needs to take place either yearly, semesterly, or seasonally at every Hub campus as well as the COOL National Office to evaluate Communication systems, documentation, outreach efforts, support efforts, and needs assessment.

Other voiced concerns:

- Schools need more resources to show that Into the Streets is a national initiative; (i.e. a National Media Campaign, Posters, materials, support on a national level,) so that individual school participation is more linked and "legitimate."
- Internet e-mail systems were suggested.
- There was a suggestion for a starter kit of materials for schools wanting to get involved with COOL; a list of contacts, materials, information.
- There was a concern for Tracking Volunteers on campuses after they were placed in an organization. A great need for a system was expressed.
- Would the Hubs be the ones to distribute information to schools from the national office?
- Derek from CT and Christi from Butler, IN expressed great interests in becoming Hubs for their states.
- Will there be some sort of \$ and compensation to Hubs for mailing, printing, stipend, etc.

We want to keep in mind that Hubs are part of the decentralized network of COOL. They represent COOL through youth leadership all across the nation. COOL will do it's best to support the network in the vision of maintaining and fostering powerful student action towards strengthening our nation through community service.

MEDIA PLANNING GROUP DISCUSSION
'93 ITS Evaluation Summit

Facilitator: Long Doan - COOL Staff (Media Coord.)

Participants: See enclosed listing

Discussion: I did not have a set agenda since I wanted to know what the participants wanted to get out of this discussion group. For the first half an hour, we spoke about recruitment. As a facilitator, I recognized this and brought it to the group's attention. We discussed it and agreed that media and recruitment are closely related, and that media is sometimes used as a tool in recruiting. We also agreed that the purpose of the evaluation summit is for all participants to share their experiences and learn from others. As a result, most, if not all, of the participants got plenty of opportunities to share their experiences and ask others questions concerning recruitment, hubs, collaborating organizations, technical assistants, non-college, and of course, media.

After a while, we agreed to focus on media. Everyone was encouraged to share his/her media campaigning experiences for the year. Due to fact that everyone has much to say, the only ground rule we had was that everyone has to raise their hand if they were moved to speak, and as the facilitator, I would keep track of whose turn it was in the order that I have recorded. We then came up with a concrete plan of action, not necessary steps, but rather a list of things to do for campus, local, and national media. It was the product of what we had discussed all morning.

Everyone thought Into The Streets was a great initiative in introducing students to community service. But, as a facilitator, I felt that most of the participants perceived it to be just that, a one day event to introduce students to community service. Where much of the effort and energy was put on getting ready for kick-off day/week, there were not much talk of how to sustain the program since it was intended to be a year long commitment.

After the lunch and photo session, as I have tentatively planned out on my agenda, I asked everyone what I and COOL, as an organization, can do for them in term of media assistance. A list of requests was compiled, which included the following as some examples: (1) A list of national

media contacts, (2) A list of collaborating organizations, their roles as well as expectations, (3) Technical assistance in future media campaigns, (4) Camera-ready arts and logos, and (5) A video promoting ITS, from documented events by past participants. From my personal judgment, I did not see any problem in putting together this packet and sending it to everyone in the discussion group. The only cost I foresaw COOL incurring was the cost of the videotape, which was not much, but everyone assured me that they can reimburse COOL for that. I now learned that I may run into some technical difficulties when I put together the camera-ready arts and logos, in term of copyrights from the designer. But Beverly Roberts, who is the ITS director, and I will look into this legal matter.

The next step was to decide our presentation to the entire group. Clinton H. Umphrey, a student from the University of Cincinnati, and Amy Newman, a student from Q.V.C.T.C (a community college in Connecticut) volunteered to represent the media discussion group. We all discussed and assisted Clinton and Amy on their presentation.

Last but not least, was the reflection. The group members felt that this discussion group was extremely helpful, and that they got exactly what they came for and more, some of us even got together and went out later that night. It was also brought to my attentions as an Into The Streets staff, that although this was a great experience, almost everyone wished that they could have participated in more than just one discussion group; since most participants came alone, groups of twos, or even threes, it was physically impossible for them to participate in the other discussions groups.

Over all, I felt that the session was a success. I also agreed that we should have had the opportunity to participate in more than just one discussion group, but I understand that the time factor would not allow this. I would like to suggest on the behalf of my group members that future ITS summit be held longer than just one day, and that discussion groups be shortened to half-day sessions, instead of the full day that we had this year.

I thoroughly and sincerely enjoyed the experience, as a facilitator and a participants. I intend to, and have already started doing so, keep contacts with everyone in my discussion group. I am confident that my group members will go back to their respective campuses and have quality ITS programs, or at least quality media campaigns, in years to come.

**Technical Assistance/
Evaluation/Certification/Recruitment
Planning Group Report**
Compiled by Cathie Fisher

Overview: Recruitment was originally to serve as a separate group from Technical Assistance/Evaluation/Certification. However, due to unforeseen circumstances, both groups acted as one. This worked well as the contributors saw first-hand how each aspect of Into the Streets relies on the other. The downside was a lack of opportunity to examine deep issues such as discussing evaluation methods and improving returns and how to recruit underrepresented institutions. Overall, it was a great working group filled with many experienced and committed people with innovative ideas.

Recommendations: It was concluded that the success of recruitment begins with a solid program. The following recommendations are not divided into specific categories, since many of the recommendations overlap the categories.

- More personal contact from ITS staff. Appoint regional coordinators and make them more visible, "solutions directors."
- Begin national recruitment in January to help integrate Into the Streets into yearly campus tradition and transition.
- Develop more efficient dissemination of information system. Information arrives to campus too late.
 1. Pre-packet: How to start and important aspects of the program.
 2. Additional packet: list of participating schools including background information so campuses can collaborate or share ideas.
 3. Enlist Hubs to share more responsibility with National office to disseminate and collect information and aid in recruitment.
- Provide campuses with informational video for recruitment (national and local):
 1. Send mailings to film schools to recruit video work.
 2. Each campus send own ITS video scrapbook and/or slides.
- Further utilize the role of Collaborating Organizations:
 1. Provide CO's with list of participating institutions before ITS kick-off.
 2. Re-evaluate role of CO's considering they are involved in lots of programs.
 3. Recognition program for involved CO's: Award with some type of award and thank you for help and commitment.
- Marketing: Develop an "idea manual": In a concise and easy to use packet, provide information gathered from campuses on successful recruitment and marketing techniques. T-shirts and Posters need to be more eye-catching and user friendly, provide campuses with black-and-white copies of the poster for duplication. In the brochure justify WHY campus should participate.

- Application process: Maintain current process, but focus more on coalition.
- When getting campus started...Train one person in coalition (preferably a student) in coalition building, community/campus assessment, five critical elements, etc., so that this person has a good grip on ITS and can train others. Focus on quality not quantity. Look for a two year goal for getting program going on campus.
- Re-application: Re-application goes to COOL in November with the evaluation. \$30 re-application fee if the campus returns evaluation, \$45 if no evaluation. Re-application goes in back of manual.
- Manual: Include brief one-page directory of Collaborating Organizations by name, contact person and phone number.
- Evaluation: Include question about if/which CO's campus worked with.
- National Recognition: Certificates to campuses, letter to president of institution about campus effort.
- What ITS/COOL staff can do for underrepresented institutions:
 1. Connect with Greek organizations on campus
 2. Get Road Scholars to underrepresented institutions
 3. Get contacts of students on campus by getting lists of all students orgs on campuses.
 4. Contact religious organizations on campus
 5. Start recruitment in spring and follow-up in fall

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4/93

Non College Partners Report Major Conclusions

This track had significant progress and success at re-defining the role of the track. We had much positive debate regarding the role that the track would play as well as the other key players in this area. Some of our major conclusions are detailed below.

Name Change: After some debate it was agreed that the track should no longer only refer to youth, but should be more encompassing and welcoming. We determined non college partners as the best name for the track and the goals that it has.

Movement away from pilot sites: After one successful year we have made the decision to move away from the pilot sites and begin to expand and recognize the work that many campuses have done to work with non college partners. We hope to include many more colleges in our recognition, since many campuses have relationships with non college partners, but may not have been recognized this past year for this work.

Commitment: One primary goal of the track needs to be toward developing empowering strategies where strong and lasting relationships are developed among and between partners. The importance of this lies in the development of communication and coalition between partners, not only in name but more importantly in action. Also, stronger ties must be made to hubs and the national office. The national office can act to communicate information to hubs about the track. The hubs can act to help link up local partners together with campus coalitions.

Coalition building: It was determined that outside partners who approach COOL should be provided with the name of a local participant college or university. It will then be up to the hub and local campus to work with interested partners to develop links. We do not want agencies or organizations working on Into the Streets without the partnership with a campus, since that is the main over-riding goal of ITS.

Materials and PR: The hubs need to be made aware of the resources available to any campus interested in what the non college partners are about. More materials need to be developed, including more on campus success stories.

Evaluation: It was determined that we need a stronger and more effective evaluation component which should be included in the overall ITS evaluation. This will be worked on this fall by the track participants.

Overall the goal of the track will be that of a steering body for this portion of ITS. Members will meet by call monthly to discuss the track progress and issues vital to this area.

Respectfully Submitted,

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What are the three most important steps that the Into the Streets program should take in the next three years?

** The Numbers that appear at the end of some comments indicate the number of participants that expressed this thought. If the number appears in the middle of the text, the text after the number is the supplementary comment of one respondent. This additional input differentiated their response from the others.*

Continue to support hubs and move cities/areas/regions toward collaboration/ state-wide networks with ITS as a tool...Work through hubs...networking. (6)

Strengthen Hubs...develop statewide networks...keep in contact with hubs...let hubs know what resources are available. (4)

Try to help start Hubs in states that don't already have them. (2)

Develop communication among all levels of ITS... among hubs, COOL, collaborating orgs., between schools... (8)

Focus on local coalition building...including community people and non-college youth. (6)

Strengthen non-college partnership aspect of the program. (2)

Continue *Quality* programming...retention... ITS as means to end of sustained service...evaluate quality more closely. (7)

Address recruitment... (9) ... keeping in mind that retention is the key to a successful program.

Work on fundraising...secure funding. (6) ...Secure corporate sponsorship--not government, not foundations, must be secured!

Strengthen information and PR ties for ITS...National office point person for media. (8)...Campaign must be developed with a national spokesperson. Develop a personal relationship with national media outlets. (Are CNN, TIME, NEWSWEEK, etc. on the ITS mailing list?)

Diversify array of participating campuses. Strengthen commitment to diversity. (3)

Community service experts or people with a great deal of experience in developing programs should be on the staff. The staff should include people from all different size colleges and campus environments...secure staff for the program at the national and hub levels (2)

Improve communication with collaborating organizations...Develop Collaborating organizations directory. (2)

Maintain commitment to assessing community needs, not just participants' (college students) needs and ideas. (2)

Significantly improve training (entire pre-program ITS activities) and reflection components to foster long-term problem solving skills.

Help individual campuses evaluate and improve their program.

Work on better communication within the organization so that campus organizations can have the information that benefits their situation.

Evaluate and name the specific agency and service ITS participants do in each campus to be able to see the impact on community and to share types of organizations that can use services.

Develop a database of information that can be drawn.

Train students and campuses to be leaders of their community services program (give the campus the know-how of running ITS on their campus).

Keep an eye on how \$ is spent. Would hate to see giant, lots of \$ spending organization.

Create resources to turn to for new campuses as well as ones that just have questions.

Define roles and responsibilities of each position in the program (e.g.. What is the coalition?)

Decide whether or not to try to keep COOL ownership of ITS (as opposed to state ownership/campus ownership of programs).

Reduce registration fee. Explain where that fee goes.

Keep in mind that ITS is just one program, we are constantly planning other programs and can't make ITS a main focus.

Focus on broadening community service, not just ITS.

Allow campuses flexibility/autonomy (2)

Increase emphasis on working with freshmen (1st year students) and getting involved in orientation programs.

Accountability amongst ALL participants.

Expand and reflect on efforts.

Help individual campuses evaluate and improve their program.

Clarify ITS mission(s)

Organize and solidify ITS existing members.

Look into expansion.

Into the Streets Challenge Statement

We live in a world fragmented by social injustice. Our societal problems are serious and complex, but social justice begins with a single decision — to take action.

We challenge ourselves to decide — go. Into the Streets, not just for a day, but for a lifetime.

We must define and continually renew ourselves as thoughtful, informed and compassionate human beings.

We believe that the solution to our problems can be found in the strengths, talents and experiences of each individual.

We must strive to create communities that listen to and value all voices. Our diversity is our greatest strength.

Believing each individual has something to contribute to unifying the world in which we must live,

I will...

I will...

PARTICIPATING SCHOOLS FOR INTO THE STREETS 1992-1993

University of Alabama - Arkansas Technical University - University of Arkansas-Pine Bluff - Arizona State University - Arizona Western College - Chandler Gilbert Community College - GateWay Community College - Mesa Community College - California Polytechnic University - California State University-Sacramento - Foothill Community College - Humboldt State University - Marymount College - Occidental College - Whittier College - Community College of Denver - Metropolitan State College of Denver - Regis University - University of Colorado-Boulder - University of Colorado-Denver - University of Denver - Eastern Connecticut State University - Quinebaug Valley Community College - Trinity College - American University - George Washington University - Stetson University - University of Central Florida - University of West Florida - Florida A & M University - Warner Southern College - University of Hawaii - Boise State University - Idaho State University - University of Idaho - Illinois State University - University of Illinois - Saint Mary's College - Butler University - Franklin College - Indiana University Northwest - Purdue University-Lafayette - Wichita State University - University of Kansas - Centre College - Berea College - Tulane University - Quinsigamond Community College - Tufts University - University of Maryland-Baltimore - Goucher College - Bates College - Alma College - Aquinas College - Albion College - Kellogg Community College - University of Michigan - Grand Valley State University - Adrian College - Wayne State University - Bay de Noc Community College - Siena Heights College - Eastern Michigan University - Central Michigan University - Kalamazoo College - Northern Michigan University - Oakland Community College - Adrian College - Michigan State University - Western Michigan University - Albion College - Fond du Lac Community College - Crown College - Southwest Missouri State University - Drury College - Carroll College - University of Montana - Warren Wilson College - Greensboro College - High Point University - Barton College - Davidson College - New Hampshire College - Rutgers University-Newark - Cornell University - Houghton College - Fordham University - The College of Wooster - Kent State University - University of Cincinnati - Ashland University - Bowling Green University - Oklahoma State University - Reed College - Southern Oregon State College - Kutztown University - Bloomsburg University - Penn State - Bucknell University - University of Pennsylvania - Wilkes University - Dickson College - Philadelphia College of Textiles and Science - Clarion University - Indiana University of Pennsylvania - Immaculata College - Allegheny College - University of South Carolina-Columbia - Presbyterian College - University of South Carolina-Aiken - Converse College - Maryville College - Vanderbilt University - Southern Methodist University - University of Houston - Texas Tech University - Incarnate Word College - University of Texas-Austin - University of Utah - Salt Lake Community College - Ferrum College - Mary Washington College - Old Dominion University - Johnson State College - Middlebury College - Trinity College of Vermont - University of Vermont - Glouchester House - Marian College - Marquette University - Cardinal Stritch College

**INTO THE STREETS
FINAL EVALUATION REPORT**

February 1993

Submitted By:

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Project Director**

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FERA

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PREFACE

Into the Streets (ITS) is a program designed to introduce more students to thoughtful community service and to provide a learning experience that will challenge them to volunteer on a regular basis. ITS is funded by the W.K. Kellogg Foundation and administered by COOL (Campus Outreach Opportunity League).

ITS was designed to recruit volunteers to serve in their communities for one day during the first week of November. Campuses can conduct their programs any time in the fall, but the national media coverage focuses on the first week in November. The aim of ITS is to establish student ownership so that at the end of three years (1993), ITS is a self-sustaining program on college campuses.

FERA (Formative Evaluation Research Associates, Inc.) was commissioned by COOL to conduct the evaluation of the ITS program.

INTRODUCTION

The purposes of this evaluation report are: 1) to document and explain the impact of the Into the Streets program on its volunteer participants and the colleges/universities involved in the project and 2) to reveal the program's strengths as well as the areas that could be improved.

The evaluation design relied on campuses to collect and summarize the participants' evaluation forms on the Participant Evaluation Data Summary Form and to complete the Overall Campus Coordinator Form. Both forms were to be sent directly to FERA, who would then create an overall summary and highlight the findings. Since the return of forms to FERA was so low last year (10), the process was streamlined. The participant evaluation form was shortened to three pages and the hubs/super-hubs were no longer involved in summarizing the data.

Both COOL and FERA made an extra effort to increase the number of evaluation forms sent to FERA. The importance of turning in the evaluation forms was stressed at all conferences, and workshops on evaluation were offered throughout the year. COOL offered incentives to colleges and frequently reminded them by mail and telephone calls, both before and after the event, to send their completed evaluations to FERA. FERA placed reminders in the ITS newspaper, sent reminder postcards both before and after the event, and sent notices to colleges that had sent incomplete information. Both COOL and FERA made themselves readily available to any college which was having trouble with completing the evaluation forms.

The number of evaluation returns this year was a considerable improvement over last year. Fifty colleges, out of approximately 115, sent evaluation forms to FERA. Of the 50, 28 colleges had correctly completed the two evaluation forms. The other 22 colleges had incomplete information on either one or both forms and/or sent only one form. Some colleges changed the questions or developed their own forms. These changes were probably helpful for their colleges but made it impossible to include them in the national evaluation. There was enough information, however, from each of the fifty colleges to include a sampling of their responses to the qualitative questions. For this report, only the responses of the 28 colleges which completed both forms correctly are included in the quantitative findings; a representative sample of the responses of the 50 colleges are included in the qualitative findings.

The 28 colleges (approximately 25% of the total number of colleges involved in the ITS program) and the representative sampling from the 50 colleges do not provide adequate data to conduct a systematic and comprehensive national evaluation of ITS with findings that could be generalized. There is enough data, however, to suggest trends and provide adequate indicators of the program's impact, its strengths, and its need for improvement.

This report is divided into four sections. The first provides statistical information on the 28 colleges that correctly completed both forms, on the student volunteers, and on volunteerism on the campuses. The second

describes the impact of the program on the participants from those colleges and their views on the program's strengths and needs. The third focuses on the 28 overall campus coordinator's views on the implementation of the ITS program. It also provides a representative sampling of the 50 overall campus coordinators' views on the strengths and needs of ITS. The fourth section is a summary of what can be learned from this evaluation.

VITAL STATISTICS--28 COLLEGES

This section provides demographic information about the colleges and students. It also includes information about the number of agencies involved and the number of students who volunteered.

Colleges

The 28 colleges were from the following states: Pennsylvania (2), New York, Maryland, Maine, Ohio (3), Wisconsin, Michigan (2), Tennessee, Virginia, Florida, Kentucky, South Carolina (3), Utah (2), Idaho, California (2), Missouri, Arizona, Texas, Colorado, and Arkansas.

Of the 28 colleges, 16 were private schools and 14 were public schools. Twenty-five were four year colleges and five were two year colleges. (It should be noted that two schools said that they were both private and public schools as well as four year and two year schools.) Eighteen colleges were located in urban areas and seven in rural. Ten of the colleges were primarily commuter schools.

Of the 28 colleges, 13 have enrollments of 3000 or less; 5 have enrollments between 3001 and 10,000; 5 have enrollments between 10,001-25,000; and 5 have enrollments of more than 25,000.

Students

The total number of volunteers in this study is 1,398. The number of volunteers on each campus ranged from 22 to 470 with a median of 84.

The vast majority of the volunteers were students (92%). Faculty made-up 1% of the volunteers and staff and administrators made-up 2%.

The ages of the volunteers ranged from 17 to 23+ with a mean age of 19.7. Sixty-nine percent of the volunteers were female and 31 percent were male. Seventy-five percent of the volunteers were Caucasian; 10% were African-American, 6% were Asian-American; 6% were Hispanic-American; and 1% were Native-American.

The majority of volunteers were full-time students (88%). Nine percent were commuter students and 3% were part-time students.

Volunteerism

Sixty-six percent of the students had previously volunteered at a social service agency before participating in ITS.

When responding to the question concerning whether they plan to continue their involvement by volunteering again next year, 74% of the volunteers said yes; 24% said maybe; and 2% said no.

In response to a question concerning how important the student's participation in ITS was in the student's decision to volunteer again before the end of the academic year, 59% said that their participation was either critically or quite important; 30% said that it was somewhat important; and 11% said that it was not too important or not at all important in their decision.

Commentary on Vital Statistics

One of the primary goals of ITS is to promote diversity--in the types of colleges that participate and in the people the program attracts. The statistics lend support to the fact that ITS is achieving that goal. The colleges in the sample are from all regions in the United States and both large and small schools are represented. The vast majority of the volunteers are Caucasian (75%). Although minorities make-up only 25% of the volunteers, the significance of that number can only be determined if we know the percentage of minorities on the campuses. The percentage of minorities represented in this sample, however, is close to the percentage of minorities in the United States.

There are problems in creating diversity. There is a disparity between the percentage of female volunteers (69%) and male volunteers

(31%). The greatest disparity is between the number of student volunteers (92%) and faculty/staff volunteers (3%). If volunteerism is to be diverse, the numbers of males and professionals need to be increased. The majority of participants (66%) had previous experience in volunteering. Forty-one percent of the participants indicated that the decision to volunteer again was not primarily based on their experience with ITS. It appears that ITS reinforces volunteerism but also presents a challenge to ITS to attract more first time volunteers.

IMPACT ON PARTICIPANT VOLUNTEERS

The following section presents two graphs: the first provides information on participants' responses to how effectively the program was implemented and the second provides information on what the participants gained from the ITS experience. Each graph is followed by a commentary. The section concludes with a summary of the strengths and needs of the program as the participants see them.

It should be noted that the number of responses will not always total 1398, for some participants omitted answering questions.

Program Implementation Responses of Participant Volunteers

	Very Effective	Quite Effective	Somewhat Effective	Not Too Effective	Not At All Effective
Preprogram publicity Mean = 3.8	290/21%	580/43%	396/29%	72/5%	24/2%
Preprogram orientation Mean = 3.6	195/16%	481/40%	379/31%	111/9%	41/3%
Preprogram training Mean = 3.3	149/13%	388/33%	405/35%	153/13%	68/6%
Placing you in an appropriate agency Mean = 4.2	490/41%	465/39%	185/16%	31/3%	12/1%
Facilitating your reflection about your experience in Into the Streets Mean = 3.9	410/34%	472/39%	238/19%	60/5%	43/4%
Increasing your respect for cross-cultural diversity Mean = 4.0	508/40%	390/30%	256/20%	70/5%	55/4%

According to these results, the most effective parts of the ITS program were: 1) placing students in the appropriate agencies--80% of the respondents said that this was handled either very effectively or quite effectively; 2) facilitating reflection--73% responded that this was either very or quite effectively handled; and 3) promoting cross cultural diversity--70% responded that this was handled either very or quite effectively. Preprogram training (46%) and preprogram orientation (56%) had the lowest scores. It would appear from this data that these two areas could be strengthened.

**Gains from ITS
Responses of Participant Volunteers**

	A Great Deal	Quite A Bit	Somewhat	Not Too Much	Not At All
Knowledge about the issue area I volunteered for Mean = 3.7	306/23%	497/38%	358/27%	116/9%	40/3%
A sense of hope Mean = 3.9	343/25%	591/43%	335/25%	79/6%	15/1%
Knowledge about myself Mean = 3.6	297/22%	466/35%	372/28%	169/13%	35/3%
A sense of giving back to the community Mean = 4.2	639/46%	461/33%	226/16%	53/4%	17/1%
New skills Mean = 3.1	195/15%	278/21%	412/31%	295/22%	152/11%
A sense that I was making a difference Mean = 4.0	521/37%	510/36%	260/19%	78/6%	29/2%
Bonding with other students Mean = 4.0	473/35%	504/37%	303/22%	63/5%	20/1%
Increased awareness of community needs Mean = 4.2	616/46%	471/35%	187/14%	53/4%	15/1%
A sense of satisfaction Mean = 4.3	726/53%	408/30%	179/13%	35/3%	26/2%
Solve community problems (Colleges added this one) Mean = 3.8	303/32%	283/30%	263/28%	69/7%	27/3%

The data from this graph indicates that the participants gained a great deal from their volunteer experience. Five of the ten items received above a 72% response for either a great deal or quite a bit. Participants scored two items--a sense of satisfaction (83%) and an increased aware-

ness of community needs (81%) the highest. Only two items fell below 60% in this range, new skills (36%) and knowledge about self (57%). A possible explanation for these items receiving low scores is that since the majority of students had volunteer experience before ITS, they were using skills they had learned previously. It also should be mentioned that the training item in the previous chart had also received a low score in this range. Perhaps, ITS might offer various volunteer tracts--some for less experienced and some for more experienced volunteers. The data indicates that the training needs to be strengthened.

The following sections present a representative summary of the strengths of the ITS programs and of the areas that need to be improved as seen by the participants.

Strengths of the ITS Program

The strengths of the program indicate the benefits participants receive from the program are consistent with ITS's goals.

Increases one's awareness of the problems and issues facing our community and the country.

Brings diverse groups together to work on a common goal--helping the community.

Provides the opportunity for students to meet other students and people in the community.

Provides opportunities for meaningful community action; to be informed about community service options.

Provides opportunities for consciousness raising; feelings of fulfillment and of being meaningfully involved.

Provides a chance to make a difference.

Provides sound structure, good materials--the organization manual, good leaders.

Increases the awareness of the importance of volunteerism and the number of volunteers.

Areas that ITS Needs to Improve

The focus of these comments emphasized the word "more." ITS needs more preprogramming publicity, more training, more participants, more time to serve, more follow-through with volunteers, more orientation, more sites, and more reliable transportation. It is interesting to note

that in this sample, no one mentioned wanting less of anything. Everyone wanted more and occasionally they suggested that activities be improved. These "more" requests indicate that those who participated were very highly involved with the project and wanted to do the best job possible.

**PROGRAM IMPLEMENTATION AND CAMPUS GAINS
RESPONSES OF OVERALL CAMPUS COORDINATORS**

The following section first presents a graph that indicates the 28 overall coordinators' views on how effectively the ITS program was implemented. The section that follows the graph contains a representative sampling of 50 overall college coordinators. It provides their views on what the campuses have gained from participating in ITS and concludes with a representative summary of their views on the strengths and needs of the program.

**Program Effectiveness
Overall Campus Coordinators -- 28 Colleges**

	Very Effective	Quite Effective	Somewhat Effective	Not Too Effective	Not At All Effective
Your campus' preprogram publicity Mean = 3.4	0/0%	11/39%	16/57%	1/4%	0/0%
Your campus preprogram orientation for volunteers Mean = 3.4	1/4%	10/40%	12/48%	2/8%	0/0%
Into the Streets organizing manual Mean = 3.6	6/24%	11/44%	3/12%	3/12%	2/8%
Hub and superhub support for your campus Mean = 3.5	7/30%	5/22%	6/26%	2/9%	3/13%
Building relationships with collaborating organizations on your campus Mean = 3.8	7/26%	10/37%	7/26%	3/11%	0/0%
Promoting a respect for and the inclusion of cross-cultural diversity Mean = 3.5	4/15%	10/37%	9/33%	4/15%	0/0%
Clarifying the goals for Into the Streets Mean = 3.8	5/18%	14/50%	6/21%	3/11%	0/0%
Clarifying your roles and responsibilities Mean = 3.9	6/22%	14/52%	4/15%	3/11%	0/0%

The overall campus coordinators were more critical of the program's implementation than the participants. Of course, that could be because the overall campus coordinators were the ones who had the responsibility for carrying out the mandates of Into the Streets. Of the eight program effectiveness indicators, only three received a rating of 65% or better in the very or quite effective range: clarifying your roles (74%), clarifying your goals (68%), and the organizing manual (68%). Low scores were given to preprogram publicity (39%) and to promoting a respect for and the inclusion of cross-cultural diversity (52%). The participants also gave a relatively low rating in the very/quite effective range to preprogram publicity but they gave a high rating to increasing one's respect for cross-cultural diversity. It would be interesting to determine if both groups are using similar definitions of "cross-cultural diversity." Often, when a phrase becomes a "buzz phrase" like cross-cultural diversity, people think they are using the phrase the same way when they are not.

The following is a representative summary of the overall campus coordinators' answers to the question, "What has your campus gained from participating in Into the Streets?"

Campus Gains: Campus and Community

Strengthened the bonds between the campus and the community.

Strengthened communication between the campus and the community.

Increased campus' understanding of community needs and the problems the community faces.

Increased goodwill between the campus and the community.

Community gave recognition to campus volunteers.

Promotes Collaboration Among Diverse Groups

Students and staff from several colleges worked together to serve the community.

Realization by all that diversity is a source of strength, education, and fun.

Provided an opportunity to meet with new people and bond with them.

Provided an opportunity to build strong coalition between diverse campus organizations.

Provided an opportunity for students to learn how to build coalitions, to understand their purposes, and to improve their organizational skills.

Established coalitions that will continue to work together on future projects.

Increased the understanding of the type of cooperation necessary to solve societal problems.

Brought together students who normally would not have the opportunity to know and understand one another.

Increased Awareness About Community Service

Promoted excitement about community service.

Interrupted stereotypes about what community service involves.

Increased one's knowledge that anyone can have an effect on his/her surroundings.

Increased awareness of current service programs and provided the incentive to explore more opportunities.

Provided incentives for positive action.

Solidified campus community connections regarding service.

Promoted an understanding of volunteerism.

Involved students who do not normally become involved.

Raised volunteerism visibility on campus.

Promoted positive interactions between agencies and volunteers.

Promotes continued participation.

Other Comments

Promoted positive feelings about being associated with the campus.

Exciting to be part of a national movement.

Promoted positive media coverage about the campus.

Strengths of the ITS Program

The following provides a representative sampling of the strengths of ITS program as viewed by the overall campus coordinators.

Internal Strengths--Campus

Establishment of community partnership--students, faculty, staff, and community--to help one another.

Establishment of coalitions both on campus and with other colleges.

Coalitions promote empowerment for all are involved in the decision-making process.

Empowers people to take action instead of waiting for others or the government to do things.

Celebrates diversity.

Allows participants to make choices from a variety of issues. They're free to decide how they will be involved.

Focuses national attention on collegiate service and thus promoting the idea.

Strong agency cooperation.

Draws campuses and communities together in a common cause.

Involves all student organizations who want to participate. It's inclusive.

External Strengths--COOL

The national effort provides impetus and focus.

COOL support is very helpful.

Organization of the ITS manual is informative and helpful.

The telephone calls and letters from the National Office are helpful and supportive.

Good support from hubs and superhubs.

Good balance between action and awareness as detailed in COOL's Five Critical Components.

Reflection provides opportunity for students to discuss and think about their experiences.

Areas in Which ITS Needs to Improve

The following provides a representative sampling of the areas in which ITS needs to improve.

Internal--Campus

Need to improve transportation to and from agencies.

Need to find additional time slots for popular activities.

Start organizing earlier.

Need to plan adequate time for reflection; make it an integral part of the program.

Secure annual funding from the student government.

External--COOL

Provide more publicity to explain and promote the program.

Improve the training program for volunteers.

Need more information on how to train leaders.

Provide recruitment options on how to sell the program.

Provide a list of grants that might help fund the program.

Provide more informative posters, stressing what ITS is.

Redesign T-shirts.

Redesign evaluation forms.

Improve orientation--list activities planned for volunteers.

Involve the campuses in setting a new deadline. Avoid November.

Provide more scholarship funding to help students attend summits--we learn a lot from attending the summits.

Discourage organizations from using ITS as a mandatory project. You have people who are only putting in time.

Need feedback from agencies.

Need more direction on how to form a coalition.

Add a section in the manual on trouble shooting.

Provide a 2-page summary on the mechanics of the program as well as the ideas behind them.

Give more focus on campuses who are participating in ITS for the first time. How do you acquire media coverage. Supply national videos, jingles, slide shows. Provide a list of things to do.

The National Office should make site visits.

Need more support and back-up from the National Office.

SUMMARY

The purpose of this evaluation was to document and explain the impact of Into the Streets on participants, to show its strengths and its needs. The information provided by the participants and the campus coordinators show that ITS is a viable program that is having a positive impact. The criticisms of ITS are not negative but constructive. The vast majority of respondents want ITS to improve and become stronger. Several questions on the evaluation forms addressed the general reaction to the ITS program. Participants were asked how satisfied they were with their participation in ITS. Eighty-seven percent, the highest total given to any question, responded that they were either very satisfied or quite satisfied with their participation. Overall coordinators were asked two questions: 1) How effective was your campus in managing its Into the Streets

responsibilities? and 2) Overall, was participation in Into the Streets worth the effort? To the first question, 78% responded that they were either very or quite effective in managing their responsibilities and to the second question, 82% responded yes, ITS was definitely worth the effort.

It is too soon to say whether ITS will achieve its goal of establishing self-sufficient, student-run ITS programs on college campuses, but the indicators show that it has taken a firm step towards achieving its goal.

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into the STREETS



1993

ISSUES

The following list is meant to be reflective of issues that may concern your campus and community. Into the Streets encourages interactive problem solving that is non-violent, non-discriminatory and that meets the needs of your community.

AIDS

Campus Safety

Children and Youth

Criminal Justice

Disabilities

Domestic Violence

Education

Environment

Health Care

Homelessness

Hunger

Literacy

Mental Health

Race Relations

Refugee Immigration

Senior Citizens

Substance Abuse



Hear Ye, Hear Ye!

A

mbassadors are needed! The Virginia Campus Outreach Opportunity League (VA COOL) is seeking five individuals to represent their region as VA COOL Ambassadors. The need is great!! So read on and respond quickly or else you'll miss a terrific opportunity to influence your region's community service and service-learning efforts.

The VA COOL Ambassador program is a new initiative which will allow VA COOL to further expand the scope and effectiveness of its network. This will be accomplished through

improved regional coordination of resources, training, and communication. Specifically, **VA COOL Ambassador requirements** include:

- attending the VA COOL conference, March 19-20, at Shenandoah University in Winchester, Virginia (travel and registration expenses must be covered by Ambassador or her/his school);
- attending the national COOL conference, March 25-28 in Urbana-Champaign, Illinois (travel and registration expenses will be covered by VA COOL);
- helping to coordinate a regional service-learning workshop to be held in Fall 1993 (does not have to be at the Ambassador's school); this task includes managing the logistics of the workshop as well as serving as a regional contact for VA COOL; and
- monthly two-day meetings *throughout the summer* at the State Office in Richmond to monitor and facilitate the planning of the regional workshop (expenses to be covered by VA COOL). The dates will be as follows: June 4-5, July 16-17, and August 13-14.

To be eligible for the VA COOL Ambassador program, the applicant must presently be a full-time undergraduate student at a Virginia College or University and must also intend to be one during the 1993-1994 academic year. Selection will be weighed towards individuals who will be residing in or near their college community for the majority of the summer (1993). As well, the applicant must be able to satisfy all of the above requirements.

To apply as the VA COOL Ambassador for your region, please complete the application on the reverse of this page and submit it to VA COOL. All applications must be received by 5:00 p.m., Monday, February 22. Please call the VA COOL office at 804/289-8963 if you need another application form or if you have any questions.

VA COOL Ambassador Program
1993
APPLICATION

REGION BEING APPLIED FOR (Please circle): North, Southwest, West,
Central, East (Tidewater)

NAME: _____

SCHOOL: _____

ADDRESS: _____

PHONE NUMBER: _____ YEAR OF GRADUATION: _____

FULL-TIME UNDERGRADUATE STUDENT? Yes ___ No ___

FULL-TIME UNDERGRADUATE DURING 1993-94 ACADEMIC YEAR?
Yes ___ No ___

PAST/PRESENT SERVICE INVOLVEMENTS (can be attached): _____

ONE REFERENCE FAMILIAR WITH YOUR SERVICE INVOLVEMENT:

NAME: _____

TITLE: _____

PHONE NUMBER: _____

Please address the following questions, your response should not exceed a total of three (3) double-spaced pages.

- A. Describe your understanding of "service-learning."
- B. Detail your interest in and thoughts on how to help VA COOL develop a service-learning workshop in your region during the Fall of 1993. Please be sure to identify any key resources, contacts, or links that would complement your efforts.
- C. Explain how, as an Ambassador, you would seek to represent VA COOL and its work in your region.

This completed application and your responses should be received by VA COOL by 5:00 p.m. Monday, February 22. (No other information or enclosures will be reviewed.) Please send to:

VA COOL
Ambassador Program
Tyler Haynes Commons, Room 348
University of Richmond, VA 23173
PHONE: 804/289-8963 FAX: 804/289-8375

Don't waste time thinking! Register now for the Virginia Campus Outreach Opportunity League (VA COOL) Annual Spring Conference, 1993--it's an experience that will last you a life time!!



The conference, "**Taking Responsibility for Community and Country: Service-Learning on Campus,**" will be held March 19-20, 1993, at Shenandoah University in Winchester, Virginia. Those in attendance will include students, agency representatives, and members of the faculty/administration--all coming together to share their interests, thoughts, and ideas regarding service-learning and community service, in general.

To be part of what is sure to be an inspiring and educational gathering, simply complete the Conference Registration Form below and return it to the VA COOL office. (Make some extra copies first, though, so that your friends and colleagues can attend as well!!) Should you need a registration form or have any questions, please contact VA COOL at 804/289-8963.

Confirmation materials will be sent if your Conference Registration Form and Fee are post-marked by March 5. If received after March 5, no confirmation will be sent.

Lastly, but importantly, an Opportunities Fair will be held all day Saturday during the conference to provide you and your group/agency a chance to promote itself and its activities. Staffing of your display will be required only from 12:15 - 1:30 p.m. If you are at all interested in participating, please indicate as such on the Registration Form and a table will be reserved for you *at no additional charge* (as well, other information will be forwarded). All Opportunities Fair requests must be made by March 5.

(So, how do you get to Winchester and Shenandoah University? From the north, take I-81 South to Winchester to Exit 313A, then follow directions below; from the west and southwest, take I-81 North to Winchester to Exit 313, go right when the exit splits and then follow directions below; from central Virginia and the east, take I-95 to the third Fredericksburg exit at Falmouth, take exit to Route 17 North towards Warrenton, go through Warrenton and continue on Rt. 17 to I-86, take I-86 west to I-81 to Exit 313, when exit splits go right.

After you have exited at either 313 or 313A, go through the first two stoplights. The road will quickly "V". Take the right "V". Then take the first immediate right onto University Drive. Take the second right onto the Shenandoah University Campus. Registration will be held in the Henkle Business School.)

VA COOL CONFERENCE REGISTRATION FORM

Name: _____

Agency/School: _____

Position: _____

Address: _____

Phone: (W) ___/___-___ (H) ___/___-___ Fax: ___/___-___

Please note any special needs of which VA COOL should be aware (e.g. dietary concerns): _____

Yes, I am interested in participating in the Opportunities Fair. _____

All completed Conference Registration Forms and Fees should be delivered to VA COOL at Tyler Haynes Commons, Room 348; University of Richmond, Virginia 23173.

One person per Registration Form. Please, make multiple copies for posting or for multiple registrants. If necessary, you may register the name of an organization; registrant names will be requested in confirmation materials.



VA COOL Presents . . .

Taking Responsibility for Community and Country:

Service-Learning on Campus

March 19-20, 1993
Hosted By:
Shenandoah University
Winchester, Virginia



Virginia Campus Outreach Opportunity League
Tyler Haynes Commons, Room 348
University of Richmond, Virginia 23173
804/289-8963

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Virginia 23173

The Times

VA COOL 1993 Spring Conference
Attracts Hundreds from Across Virginia

Locals Are
Stunned!!

HERE: Taking
Responsibility
for Community
and Country



No Problem!

Challenges

Winchester, VA

Hope Lives

Local residents were stunned when hundreds of students from across Virginia gathered on the campus of Shenandoah University for the VA COOL 1993 Spring Conference. The event, held in Tyler Haynes Commons, was a landmark occasion for the university and the surrounding community. Participants engaged in various activities, including service-learning projects and discussions on taking responsibility for their community and country. The conference was a success, with many attendees expressing their appreciation for the opportunity to learn and grow together. The event was a testament to the power of service-learning and the importance of community involvement. The conference was a great success, and the organizers were proud to have hosted such a large and diverse group of students. The event was a great learning experience for everyone involved, and the organizers were proud to have hosted such a large and diverse group of students. The event was a great learning experience for everyone involved, and the organizers were proud to have hosted such a large and diverse group of students.

On March 19 and 20, 1993, students, faculty, college administrators, and agency representatives from throughout Virginia will come together to be educated, inspired and empowered to make a difference in their communities while revitalizing education on their campuses.



"Taking Responsibility for Community and Country: Service-Learning on Campus" will provide a meeting ground for individuals who believe in the power of service -- in education and social change. The conference will include:

- nuts and bolts workshops
- information on integrating service into the curriculum
- keynote speakers -- experts will address the national service movement and Virginia's role in it (maybe a few surprises!!)
- model campus service programs
- issue forums
- regional networking sessions
- opportunities fair
- recognition of service-learning accomplishments

Also, an Opportunities Fair will be held to provide for information sharing and program promotion. The fair will be held all day Saturday, but staffing is required only from 12:15-1:30 p.m. If you and your group or organization are interested in participating in the fair or in just learning more about it, be sure to indicate it on the attached Conference Registration Form. All are welcome to participate!!

Human progress is neither automatic nor inevitable... This is no time for apathy or complacency. This is a time for vigorous positive action.

--Martin Luther King, Jr.

Tentative Schedule

Friday March 19

2pm-4pm	Pre-conference all-grantee meeting
3pm-6pm	Conference registration
5:30pm-6:30pm	VA COOL Welcome
6:30pm-7:30pm	Dinner
7:30pm-8:30pm	Keynote Speaker/Opening
8:30pm-??	Evening Activity

Saturday, March 20

8:30am-9:30am	Breakfast
9:40am-10:30am	Workshop Session I
10:45am-11:35am	Workshop Session II
11:45am-12:15pm	Regional Networking Sessions
12:15pm-1:30pm	Lunch (On Your Own)
	Opportunities Fair
1:30pm-2:20pm	Workshop Session III
2:30pm-3:00pm	Closing Ceremony

Registration and Lodging Information:

The Conference Registration Fee includes Friday dinner, Saturday breakfast, and all conference materials. The fee schedule is as follows:

- If post-marked by March 5: \$10
- If after March 5 or on-site: \$15

These fees are for all registrants: students, campus personnel, agency representatives, and others. When registering, please complete the attached Conference Registration Form and mail with your fee (cash, check, money order) to VA COOL.

Arrangements with the Best Western Hotel have been made in order to accommodate all registrants. To reserve a room, simply complete and return the enclosed card to the Best Western. Rooms are available (quads and some singles) at the affordable rate of \$34.50 per night. **Reservations must be received by March 5.** (The hotel is conveniently located across the street from the Shenandoah University campus.)

Call for Presenters!!!!

Please contact the VA COOL office by phone or mail if you are interested in presenting a workshop, participating on a panel, or lending a hand during the conference. Remember, this is **your** conference--so let us know about any discussions or workshops you think would be appropriate! (See the previous page for some ideas.) Be sure to contact the VA COOL office at 804/289-8963 with any ideas by February 12, including the names of facilitators, workshop titles, discussion topics, planned content, etc.

Shenandoah University was founded in 1875 in Dayton, Virginia and moved in 1960 to Winchester, Virginia, located in the beautiful Shenandoah Valley. VA COOL looks forward sponsoring its fourth annual conference at the University -- an institution that strongly supports campus-based community service to its community, as seen in the recent establishment of Lending Hearts and Hands -- the campus volunteer center.





January 28, 1993

Mr. Eli Segal, Director
White House Office of National Service
1600 Pennsylvania Avenue
Old Executive Office Building, Room 146
Washington, DC 20500

Dear Mr. Segal:

Congratulations on your recent appointment as the Director of the White House Office of National Service! Your new position is a terrifically influential one which has the ability to guide and shape the vital and still emerging national service movement.

Nowhere is the excitement of this movement more evident than within the borders of your new neighbor, Virginia. At its upcoming statewide conference, the Virginia Campus Outreach Opportunity League (VA COOL) will be assembling its network of over 400 students, faculty, and campus service personnel involved in community problem-solving. Due to the new insight you bring to the service movement and to your emphasis on the inclusion of young people in molding that movement, VA COOL would be honored to host you as the keynote speaker at its fourth annual conference, **"Taking Responsibility for Community and Country: Service-Learning on Campus,"** to be held on March 19 and 20, 1993 at Shenandoah University in Winchester, Virginia (just 70 miles outside of D.C.). Details about the impact this meeting will have on the very individuals the President is calling to serve are outlined in the attached conference summary.

VA COOL was founded in 1989 by a handful of Virginia students and is currently funded by the Commission on National and Community Service. As since witnessed by VA COOL, the service accomplishments of Virginia college and university students are diverse in their scope and their community and educational impacts. Again, a summary is attached to provide you with further information regarding these accomplishments and VA COOL.

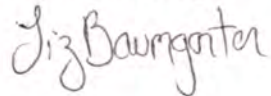
VA COOL continues to believe that the creation of the Office on National Service was a giant step in the right direction. Now through your leadership and the Clinton administration's emphasis, the full potential of the national service movement might be realized. Consequently, millions throughout our country will re-engage in their communities while still more re-experience the joy of hope and relief that comes from another's care and concern.

Certainly, the road ahead will not be easily or rapidly travelled, but it is sure to be jammed with supportive organizations and individuals. As its Executive Director, I can assure you that the Virginia Campus Outreach Opportunity League (VA COOL) is one such supportive organization.

Lastly, my involvement with the Youth Policy Working Group of Youth Service America will bring me to Washington, D.C. on Friday, February 5. I would enjoy the opportunity to meet with you or one of your staff members at that time to explore the roles of Virginia and VA COOL in the work of your office. I will contact your office before then to discuss this possibility further.

I look forward to working with you and hope you can join us at our conference March 19 and 20.

In partnership,

A handwritten signature in cursive script that reads "Liz Baumgarten".

Liz Baumgarten
Executive Director

cc: Ms. Catherine Milton

Enclosures (2)



**"Taking Responsibility for Community and Country:
Service-Learning on Campus:"**

1993 VA COOL Statewide Conference
Shenandoah University
Winchester, Virginia

On **March 19 and 20, 1993**, students, faculty, college administrators, and agency representatives from throughout Virginia will come together to become educated, inspired and empowered to make a difference in their communities while revitalizing education on their campuses.

The fourth annual conference of the **Virginia Campus Outreach Opportunity League (VA COOL)** will provide a meeting ground for individuals who believe in the power of service -- both in social change and education. VA COOL exists to further this belief in Virginia through its mission "to promote and empower campus-based community service." Making this vision a reality is accomplished through a statewide network -- one which has expanded since VA COOL's establishment in 1989 to over 400 students, campus service personnel, and faculty. This network relies on the annual conference to deepen its commitment to social change and learn about the progress of developing initiatives.

The goals of **"Taking Responsibility for Community and Country: Service-Learning on Campus"** are as follows:

- To foster the proliferation of service-learning programs throughout Virginia's institutions of higher education.
- To strengthen the VA COOL network and improve its effectiveness while enabling participant resource-sharing and idea exchange.
- To lend an understanding of the national service initiative and provide possible avenues for response and feedback.
- To empower Virginia students to become catalysts of change in their communities and leaders of today and tomorrow.

VA COOL, Shenandoah University and the Virginia campus volunteer movement look forward to participating in a conference that illustrates Virginia's readiness to answer its call to serve!



Virginia Service Highlights

- ➔ Ten (10) Campus Volunteer Centers
- ➔ Eight (8) "Into The Streets" events: targeted, one-day en masse volunteer effort to a school's community--sponsored nationally by the Campus Outreach Opportunity League
- ➔ Five (5) Campus Compact Schools: national organization whose members are college and university presidents committed to the service involvement of their schools
- ➔ Four (4) Conservation Corps: state-coordinated programs which provide service and educational opportunities for college-aged individuals
- ➔ Three (3) Bonner Scholar Programs: financial assistance granted to college students in return for a commitment of service to an agency in their area, funded by the Corella and Bertram F. Bonner Foundation, Inc.
- ➔ Three (3) Service-Learning Centers: centralized offices at colleges and universities which help coordinate the incorporation of service into the academic curriculum
- ➔ One (1) of two national winners of the Young American Medal for Service
- ➔ A developing "Serve America" initiative: coordinating service-learning efforts at schools, grades K-12

VA COOL

- ➔ Founded in 1989 by a handful of students and funded through a grant from the Jessie Ball duPont Religious, Charitable and Educational Fund
- ➔ Received new and full funding in August 1992 from the Commission on National and Community Service
- ➔ In January 1993, provided a total of \$30,000 in minigrants to eight Virginia colleges and universities in support of innovative and powerful service-learning programs

Clinton Presidential Records Digital Records Marker

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1993 COOL NATIONAL CONFERENCE ON STUDENT COMMUNITY SERVICE

**Campus Outreach
Opportunity League**
386 McNeal Hall
University of Minnesota
St. Paul, MN 55108-1011



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Minneapolis, MN

1993 COOL National Conference on Student Community Service March 25-28, 1993

For the ninth year in a row, the Campus Outreach Opportunity League presents the National Conference on Student Community Service bringing together nearly 2,000 students, educators, and other leaders within the youth service movement. The COOL National Conference provides an opportunity to interact, to learn from each other, and to find strength in our common dedication to social change. COOL is a national non-profit organization committed to the empowerment of students working to make a meaningful and positive impact in the lives of others. Come to Illinois and see what we're all about!

John Hoang Sarvey
Director, COOL National Meetings

The University of Illinois, Urbana-Champaign

The host campus for the 1993 COOL National Conference will be the University of Illinois, Urbana-Champaign, a campus with exemplary student involvement in community service and social action. Volunteer Illini Project (VIP), Alpha Psi Lambda, Alpha Angels, Circle K, the Student YWCA and YMCA, Alpha Phi Omega and the Midwest Regional Office of the Student Environmental Action Coalition are but a few of the dynamic organizations on campus where committed students channel their energy toward thoughtful community action. Some say that the U of I ranks among the most active campuses in the nation!!

COOL Conference • 319 Illini Union • 1401 W. Green • Urbana, Illinois 61801 • (217) 333-7076

Based in St. Paul, MN, COOL is a national non-profit organization that supports and promotes student involvement in community service. Through site visits, training workshops, conferences and resource publications, COOL provides technical assistance to aid campuses in improving the quality of their service programs.

Name: _____
 School/Org: _____
 Address: _____
 City: _____ State: _____ Zip: _____
 Fax/Phone: _____

All prices include shipping and handling. Please check all appropriate items and be sure to circle sizes and colors.

- _____ COOL Book Set denoted by * (\$64.00)
- _____ *Education in Action (\$20.00)
- _____ *Building a Movement (\$18.50)
- _____ *Hunger & Homelessness Action (\$18.50)
- _____ *Literacy Action (\$18.50)
- _____ On Your Mark, GO! Get Set (\$10.00)
- _____ Light One Candle (\$5.00)
- _____ *Campus Outreach* (1 yr- \$15, 2 yrs- \$25)
- _____ COOL KIT (\$20.00)
- _____ COOL Sweatshirt Gry/Wht L/XL (\$37.00)
- _____ COOL T-shirts L/XL shortsleve (\$10.00)
- _____ "It's COOL To Serve" T-shirts (\$15.00)
- _____ COOL T-shirts (bulk rate \$8.00/min 40)
- _____ "It's COOL To Serve" Poster (\$5.00)
- _____ Servus™ Volunteer Database
 Software (\$375.00)

WE ARE A COOL AFFILIATE (10% off) _____

TOTAL COST: \$ _____

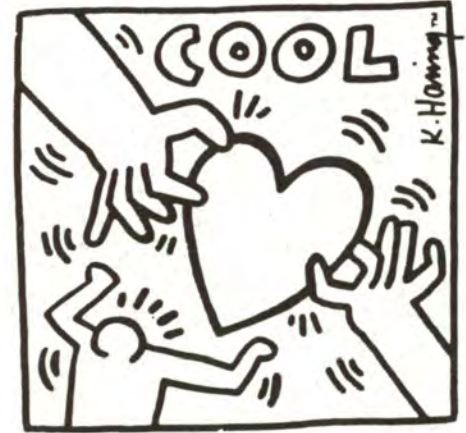
Please allow 4-5 weeks for delivery. MN orders please add 6 1/2% sals tax. Rush orders (within 10 days) please add 20%. Foreign orders will take longer for delivery and vary in shipping costs. Federal ID # 52-1496319.

Return this form and payment to: COOL • 386 McNeal Hall
 • University of Minnesota • St. Paul • MN • 55108
 • Phone: 612/624-3018 • Fax: 612/624-1296



Campus Outreach Opportunity League
 386 McNeal Hall
 University of Minnesota
 St. Paul, MN 55108-1011
 phone: 612/624-3018
 fax: 612/624-1296

Campus Outreach Opportunity League



Publications and Products

COOL's Mission:
To strengthen, through service and in an environment of diversity, the capacity of students for sustained thoughtful action, and to foster a student voice in the community to address the challenges we face as a society.

Campus Outreach Opportunity League
 386 McNeal Hall
 University of Minnesota
 St. Paul, MN 55108
 phone: 612/624-3018
 fax: 612/624-1296

Make Sure You Have The Tools That Can Empower Students!

The COOL Press

The COOL Book Set

A set of four COOL Press books, Building a Movement, Education and Action, Hunger and Homelessness Action, and Literacy Action \$64.00 (save \$11.50)

Education and Action:

A Guide to Intergrate Classrooms and Communities

A guide for students, faculty, administrators and community agency staff involved in integrating community service and the curriculum. Features campus profiles, articles by students and faculty, reading lists and a listing of syllabi from existing courses. \$20.00

Building a Movement:

A Resource Book for Students in Community Service

Comprehensive, practical advice on how to start and run a campus-based community service organization. It also includes ideas on fund-raising, program development, recruitment techniques and promotion plans. \$18.50

Literacy Action:

A Resource Book for Colleges and Universities

A resource book for campus leaders interested in increasing awareness about literacy and building campus/community literacy programs. \$18.50

Hunger and Homelessness Action:

A Resource Book for Colleges and Universities

Features profiles of campus programs, chapters on fund-raising, academic work and recruitment, as well as illustrations by artists who are homeless and directories of campus programs and national organizations. \$18.50



Campus Outreach:

The Journal About Student Community Service

Campus Outreach is published five times a year and highlights individual, program and campus efforts as well as important issues, resources and coming events. 1-year subscription - \$15.00, 2 years - \$25.00

On Your Mark, GO! Get Set:

From Campus Ideals to Community Involvement

This detailed guide provides a pragmatic, action-oriented approach on how to begin or rejuvenate a comprehensive campus community service organization. \$10.00

Light One Candle: Quotes for Hope and Action

Both inspirational and practical, this book of quotations can be used to encourage people to reflect upon relationships with others, to work for social justice, to support an issue of concern or as a resource guide to help write a speech, a paper or a sermon. \$5.00

COOL Products

COOL T-shirts

COOL logo designed by artist Keith Haring. T-shirts are 100% cotton. Available in large or extra-large. One-sided shortsleeve T-shirts are available for \$10.00, bulk rate price of \$8.00 each in orders of 40 or more.

It's COOL To Serve T-shirts NEW!!

COOL logo displayed on front and : "It's COOL To Serve; Serve your community, Serve yourself, Volunteer!" on the back. *Available in long-sleeve only. \$15.00

NEW!! COOL Sweatshirts

Grey or white heavyweight sweatshirt with 2"x2" COOL logo and the organization name embroidered on the left breast. Available in both large and extra-large. \$37.00

COOL Kit

A great gift for a friend. A one year subscription to *Campus Outreach* and a short sleeve COOL T-shirt for \$20.00 (save \$5.00)

NEW!! It's COOL To Serve Posters

18"x22" recycled paper poster with COOL logo and "It's COOL To Serve; Serve your community, Serve yourself, Volunteer!" text. \$5.00

Servus™ Volunteer Database Software

Team volunteers with projects, keep track of hours and match projects needs with volunteers skills by ordering Servus™: The Volunteer Database Software. Servus is both Macintosh and IBM-Compatible. For more information call MicroAssist, Inc. 800/735-3457 \$375.00.

Prices effective until December 1992.
Please use order form on back.

Meet the COOL National Staff:

Executive Director: Bill Hoogterp
National Programs Director: Anne E. Bowen
National Office Manager: Natalie Celske
National Outreach Director: Arrington Chambliss
National Communications Director: Nancy E. Grubb
Associate Outreach Director: Julian Posada
National Meetings Director: John Hoang Sarvey
Project Director, Youth on Board: Karen S. Young

Founder: Wayne W. Meisel

Regional Contacts:

North Office
Frank Barnes
Univ. of Minnesota
2005 Buford Ave.
St. Paul, MN 55108
612/624-3018

Michigan Office
Octavia Vaughn
Michigan State Univ.
45 Kellogg Center
East Lansing, MI 48824
517/336-2940

East Office
Lisa Fortuna
Rutgers University
213 Blumenthal Hall
249 University Ave.
Newark, NJ 07102
201/648-1481

For information @ the Southern and Western
Regions contact the National Office.

Yes, I Want to Know More!

- Affiliate Program
- Speakers Bureau/Site Visits
- Into the Streets
- National Youth Service Day
- National Meetings
- Products and Publications
- Mixing It Up
- Teaming Up
- COOL Fellowship Program
- Youth on Board

I'd like to become a friend of COOL. Enclosed is \$_____ to support COOL's efforts. Your contribution is tax deductible as allowed by law.

Name _____

Address/School _____

City _____ State _____ Zip _____

Phone _____ Fax _____



Campus Outreach Opportunity League
386 McNeal Hall
University of Minnesota
St. Paul, MN 55108-1011
phone: 612/624-3018
fax: 612/624-1296

Campus Outreach Opportunity League



COOL's Mission:
is to strengthen, through service and in an environment of diversity, the capacity of students for sustained thoughtful action, and to foster a student voice in the community to address the challenges we face as a society.

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386 McNeal Hall
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St. Paul, MN 55108
phone: 612/624-3018
fax: 612/624-1296

There are many things you should know about COOL

OUTREACH

We work with thousands of students annually.

COOL's Outreach Division develops strategies for incorporating community service into campus life through the Into the Streets program, college and university site visits, and the state-wide Hub Campus network. The Affiliate Program encourages campus community service programs to associate with COOL. The newly established Speakers Bureau features student and non-student speakers for presentations, speeches and workshops on issues pertaining to community service. Connecting diverse students with one another and the community is the main goal of outreach.

PUBLICATIONS

We share good ideas.

The COOL press publishes resource books and technical manuals designed to assist students in organizing community service on campus. Written by students and recent college graduates, these manuals are based on programs that work. COOL publishes a bi-monthly newsletter, *Campus Outreach*, containing articles and information about what's going on nationally in the student service movement. COOL publications include: *Building a Movement: A Resource Book for Students in Community Service*; *Break Away: Organizing an Alternative Spring Break*; *Education and Action*, a guide for integrating community service into the curriculum; *On Your Mark, Go! Get Set: From Campus Ideals to Community Service*; *Light One Candle: Quotes for Hope and Action* and many others. Please call or write the national office for a publications form.

INVOLVEMENT

We need you too!

COOL is a platform for students to develop ideas and put them into action. Student involvement and input is essential for making decisions, running conferences, directing and developing programs, staffing the national and regional offices and serving on our board of directors. COOL fellowships, programs, meetings and publications allow students the opportunity to work directly with COOL on activities that support involvement in community service. Please contact the national office for more information about our projects or programs.



THE COOL STORY

Nine years ago, Wayne Meisel, a recent college graduate, walked from Maine to Washington D.C. His goal was to find out what issues concerned college students of his generation. He found homelessness, illiteracy, education and the environment to be their causes for action. With hope for a resurgence of student involvement in communities nationwide, the Campus Outreach Opportunity League (COOL) began.

The story of COOL is many stories: a student at Berea College in Kentucky coordinating a literacy program in a rural area; students at Fordham University distributing food to homeless people who spend their nights in New York city's subway stations; and students at Vanderbilt University in Tennessee spending their spring breaks working with migrant workers in Florida. Although their projects are different, these people share a common vision: the difference students can make in our world is immeasurable.

PROGRAMS

We provide the means for action.

COOL's Mixing it Up program brings a diverse group of students together to address issues of bias on their campuses and explore barriers hindering communication and the ability to work cohesively to provide community service. Teaming Up, COOL's service/learning program, has given out over 15 grants, brought together project leaders for successful training institutes and inspired the manual, *Education and Action*.

National Youth Service Day (NYSD), a result of COOL's collaboration with Youth Service America (YSA) is a day to recognize and celebrate the service performed by young people across the country. The COOL Fellows/Intern Program brings students involved in community service to Minnesota to work on COOL programs and initiatives. With a seed grant from UNESCO, COOL has launched Youth on Board, a new program to encourage and support young people to serve as board members for nonprofit organizations.

MEETINGS

We bring people together.

COOL convenes two national meetings a year which bring together diverse participants concerned for the community. The Summit, held each August, is comprised of individuals interested in discussing and debating issues. The National Conference, held each spring, is the gathering of the ever-expanding COOL network. A student-run coalition from area campuses organizes and plans the conference workshops, speakers, administrative sessions and the Into the Streets Service Day.

Why It's COOL

There are all sorts of reasons why it's COOL to serve your community.

Our Problems are real

Pollution, illiteracy, homelessness, racism, the economy--these effect all of us.

To Gain Practical Experience

Service can assist with the exploration of issues relevant to your major or your career. Chemistry majors might work with a local environmental group to test toxicity levels of nearby rivers and lakes. Young entrepreneurs could use their organizational skills to run a food drive for a local soup kitchen. History Majors might do an oral history project at a nursing home. Combining service and academics demonstrates the commitment of a well- rounded individual.

It's Easy

Society's problems may seem huge and insurmountable, but the first step toward involvement can be as simple as a phone call to any of the service organizations on the back of this brochure.

If we each make a small commitment--an hour a week to tutor or one afternoon a month to help clean up a local park--we can make a difference.

It's Good For You

It feels good to believe in what you do. When you do something for someone else, you get back more than you give. It truly is COOL to serve.

This Is COOL

Founded in 1984, COOL, the Campus Outreach Opportunity League, promotes community service at colleges and universities across the country.

The story of COOL is many stories: a student at Berea College in Kentucky coordinating a literacy program in a rural area; students at Fordham University distributing food to the homeless in New York City; or students at Vanderbilt University spending their Spring Breaks working with migrant workers in Florida. Students just like you taking charge and making a difference in their communities. . . that is COOL.

Each year COOL works with hundreds of campuses and thousands of students. The organization holds student-run conferences that attract as many as 1,500 young people; publishes a bimonthly journal, *Campus Outreach*, in addition to technical guides to building better community service programs. COOL's national staff and board members make site visits to college and university campuses giving workshops and speeches encouraging, promoting and initiating national programs that help involve students in the community service movement, foster racial and ethnic diversity and integrate service into the curriculum.

How To Be COOL

If you are interested in working on some of the problems in your community, just drop by or call your campus service organization. They have hands-on opportunities adaptable to your personal schedule for you to volunteer some time to help your community.

If you are unable to find a service organization in your area listed on this brochure, contact COOL at the address on the back of this brochure, and we will try to find a place for you to serve. Better yet, get some friends together and start your own program. COOL can help you with that as well.

You can be COOL; you can serve your community and yourself. Just turn the page to find out where to call to become a volunteer in your area.

To Be COOL Call:

U.N.C. Greensboro • St. Mary's House • 919/334-5219

U.N.C. Charlotte • Dean of Students • 704/547-2375

Old Dominion U. • Wesley-Westminster House •
804/440-1424

Temple U. • Center for Intergenerational Learning •
215/787-6708

Tufts U. • Leonard Carmichael Society • 617/381-3643

U. New Hampshire • Student Activities • 603/862-1001

SUNY- Stony Brook • V.I.T.A.L. • 516/632-6812

SUNY- Albany • Student Association • 518/442-5640

U. of Rochester • Campus YMCA • 715/275-5957

U. of Akron • Student Volunteers • 216/972-6722

West Virginia U. • Rainbow of Service • 304/293-4397

Wayne State U. • Project Volunteer • 313/577-3444

Eastern Michigan U. • V.I.S.I.O.N. • 313/487-3045

U. of Michigan • Project S.E.R.V.E. • 313/936-2437

Indiana State U. • Student Volunteer Services •
812/237-3852

Memphis State U. • Volunteer Center • 901/276-8655

U. of Missouri • University YMCA • 314/882-1550

U. of Oklahoma • Campus Activities Council •
405/325-4030

Cal-State-Los Angeles • E.P.I.C. • 213/343-3380

U. Nevada Las Vegas • Volunteer Center/United Way •
702/892-2322

U. Texas/San Antonio • Student Activities Office • 512/
691-4160

Texas A&M • Community Assistance Network •
409/845-1133

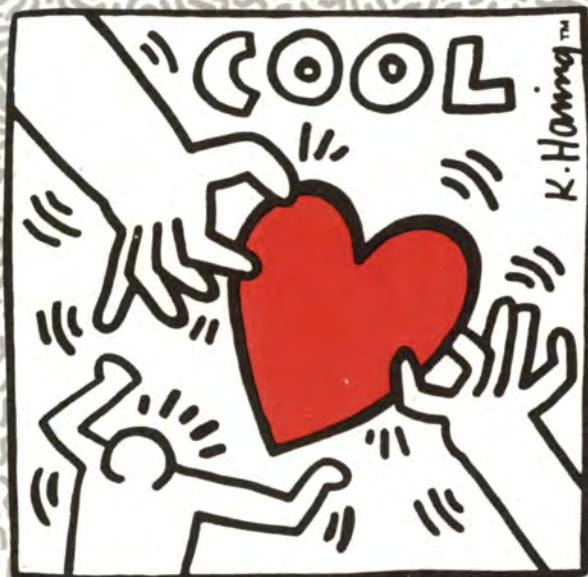
University of Houston • M.V.P. • 713/743-5170

Florida A&M • Volunteer Center • 904/599-3624

Florida International U. • Community Service
Committee • 305/348-2137

Or contact COOL • 386 McNeal Hall • University of
MN • St. Paul, MN • 55108 • Phone: 612/624-3018

IT'S COOL TO SERVE



**Serve Your Community
Serve Yourself
Volunteer!**

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WHAT ARE THEY SAYING ABOUT

Into the STREETS

1

"Into the Streets is the tool that is providing students a fun and challenging opportunity to take what we learn in college and passionately put it to work in the real world."

—Pamela Najor, Aquinas College, '92

2

"Through Into the Streets students are encouraged to create networks through which they share and learn from one another's experience in community service."

—Tim Wells, Warren Wilson College, '92

3

"Our Into the Streets program was very low scale, but it was of great quality. The people who did it are really into it now and we have about twenty students who have made a solid commitment to service."

—Anne Marie Gourin, Fordham University, '93

4

"Into the Streets is a learning experience. If you really want to get a grip on social issues, you have to experience it, you can't just read about it."

—Darin Day, Michigan State University, '91

5

"I got involved with Into the Streets because I felt I had not gotten enough out of my other college activities — I wanted to give something back to the Washington, D.C. community. Through my work with Into the Streets, I have come to believe our generation is not the "twenty-something" generation, but the "do-something" generation."

—Diane Jackson, American University, '92

115 official schools participated in the program this fall. Approximately, 10,000 students participated in kick-off's across the country.

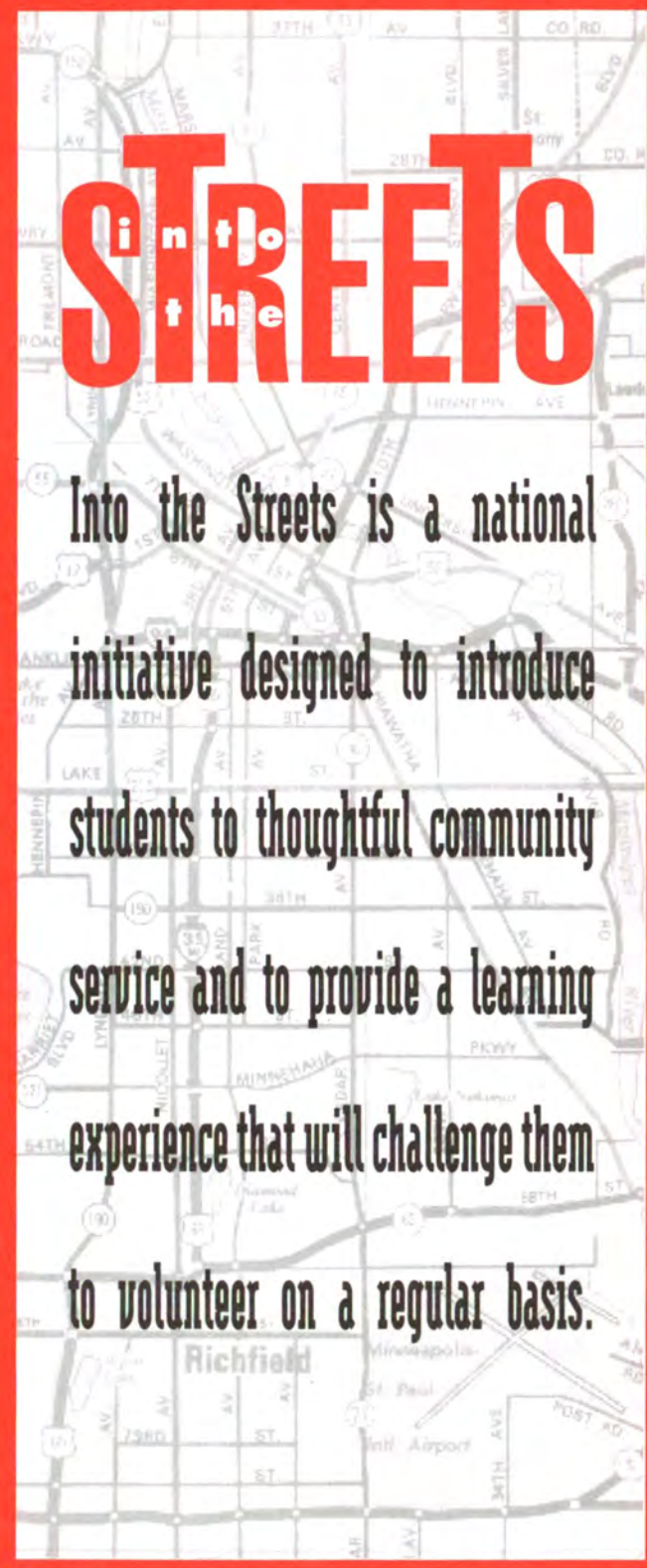
ACCESS • ACTION/COMMUNITY SERVICE/VISTA • ADVOCACY INSTITUTE • AMERICAN ASSOCIATION OF COOL/Into the Streets
UNIVERSITY STUDENTS (AAUS) • AMERICAN RED CROSS • ASSOCIATION FOR VOLUNTEER ADMINISTRATION (AVA) • BREAK AWAY CALIFORNIA CAMPUS COMPACT • CAMPUS COMPACT • CAMPUS OUTREACH OPPORTUNITY LEAGUE (COOL) CENTER FOR COMMUNITY CHANGE • CIRCLE K, INTERNATIONAL • CITY VOLUNTEER CORPS OF NEW YORK CITY • COOL IT!, NATIONAL WILDLIFE FEDERATION • FLORIDA'S OFFICE FOR CAMPUS VOLUNTEERS • FORMATIVE EVALUATION RESEARCH ASSOCIATES (FERA) • GAMMA SIGMA SIGMA • GIRLS SCOUTS, USA • GIRAFFE PROJECT • HABITAT FOR HUMANITY, INTERNATIONAL • LUTHERAN STUDENT MOVEMENT • MICHIGAN CAMPUS COMPACT • MICHIGAN NONPROFIT FORUM • MORTAR BOARD, INC. • NATIONAL ASSOCIATION OF CAMPUS ACTIVITIES (NACA) • NATIONAL COALITION FOR THE HOMELESS • NATIONAL INTERFRATERNITY CONFERENCE (NIC) • NATIONAL SOCIETY FOR INTERNSHIPS AND EXPERIENTIAL EDUCATION • NATIONAL STUDENT CAMPAIGN AGAINST HUNGER & HOPELESSNESS • NATIONAL YOUTH LEADERSHIP COUNCIL (NYLC) • PENNSYLVANIA CAMPUS COMPACT • PI KAPPA PHI FRATERNITY (PUSH) • PROJECT PUBLIC LIFE • POINTS OF LIGHT FOUNDATION • PUBLIC RELATIONS STUDENT SOCIETY OF AMERICA (PRSSA) • STARSERVE • STUDENT COALITION FOR ACTION IN LITERACY EDUCATION (SCALE) • TEACH FOR AMERICA • UNITED NATIONAL INDIAN TRIBAL YOUTH, INC. • UNITED STATES STUDENTS ASSOCIATION (USSA) • UNITED WAY OF AMERICA • VIRGINIA COOL • WHITE HOUSE OFFICE ON NATIONAL SERVICE • YOUTH ACTION • YOUTH SERVICE AMERICA (YSA)



Printed on recycled paper

Into the STREETS

Into the Streets is a national initiative designed to introduce students to thoughtful community service and to provide a learning experience that will challenge them to volunteer on a regular basis.



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WHAT DOES COOL MEAN?

Campus Outreach Opportunity League (COOL) is a national non-profit organization, founded in 1984, which works with college students to develop campus-community service programs.

COOL realizes that today's younger generation is witnessing a number of growing problems: AIDS, rising poverty, unattainable health care...the list continues. COOL also knows that with local student groups working around the nation, all of us can have a positive influence on our society.

During the past eight years, COOL has been building a platform for young people to voice their opinions and utilize their skills. Through the constantly growing network, COOL provides channels for exchanging information on social problems and community building.

Through conferences, programs and publications over 650 colleges, universities and student groups are linked across the nation. Now that a student voice platform has been established, it is time for young people to strengthen their abilities in community building and leadership.

WHAT ARE ORGANIZATIONAL DEVELOPMENT SERVICES?

In the COOL tradition, we have assembled a group of talented people, from across the country, to share their experiences and knowledge with the COOL network. These people have invaluable information in many areas of community service and social issues to share with your organization. This collaboration of community service leaders have come together to create Speak Out!: COOL's Organizational Development Services.



Campus Outreach Opportunity League
386 McNeal Hall
University of Minnesota
St. Paul, MN 55108-1011
phone: 612/624-3018
fax: 612/624-1296

Campus Outreach Opportunity League



Speak Out !!! Organizational Development Services

*COOL's Mission:
To strengthen, through service and in an
environment of diversity, the capacity of students
for sustained thoughtful action, and to foster a
student voice in the community to address the
challenges we face as a society.*

Campus Outreach Opportunity League
386 McNeal Hall
University of Minnesota
St. Paul, MN 55108
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Campus
Outreach
Opportunity
League

December 5, 1992

Mr. Bill Galston
Transition Team
Domestic Policies/National Service
1120 Vermont Avenue #1160
Washington, DC 20005

Dear Bill:

We heard from Catherine Milton and Frank Slobig that you are heading up the transition team for national service and so we wanted to wish you luck and offer our help if we can be of assistance. I spoke to Melanne briefly and our new Executive Director, Kristin Parrish and I met with Robert up in the office for a moment. You have an awesome task but if everyone is as good as Melanne and Robert you have an even more awesome team.

If you are not familiar with us, the Campus Outreach Opportunity League (COOL) is a national non-profit youth run organization that works with now more than 650 colleges and universities across the country. There are many fine organizations working with campuses. Campus Compact does great work with Presidents and Administrators. NSEE leads the way with faculty. COOL's niche is students and student leaders.

I also take the opportunity to invite you, the President and other team members to the COOL national conference, March 25-28, 1993. We expect nearly 2,000 students will be there plus administrators, 80 other national service groups, 25 foundations and media representatives.

Again, good luck and please let us know how we can help.

Sincerely,

Bill Hoogterp
Executive Director

cc: Robert Gordon
Melanne Verveer



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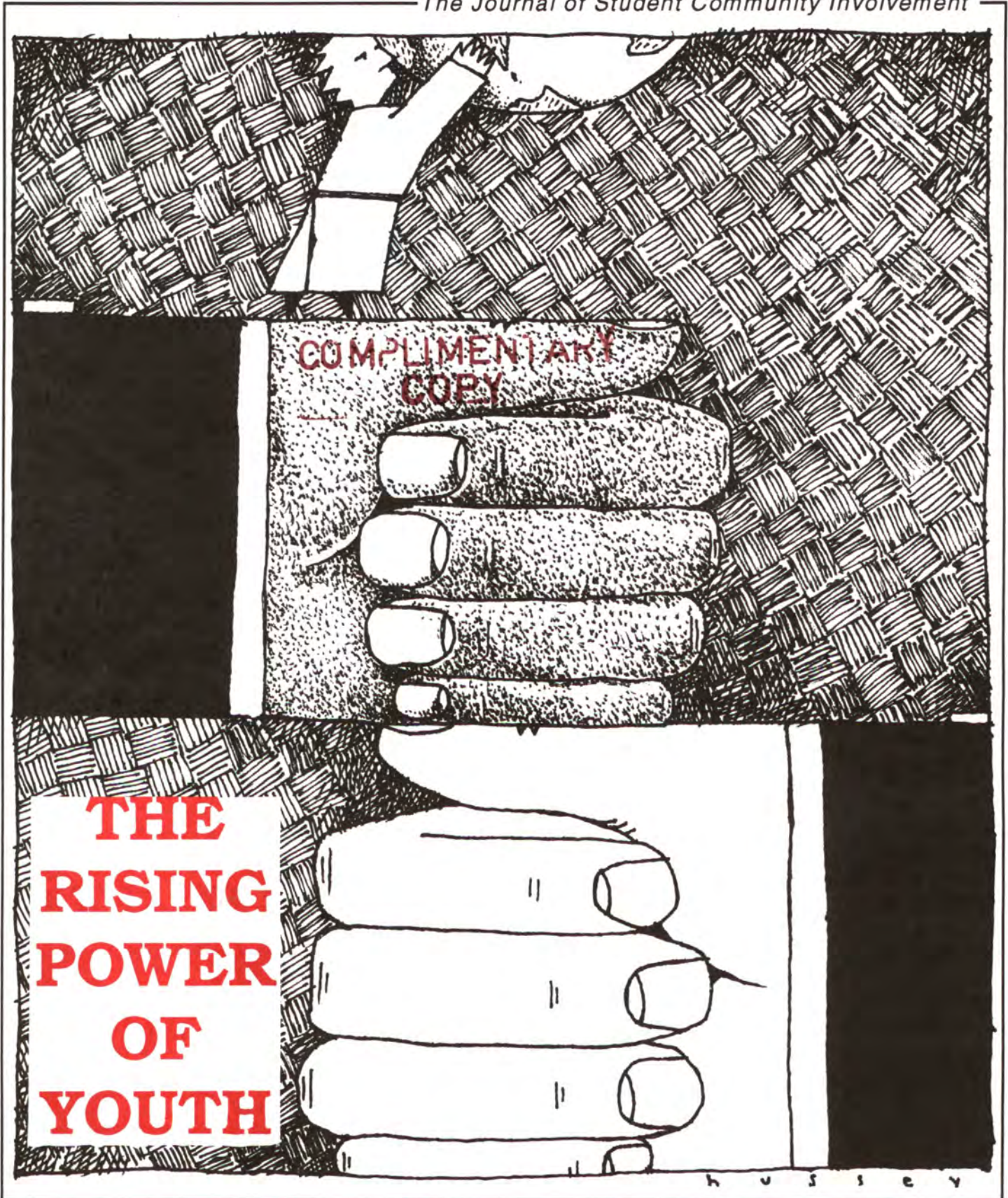
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CAMPUS OUTREACH

The Journal of Student Community Involvement



**THE
RISING
POWER
OF
YOUTH**

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