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Office of
Postsecondary
Education

The Fund for the Improvement of Postsecondary Education

INNOVATIVE PROJECTS FOR COMMUNITY SERVICE:

Guidelines for Applicants

Deadline: June 15, 1993

Objectives The Higher Education Amendments of 1992 substantially revised the community service program of the Fund for the Improvement of Postsecondary Education (FIPSE). The new program, entitled "Innovative Projects for Community Service", is intended to support innovative projects that encourage college student participation in community service activities.

FIPSE provides support in the form of two or three year grants. It is estimated that \$1,000,000 will be available for approximately 20 new grants this year, but this is only an estimate and does not bind the Department of Education to a specific number of grants. The range of grants is expected to be from \$25,000 to \$75,000 annually. Projects may begin on October 1, 1993.

Eligibility Under this program grants may be awarded to institutions of higher education (including combinations of such institutions) and to other public agencies and non-profit private organizations.

Definitions Community service means planned, supervised service designed to improve the quality of life for community residents particularly community residents with low incomes, or to assist in the solution of particular problems related to the needs of such residents. This term does not include partisan or non-partisan political activity, lobbying, direct solicitation of donations, religious proselytizing, conduct of religious services or instruction, pro-union or anti-union activity, or activities that result in the displacement of employed workers or impair existing contracts for service.

Background of Programs The program was originally designed to combat a documented drop in student commitment to public and community service. One reason for this decline was thought to be student concern over the increasing burden of student loans. For the past six years FIPSE has been supporting projects that examined whether the number of students involved in community service could be increased if participating student were offered an alternative source of financial assistance that would reduce their debt burden.

The newly authorized program does not require a connection between student services and financial aid. College students are participating in volunteer activities in steadily increasing numbers. In fact, secondary students are becoming much more active in their communities and are arriving on college campuses seeking to continue that involvement. The issue now is not how to interest students in community service but rather how to structure and focus their interest on opportunities that will benefit both the student and the community.

Plan

to

Use
Nat'l Service to
aid literacy



echoing green

September 22, 1993

Mr. Terry K. Peterson
Counselor to the Secretary
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20502

Dear Mr. Peterson,

Enclosed you will find a strategic plan for utilizing national service resources to increase literacy in the United States. I wrote this report while working as an Associate at the Echoing Green Foundation, a nonprofit foundation in New York which supports and develops social entrepreneurs working in the U. S. and around the world.

As you probably know, the results of the recently released, U. S. Department of Education sponsored National Adult Literacy Survey indicate that approximately 90 million adults are functionally illiterate! With staggering statistics such as this one, I am hopeful that the Department will include adult and family literacy as one of its priority recommendations for how to utilize national service. My strategic plan is designed to help you and the Corporation for National Service inform and define the work that is done in literacy, should literacy be the focus of some national service models.

I have worked periodically with your colleague, Paul Jamison. He has a copy of the strategic plan and has been very helpful in my work. In addition, I have consulted the Office of National Service, the National Institute for Literacy, and various nonprofit organizations in my efforts. I look forward to hearing the recommendations that you make to the Corporation in the coming weeks. I hope that my comments are helpful. If you have any questions for me, feel free to call at (617) 623-6378.

Sincerely,

Clay B. Thorp

cc: Ed Cohen
Eli J. Segal ✓
Susan Stroud
Lilian Dorka
Ron Pugsley
Catherine Milton

Enclosure

A Catalyst for Literacy's Future:

A Strategic Plan for Utilizing National Service to
Increase Literacy in the United States

Clay B. Thorp
Echoing Green Foundation
August 16, 1993

Executive Summary

The literacy field is uniquely positioned to place and support thousands of national service participants. Currently, almost 33% or 1,000 of the approximately 3,000 VISTA Volunteers are placed in literacy. In addition, thousands of college students work part-time in literacy through campus components of national service. With this experience base, the literacy field stands ready to substantively inform the regulations and implementations process for the Clinton National Service Program. In addition, literacy has the capacity to place and train many new national service participants either through an enhanced VISTA program or through the Investment Fund of the Corporation for National Service.

This strategic plan identifies lessons learned from the literacy field based upon existing evaluations of the VISTA Literacy Corps program as well as from informal discussions with over a dozen national, local, and regional literacy organizations and advocates. The Corporation for National Service should do more work to gain feedback from the literacy field on how to structure national service, but initial feedback is as follows:

- Organizations that train participants need more resources
- Service participants need to come together for group reflection
- Adult new readers and other participants who are educationally disadvantaged need extensive training and development
- The bureaucracy for receiving participants needs to be simplified
- There need to be less restrictions on participant activities so that direct service can be provided
- Initial training must be viewed as a trial period for both programs and participants so that either party can choose to terminate their arrangement if it is not beneficial to communities
- National service resources need to get to community organizations and not be absorbed by state agencies and bureaucracies.

On the whole, literacy should not try to repeat what VISTA already does with new service models. Instead, new models funded by the Investment Fund or adapted from the existing program should target the following strategic needs in literacy:

- Leadership and professional development for literacy
- Family literacy
- Immigrant education
- Adult literacy for the most disadvantaged
- Literacy in Correctional Facilities.

Finally, this report makes recommendations on who to get feedback from and how to structure models and support at the local, state, and federal level. Utilizing national service to address critical needs in literacy can create a win-win-win situation - for participants, for communities, and for the nation as a whole.

A Catalyst for Literacy's Future: A Strategic Plan for Utilizing National Service to Increase Literacy in the United States

The National Service Program presents a tremendous opportunity for the federal government to partner with community organizations to meet pressing needs. 25,000 participants could be placed in communities of need in the first year alone - 150,000 by 1997. Whether national service participants work on health, the environment, public safety, education, or any combination of these issues; they can make meaningful contributions to local communities and to the nation at-large.

Illiteracy affects individuals of all ages and backgrounds. As a social problem, it cuts across almost all issues - including employment, health, family development, and public safety. As a result, literacy education is an essential tool for individual and community empowerment. It affords new perspectives in family life and greater flexibility and opportunities in the workplace. Employing national service participants in literacy will allow this nation to address a multiplicity of social issues, while affording service participants a broader perspective on the individuals and communities they work with.

In addition to providing a wealth of placements for national service participants, the literacy field can give meaningful support and input to the Corporation for National Service on the development of service participants who are educationally disadvantaged. The service experience, regardless of the issue, provides a rich learning environment for semi-literate and linguistic minority participants to gain new skills and new meaning in their lives.

Through meetings with over a dozen literacy advocates and organizations, I have attempted to lay the foundation for an integrated and coordinated plan to leverage national service resources to create strong placements for participants and to transform the way that literacy services are delivered in the United States. This policy paper charts out a plan with specific recommendations for how national service can most effectively increase literacy in the United States.

Background - Literacy's Experience with National Service

VISTA Literacy Volunteers

Literacy has made incredible use of the current national service program. In 1986, Congress authorized a special set aside of almost 400 VISTA Literacy Corps Volunteers. Coupled with approximately 600 Volunteers working in literacy from the general pool of VISTA's, that means that literacy is responsible for placing almost 33% or 1,000 of the 3,000 VISTA positions. These VISTA's have worked predominantly in capacity-building roles - helping to recruit and train volunteers, setting up literacy programs in difficult to reach areas, and implementing cutting-edge additions to programs. As a result of this experience, the literacy field has developed a knowledge-base on developing and supporting VISTA volunteers. It

will be significant to tap this experience for the implementation of the Clinton Service Plan.

The Student Literacy Corps and Other Student Efforts

In 1988, Congress enacted the Student Literacy Corps, a service-learning grants program for institutions of higher education to involve student volunteers and educate them about literacy. Since its inception, the SLC has provided grants to over 300 colleges and universities, involving thousands of students in weekly tutoring and direct service.

Around the same time as the development of the SLC, the Student Coalition for Action in Literacy Education (SCALE) was formed. This organization networks with over 650 college campuses who operate campus literacy volunteer programs of all kinds. SCALE and campuses in its network are grant recipients of the Commission on National and Community Service (CNCS) under Subtitle B for Higher Education. With this growing movement of campuses involved in literacy, there is a great deal of energy and momentum among young people to work in national service to increase literacy in the United States. In addition, the experience-base of these programs in terms of training, reflection, community placement, and campus/community partnerships will be extremely valuable to the Corporation for National Service as it implements the National Service Plan.

How is literacy positioned to participate in the National Service Program?

In general, most people representing community literacy programs know very little about the new national service program. Since many of them have worked with VISTA, they know that program well and think of national service in terms of VISTA. Only SCALE and some of the other campus programs have been funded by the CNCS or have experience with programs funded by this agency. In general, service corps don't partner with literacy programs, and no literacy program to date has taken it upon itself to develop a professional corps under Subtitle D in the CNCS. Nonetheless, literacy programs, since they are often privately operated and have less bureaucracy, are logical placement sites for national service participants.

With this as a background, two questions remain:

- What has the literacy field learned from VISTA and other experiences that will be helpful to the Corporation for National Service?
- In what way can the literacy field learn from the national service arena in utilizing the Investment Fund of the Corporation in addition to the Program Arm and VISTA?

Lessons Learned in Literacy

Overall, the impact of VISTA on literacy has been significant. Because of VISTA, many programs exist where they did not before, and the quality of services in many cases is enhanced due to new additions. With such a broad experience with VISTA,

the literacy field has many lessons to offer the Corporation for National Service, including:

- Organizations that train and support service participants need more resources for those functions
- Service participants need to be able to come together periodically for group reflection
- Participants, particularly adult new readers and others who are educationally disadvantaged, need extensive training and development
- The bureaucracy for receiving participants needs to be simplified.
- There need to be less restrictions on participant activities. Specifically, participants need to be able to provide direct service in addition to capacity-building
- Initial training must be viewed as a trial period for both programs and participants so that either party can choose to terminate their arrangement if it is not beneficial to communities
- National service resources need to get to community organizations and not be absorbed by state agencies and bureaucracies.

These lessons have been pulled from existing data on the VISTA Literacy Corps as well as from meetings with the staffs of all of the major national literacy organizations who have affiliates that place VISTA Literacy Corps participants. The Corporation for National Service, along with the National Institute for Literacy and the U. S. Department of Education, should put together more discussion groups over the next few months to get formalized feedback from the literacy field. If more VISTA's and other national service participants are going to be placed in literacy, it will be critical that we gain this formalized input. In addition, if we are going to have educationally disadvantaged participants, we need to incorporate the feedback and technical assistance from the literacy field to train and support them effectively.

Literacy and the Investment Fund

The concept of the Investment Fund of the Corporation is new to the literacy field. The idea of implementing self-contained models of professional placement in literacy seems like a stretch at first to many organizations. Over the past six weeks, I have engaged in over a dozen brainstorming discussions about ideas for service placements that would play a distinct role from that of VISTA. Literacy practitioners are enthusiastic about the Investment Fund because of the opportunity to define the service context and to develop specific training for a corps of literacy participants. From these discussions, I have concluded that if literacy can implement a series of targeted models, it can achieve significant gains beyond that of VISTA. These models could be designed to meet specific, high-priority needs in literacy such as family literacy, second-language literacy, or leadership development in literacy.

It will be important that literacy learn meaningful lessons from service corps like City Year and professional corps like Public Allies in developing these models. In particular, methods of participant development, including ongoing reflection, career

development, and community partnerships, should be utilized. Through developing teams of participants placed in individual settings, we can encourage collaboration among participants. This collaboration can increase the quality of participants' work and develop the skills of Volunteers. What follows is an outline of how we might structure a coordinated plan in literacy.

What would a coordinated national service program in literacy look like?

A coordinated national service program in literacy should combine programs that have worked in the past for literacy with new types of models that can be demonstrated and replicated over time. This plan should encompass all types of participants, including college students, adult new readers, retirees from teaching and other professions, recent graduates of four-year and two-year colleges as well as high school, and members of low or semi-literate communities. What follows is an outline of the types of placements that could be developed in a coordinated plan, along with possible organizations to take the lead in or assist in implementing placements:

General Support for Literacy

Many general roles can be filled by service participants. These roles include expansion of programming, recruitment of volunteers and learners, and improvement of the quality of services. The Service Program fills or can fill these general roles through the following:

- **VISTA.** The VISTA program has done a tremendous job in the past of increasing capacity in the literacy field. The work of VISTA's have included the implementation of efficient methods of learner monitoring, expanded services through new learning centers, and recruitment and training of new volunteers. VISTA's have not been used as direct service providers because the statute that authorizes direct service in the Domestic Volunteer Service Act Amendments of 1986 has not be funded. Overall, the capacity-building role of VISTA has been well-received by the literacy field and should be continued.
- **New Models Funded by the Investment Fund.** Some new models could be devoted to general support of literacy, especially capacity-building. On the whole, however, it would not be wise to create new models to do what VISTA already does. Since ACTION already has the infrastructure for general capacity-building in literacy, VISTA should be improved upon but not supplanted by new models. Guidance from the literacy field through the 1991 Evaluation of the VISTA Literacy Corps and through policy discussions with key literacy stakeholders can guide the process of improving and expanding VISTA. Suggestions in the "Issues to Consider . . ." Section of this report are applicable for VISTA as well as for private models.

Targeted Service Models for Strategic Literacy Needs

In order to leverage National Service resources for their greatest impact in literacy, models should be developed that address targeted needs, in addition to the general support provided by VISTA. The National Institute for Literacy and other stakeholders in the future of the literacy field have spent the past two years defining specific needs in literacy as a part of the implementation of the National Literacy Act of 1991. New models to address these specific needs could be supported by the Investment Fund of the Corporation for National Service. What follows is a listing of targeted needs that national service can help meet, with sketches of potential models, and descriptions of organizations that have expertise in these issues and have expressed interest in participating in model development or technical assistance:

- **Leadership and professional development for literacy.** There is no present career track in literacy. Currently, newcomers to the field of literacy enter in fairly haphazard ways, often through the VISTA Literacy Corps. The national service plan should support groups that target participants from various populations that are currently not involved in leadership in literacy. These could include: adult new readers, individuals from disenfranchised communities, and young people. Models could be implemented to develop the talents of these individuals and provide them with the **training and support** to gain leadership skills in literacy.

These types of models could address various types of literacy needs but would have an emphasis on developing the skills and knowledge-base of service participants. These participants could work as members of teams in training and serve individually or in small groups in placement sites. Programs would have the goal of mentoring participants by utilizing Team Leaders who would support groups of 10 to 15 participants. In addition to supporting the service experience through reflection and ongoing training, these Team Leaders could help participants look at possible career opportunities in literacy or related fields.

There are several groups that have the expertise to develop these models:

1. There is a growing movement of new readers who have been working together through the **Biannual Adult New Reader Congress**, through **Gather**, and through local new reader support groups like **Adult United Voices**. This latter group has been planning a local service model for New York City that would place 10 to 20 new readers in literacy programs with the goal of increasing retention and quality of services while developing leadership skills in new readers.

2. The **Student Coalition for Action in Literacy Education (SCALE)** is planning a part-time national service model that would employ current college students for 850 per year through a full-time Summer of Literacy Action and year-round, part-time service for 12 hours per week. SCALE hopes to implement the model in North Carolina and then replicate it nationally. Although this model fits most logically into the leadership development category, it could have some application to other targeted needs as well.

3. Several organizations could be tapped to place other full-time service participants. Groups like the **Commonwealth Literacy Campaign** in Massachusetts have run extensive VISTA Literacy Corps programs and could be involved in developing a special leadership model. In addition, **Laubach Literacy Action**, **Literacy Volunteers of America**, the **Association for Community Based Education (ACBE)**, and the **United Way of America** all have the infrastructure to develop and replicate a leadership model for participants of all types.

- **Family literacy.** Family literacy is exploding as an approach to holistically addressing the literacy problem. Targeted national service participants could make a difference in this arena. The **National Center for Family Literacy** has close relationships with the 15 Toyota Families for Learning sites as well as 27 sites through the Bureau of Indian Affairs. They have expressed an interest in developing models that would employ parents who are graduates of programs in assisting full-time with the education of other parents and children. In addition to this Center, ACBE and **Wider Opportunities for Women** have relevant experience either for training or program implementation in family literacy.
- **Immigrant education.** English literacy for linguistic minorities is a significant priority need in this country. Particularly in urban areas, non-native English speakers wait on lists for over 2 years for English classes. Targeted national service participants could shorten these waiting periods. The **Center for Applied Linguistics** has considerable expertise in developing training modules and working with local communities that are addressing English needs of immigrants. Models could conceivably be developed in Texas, Florida, or Massachusetts in the near future. In addition, the **New School for Social Research** in New York City has developed an ESL teacher training program that might be applicable to this area.
- **Adult literacy for the most disadvantaged.** Many local literacy groups tout the successes of students who get their GED's in record speed. Often times, these types of "success stories" start ahead of the game in the first place. They may already have a solid threshold of skills, and the

literacy program merely takes them to the point of formally obtaining their GED. It's important to remember that learning basic skills takes a long time for everyone, and those who for whatever reason need to start from scratch later in life will take a longer time than those who start ahead. As a result, programs that target these types of learners need extra staffing. Teams of national service participants could be employed to meet the needs of programs that are reaching the most educationally disadvantaged. Laubach Literacy Action, Literacy Volunteers of America, and the Association for Community Based Education have consistently tried to reach these groups. In addition, programs like Bronx Educational Services in Bronx, NY are local models that are reaching the most educationally disadvantaged.

- **Literacy in Correctional Facilities.** Of the 4 million people in correctional facilities or on probation or parole, many have dropped out of school and/or are functionally illiterate. A model for these learners provides a perfect way to develop a nexus between the Education and Public Safety components of the National Service Program. The Correctional Education Association has experience in developing training modules and programs for incarcerated adults. They could assist in this effort. In addition, the American Bar Association could also provide support.

Each of these models should be developed in a localized format first. Should models prove to be successful in achieving stated goals, they can then be replicated nationwide as the National Service Program grows. As models are replicated, the literacy field at-large would develop capacity both through local VISTA placements and through models targeted at specific needs.

Issues to Consider Within Literacy Models

Outreach over the next few months can help ensure that literacy organizations think through all of the issues involved in participating in the national service plan. Overall, questions need to be asked about everything from daily placement and training issues to broader questions about how the literacy community can best utilize national service as a new resource and how each organization can contribute to a larger strategy for national service in literacy. What follows is a breakdown of different components of National Service in Literacy with ideas for how issues can be resolved within each category. Some of these are issues for local models or ACTION agencies to address, others are items that the Corporation needs to address either on its own or through technical assistance contracts:

Recruitment. Much of the recruitment for these programs can be done locally, through word of mouth or through special outreach programs. In particular, these local methods can identify educationally disadvantaged participants who can contribute to literacy organizations while utilizing the service experience to redirect and reprioritize their lives. Recruitment of college students and recent college graduates can be done through existing campus

networks like the Campus Outreach Opportunity League (COOL), SCALE, or the United States Student Association (USSA). The problem with these methods is that while they might yield bright and energetic participants, these participants are not always from the communities in which they serve. A premium should be placed on recruiting graduates who want to come home for service; however, the diversity gained by involving those from other parts of the country is important so long as most of the participants aren't imported.

Training.

The VISTA Literacy Corps evaluation indicates that the training for that program needs to be restructured. Complaints revealed that service participants did not gain concrete skills and that some of the skills that were gained were not useful. I would propose a two-tiered training system in which an umbrella placement agency (in the case of VISTA, it would be ACTION or a subcontractor) provides front-end and ongoing training for participants around general issues of literacy, reflection on participants' experiences, developing an understanding of literacy and its social context as it relates to other issues, and the development of specific job skills. With this broader training as a foundation, host organizations could provide method- and organization-specific training for participants. This two-tiered process would allow consistent, ongoing support for participants without overburdening host organizations. In addition to providing participant training, umbrella training groups should provide host organizations with some orientation, ongoing feedback, and support.

Placement.

The power relationships between host organizations, participants, and umbrella training groups could get sticky. In every case, these relationships should be clearly spelled out from the beginning. Supervisory relationships, in particular, should be understood so that participants know who to report to.

In order to address the literacy issue systemically, placements will need to be implemented, not only in volunteer organizations, but in other social service agencies like homeless shelters, welfare offices, Head Start centers, or prisons. This process of integrating literacy into other services is difficult but fruitful. Finally, there needs to be some way to ensure quality on the part of participants and host organizations. There should be implicit understanding that learners' needs come first and a process for terminating relationships if those needs are not being met.

Monitoring/TA.

Monitoring on the part of the Corporation seems fairly simple in that resources will be provided to service models or through

VISTA with specific requirements. The technical assistance role could be as large or small as resources allow. In particular, demonstration models will probably incorporate technical assistance by replicating organizations or by others with expertise. In addition, there seems to be room for specific conferences for literacy in addition to on site support for new models. That technical assistance can be provided by the Corporation directly or by a subcontractor.

Additional technical assistance will be needed by the Corporation for developing training and support for educationally disadvantaged participants. The National Institute for Literacy can assist in identifying the appropriate organizations for this function.

Evaluation. Since VISTA Literacy Corps and other models would be focused on literacy, there should be ways to assess the aggregate impact on communities, in addition to results for service participants. This kind of assessment would need to accompany a larger evaluation for the Corporation as a whole. If the literacy part of National Service is strategically coordinated, this impact will be easier to gauge.

Coordination. The National Institute for Literacy and the State Literacy Resource Centers can help with coordination on the state and federal level. This will be important so that lessons learned from VISTA and from newly developed models can be incorporated into all models. I would suggest that a working group come together periodically to share ideas and resources, particularly on the replication and implementation of new models.

Groups to Bring to the Table through Outreach and Implementation

There are lots of stakeholders to bring to the table in implementing a service plan in literacy. Representatives from national, regional, and local stakeholder groups should be organized at first, with options for ongoing feedback and involvement as the national service plan develops. The logical group to pull these organizations together is the National Institute for Literacy. They have been working with the Office of National Service and the U. S. Department of Education to structure a process of feedback from the field on national service. This feedback will help improve VISTA and develop overall structures for national service. In addition, I would suggest that the National Institute for Literacy continue its coordinating role in national service so that literacy organizations can receive the support and networking they need to participate effectively. The following is a general list of organizations and types of people who should be involved in the initial and ongoing phases of implementation of the national service plan in literacy:

- Local directors of VISTA Literacy Corps programs
- New readers from the VLC and other literacy corps programs
- VISTA Literacy Volunteers and college literacy volunteers
- Corporate executives from companies with track records in supporting literacy like Time Warner, Inc., Capital Cities/ABC, and Simon and Schuster
- Representatives from the National Coalition for Literacy
- Representatives from national literacy organizations like SCALE, Literacy Volunteers of America, and Laubach Literacy Action
- Representatives from ACTION who have experience with VISTA Literacy Corps
- Representatives from the Office of Postsecondary Education who have experience with the Student Literacy Corps
- State adult education directors
- Representatives of community-based literacy organizations.

Conclusion

The literacy field is uniquely positioned to place and support thousands of national service participants. With a background of experience with the VISTA and flexibility at the local level to innovate, literacy and related organizations should be able to provide substantive feedback for the Corporation for National Service, along with models for placement that address strategic needs in literacy. In a nation with limited resources, it is critical that we leverage the resources that are available for their greatest gain. Utilizing national service to address literacy in ways that meet critical needs can create a win-win-win situation - for participants, for communities, and for the nation as a whole.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

MEMORANDUM

September 30, 1993

TO: Eli Segal
Susan Stroud
Shirley Sagawa

FR: Terry Peterson
Paul Jamieson

RE: More thoughts on priorities

Thank you for including us in the discussion on priorities. Here are some more thoughts on Wednesday's discussion.

As a compromise on a very sticky substantive and political issue, we would like to propose that the discussion be shifted away from issue areas to **populations served**. These areas represent **critical transition points** in the lives of children and youth and the day to day areas where traditional institutions (schools, day care) may leave off. If a theme of national service is one of **supplementing existing efforts** and **building partnerships with existing institutions**, then a focus on populations served represents a better way to think about the issue of priorities.

A focus on populations does not solve all of the political or substantive problems; for example, we would generally favor excluding terminally-ill senior citizens from the population served category, which could alienate some very large and powerful constituencies, in favor of tutoring a pregnant teen or first grader with reading difficulty. However, founding the discussion on populations served provides a **new paradigm for combining a number of different issue areas** that frequently mentioned by the working groups and the constituencies with whom we have met.

We would suggest the following populations and some of the corresponding issue areas (which fit the "middle tier" category):

Early childhood/Family Education

Education:	Family literacy (combination of early childhood initiatives and tutoring for parents)
Health:	Immunization
Safety:	Domestic violence reduction
Environment:	Lead paint elimination in schools

At risk children (elementary school level)

Education:	Tutoring and after school enrichment, including at-risk and disabled children.
Health:	School-linked health Drug and alcohol prevention
Safety:	School violence mediation, anti-drug and alcohol efforts
Environment:	Environmental education

At risk and disconnected youth (high school)

Education:	Mentoring and school to work (eg job counseling) and school to college
Health:	HIV prevention, Runaway youth services
Safety:	Reducing gun violence, anti recidivism programs
Environment:	Park cleanup

There are **varying ranges of specificity** for populations served approach that can limit or broaden the kinds of programs applying while still allowing for initiatives in each of the four areas. For example, a more specific level of populations could be:

First-time parents

Education:	Family literacy
Health:	Pre and post natal care, crisis prevention, home visitation
Safety:	Anti victimization
Environment:	Safe Housing and clean neighborhoods

First-time offenders

Education:	Literacy
Health:	HIV prevention
Safety:	Counseling, conflict resolution techniques
Environment:	Organizing recent offenders who are paroled or on probation to perform environmental clean up as a condition of their parole.

On the process and public relations aspect of priorities, our opinion is that the **timing of the release of the priorities** is critical. Polling now might be the best answer. A way to give Governors a stake in the process would be to ask them to organize town meetings on the issue for the national priorities. We agree with you that whatever happens, some percentage of the funding (at least 1/3) should be left at the discretion of the States to fund their own projects. For the rest of the money, we would be in favor of the "**projects serving these populations will be preferred**" language.

On the career pathways issue, we think national service should be viewed primarily as a **introduction for young people to areas in which they might later become professionals** rather than the forum for professionals to serve. The Corporation might decide to fund a small pilot program of a Teacher Corps (or jointly fund one with Teach for America), for example, but more emphasis could be placed on providing training opportunities for national service participants to obtain professional or qualifying credentials or pre-college experience while they are in national service. Perhaps State commissions and the Corporation could give extra points to programs that would offer their national service participants courses to work toward their teaching credential or community policing training during their one or two years of service.

cc: Deputy Secretary Kunin