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(29pp)

Community Service Commission
Educate Yourself



EDUCATE YOURSELF

University of San Diego

Judy Rauner 619/260-4798
Director Volunteer Resources
Alcala Park

San Diego CA 92110-2492

Volunteers for Youth (VFY) Program

Mentoring Program? Y

University of San Diego students volunteer as mentors to junior high school youth for one academic year. Beginning in the fall of 1991, the mentors will be involved in a course for credit, strengthening the learning and reflection components. Since its inception VFY has moved toward encouraging academic development while maintaining a strong personal relationship connection. For the university students, on-going training and reflection combines learning with their service. Youth aim to improve their performance in school, to increase school retention and to develop positive personal self-esteem, rewards also experienced by mentors. The Volunteer Resources Office staff serves as program advisors while the Vice Principal at the Junior High school serves as School District advisor.

University of California - Los Angeles

Elana Schwartz (213) 206-5523
VISTA Supervisor Los Angeles Partners in Learning
203 Men's Gym
Los Angeles CA 90024-7706

Barrio Youth Alternatives, Project Motivation, and Student Educational

Mentoring Program? Y

Barrio works with Chicano/Latino youth at risk of joining local gangs by providing assistance like tutorial programs, and counseling on employment and substance abuse. The 2nd 2 organize trips to UCLA, provide career opportunities, workshops and other motivational activities.

San Jose

FAX COVER SHEET

DATE: 2-19-93TO: SUSAN STOLITS
WHITE HOUSE OFFICE OF NATIONAL SERVICEFax: 202 456 6420FROM: Rev. Daniel Germann, S.J.
EASTSIDE PROJECT
SANTA CLARA UNIVERSITY
Office: (408) 554-4549
Fax: (408) 554-5241*Daniel*

COMMENTS:

I HOPE THIS IS HELPFULNumber of Pages including Cover Sheet: 13If you do not receive all of this transmission or it is unreadable, please call
(408) 554-4549.

"You must both enter your room in the classroom and in the real world to see the whole picture."
 DR. SUMMITT, A HISTORY PSYCHOLOGY, JULIAN STREET LEAD



Santa Clara student help organize the Christmas fair at the Eastside Senior Center.

Concern for the poor and the powerless and the promotion of social justice are central to Santa Clara's educational mission as a Catholic Jesuit university.

Consistent with that mission, Santa Clara's Eastside Project seeks to educate students to the full range and depth of human experience. Students are invited to share the pain and deprivation of the marginalized so that their own ambitions are tempered by the hopes and aspirations of the poor and the powerless. The Eastside Project is the embodiment of Santa Clara's conviction that those who suffer from social, political, and economic structures are best able to educate us about the demands that must be met for justice to be realized in our world.

The project incorporates direct experiences with the impoverished and the marginalized into the University's curriculum. Through this project, classroom and community learning supplement and complement each other to provide an engaging educational experience that takes the student beyond the confines of campus life.

The Eastside Project is not a typical "outreach program" that places student volunteers in local human service agencies. Rather, the project brings the life experiences of marginalized members of society into the consciousness of students and faculty so that concern for justice is fixed firmly in the mainstream of the Santa Clara educational experience.

"The Santa Clara students are willing to immerse themselves so completely for the sake of making this a meaningful experience for our children."

FRED DEBER, EXECUTIVE DIRECTOR, GARDNER CHILDREN'S CENTER

WHAT IS AN EASTSIDE PROJECT PLACEMENT?

An Eastside Project placement is an organization or agency whose purpose is to provide assistance to the most underserved members of the Santa Clara and San Jose communities. Santa Clara students work directly in these placements, using their knowledge, time, and skills to help meet the needs of those whom the agency serves. The agency benefits from the extra help, and students get firsthand experience related to the academic subject they are studying. In this setting, the agencies' clients and Santa Clara students learn from one another, forming a true educational partnership.

Eastside Project placements serve many people in Santa Clara and San Jose, including the homeless and homeless mentally ill, children, the elderly, and recently arrived immigrants.

SAMPLES OF EASTSIDE PROJECT PLACEMENTS

PLACEMENT	SERVES	IS A PLACEMENT FOR
MONTGOMERY STREET SHELTER	Homeless men and women	Biblical Drama Christian Ethics Teaching in a Multicultural Society
MOUNT PLEASANT HIGH SCHOOL	High school English-as-a-second language (ESL) students	Developmental Psychology III Psychology of Learning Secondary Teaching Practicum Teaching ESL
EASTSIDE SENIOR CENTER	Senior citizens	Advanced Spanish Conversation Biology of Aging Introduction to Social/Cultural Anthropology Psychology of Aging
EASTSIDE ADULT EDUCATION*	Adult ESL students	Faith, Justice, and Poverty Humanistic Psychology Introduction to American Politics Spanish Linguistics

*This is a placement for both the Eastside Project and Santa Clara Community Action Program.

"I learned that the homeless are not homeless people, but have an identity similar to you and me."

TOM GIBNETT '93, CHRISTIAN LITERES
MONTGOMERY STREET SHELTER

SOCIAL JUSTICE ADVOCACY

Augmenting the project placements are other activities that unite the university community and underserved, marginalized communities as advocates for justice.

- Lectures and panel discussions on specific issues such as homelessness or immigration have been presented on campus or in the community.

- Conscience-raising events concerning the injustices suffered by the poor of El Salvador have been sponsored, and delegations have been sent to that country.

- Short-term projects and reflective experiences that develop a stronger relationship with marginalized communities have been sponsored with the Alumni Association.

- Some project staff members personally maintain a continuous presence and direct working relationship among the underserved populations of the valley.

HOW TO BECOME INVOLVED IN THE EASTSIDE PROJECT

Students

Most students become involved in the Eastside Project through a class for which a placement



Eastside Project participants learn about the challenges faced by the homeless at the Julian Street tent.



Faculty students of English as a second language are our Eastside Project participants, learning at their university of culture in their community.

experience is either required or is offered as an option. At the beginning of each quarter, students sign up for placements that have been identified by the instructor as appropriate for the course.

Faculty

Faculty members who are interested in learning how this type of experiential learning may be integrated into their courses should contact Sonny Manuel, S.J., in the Psychology Department (554-4593) or Luis Calero, S.J., in the Anthropology/Sociology Department (554-2794). A list of placements is available from the Eastside Project Office.

Community Service Agencies

The process of becoming an Eastside Project placement begins with a series of meetings and site visits. The process facilitates learning about one another and structuring an experience that will be mutually beneficial. Interested agencies may call Laura Jimenez, Eastside Project placement coordinator, at (408) 554-4549.

Santa Clara University does not discriminate on the basis of race, color, national and/or ethnic origin, sex, marital status, sexual preference, handicap/disability, religion, veteran's status, or age in the administration of any of its educational policies, admissions policies, scholarship and loan programs, athletic and other school-administered policies and programs, as well as employment-related policies and activities.

4/20/93

THE EASTSIDE PROJECT



AT
SANTA CLARA
UNIVERSITY

SANTA CLARA UNIVERSITY'S EASTSIDE PROJECT: BRIDGING THE CHASM

Assembly of Jesuits in Higher Education
June 6, 1989

Stephen A. Privett, S.J., Gerdenio M. Manuel, S.J.,
Daniel V. Germann, S.J. and Peter Miron-Conk

Underlying Philosophy

There is a whole genre of space age humor that has extraterrestrial beings -- recently landed on planet earth -- instructing a puzzled cow, traffic signal or fire hydrant, "take me to your leader."

The four of us experience the puzzled bewilderment of that cow whenever -- and it happens frequently -- people tell us that they would like to "come out and see the Eastside Project." The Eastside Project is not a center of activity nor is it any one specific program that someone can visit, observe or even photograph for a university brochure. In terms of understanding the Eastside Project, you are not disadvantaged by being here in Washington, D.C. rather than "there" in San Jose, CA. The Eastside Project is best understood by playing with metaphors rather than looking at photographs. We have chosen a bridge as the metaphor that is most expressive of the Eastside Project.

A bridge is the means by which one passes over into an area that is on the opposite side of an otherwise impassable chasm. Bridges allow persons on either side of a divide to interact with each other as well as to return home again. Bridges counter isolation with the possibility of interaction. The Eastside Project is predicated on the understanding that the university is generally cut off from and inaccessible to certain segments of the population. The result is that the experiences, questions, fears, hopes, doubts, frustrations and concerns of these people find it difficult -- if not impossible -- to make their way into the academy across a chasm of separation that is broad and deep.

The very institution which explicitly commits itself to exploring, distilling, articulating and enhancing universal human experience is prevented from doing so because not all human experience can pass over into the consciousness of the university. This is a problem for any university, but doubly so for a university that claims to stand in the Catholic Jesuit tradition. The neglected and overlooked people of our times are the neglected and overlooked people of every time -- the poor, the powerless, the disabled, the defenseless and other minority groupings. Those whom society pushes to the margins of its consciousness as "unimportant" are the very persons that the Gospel would have us attend to with special care. Contrary to the common sense judgement of popular

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wisdom, it is the poor, the meek and the persecuted whom the Gospel declares are especially blessed by God.

The Eastside Project believes that what Father Pedro Arrupe said of individual Jesuits is also true of its institutions: "One who claims to be free from class mentality is rightly suspect. Only with great difficulty do we escape from the claims of class." [Arrupe, "Change of Attitude Towards the Underprivileged," Challenge to Religious Life, v.2, p. 249-50.] Close association with persons outside our own socio-economic class can save us -- faculty, staff, students and administrators -- from being hopelessly confined to the narrow horizon and limited ethos of our particular milieu.

The Eastside Project did not begin with a set of goals and objectives for the university: a specified percentage of minority students by 1990 or a predetermined slate of courses added to the core curriculum. The Project is rooted in a theory/praxis that views interaction between the university and neglected or overlooked groups of people as an effective means for refocusing and redirecting the energies of the university. Basically, the project is built around a widely supported but badly neglected research finding that attitudes -- personal and institutional -- are more effectively changed by experience than by position papers or forceful rhetoric. [Thomas D. Cook & Brian R. Flay, "The Persistence of Experimentally Induced Attitude Change" in L. Berkowitz, ed., Advances in Experimental Social Psychology, V. II (New York: Academic Press, 1978).] Developmental theorists tell us that we are more likely to act ourselves into new ways of thinking than think ourselves into new ways of acting.

Educators are familiar with outreach programs that place the human resources of the university -- generally the students -- at the disposal of local human service agencies. In contrast to these traditional programs, the Eastside Project's main intent is to promote interaction between the university and the community on the premise that "we not only increase the likelihood of our being moved; we also run the risks that being moved entails. For we are moved somewhere, and that somewhere is further into life, closer to those with whom we live." [Kegan, Evolving Self, 16] The Eastside Project offers the university opportunities to move further into the lives of the underserved, to hear more sharply "the cries of the poor" [Ps. 9:13] confident that direct experiences of their pain and distress will broaden the university's base for reflection and redirect its activities and resources.

This theory and practice of institutional change is at the center of all our efforts to establish the Eastside Project in the community and at Santa Clara University. From the very beginning our principal challenge has been -- and still is -- to remain true to our conviction that while the university has much to offer the community,

it is the disenfranchised and underrepresented people themselves who are the motors that drive the mechanisms that will change the university. We believe that this fundamental theorem of the Eastside Project is rooted in the Gospels, supported by the decrees of the Society's most recent General Congregations and reinforced by the writings of Fathers Arrupe and Kolvenbach.

The major goals we have set for the project envision the establishment of a mutually beneficial partnership between the university and the community that will ultimately fix the concern for justice firmly within the university's curriculum. Another hope we have for the project is that it will offer the church and the Society of Jesus the model of an actively cooperative enterprise involving the university, the local diocese and church persons involved in direct pastoral ministry. The overarching goals of the project are spelled out in some detail on page entitled 'Goals and Objectives.'

Key Elements

Preparing this presentation gave us the opportunity for a retrospective assessment of the Eastside Project and so we are able to offer you the benefits of our hindsight. From this perspective -- and only from this perspective -- are we able to determine the key elements and issues that we have dealt with during the embryonic stages of the Eastside Project.

It was -- and is -- clear to us that the effectiveness of the project depends on our being credible members of both the university and the Eastside communities. To retrace our initial steps is to see how this insight worked out in practice. Dan's sixteen years in Campus Ministry at Santa Clara and Sonny and Steve's tenure track appointments and previous service to Santa Clara established our status within the university. As far as our community base is concerned, the decision to live in Most Holy Trinity parish on the Eastside was made only after four months of consultation with representative community persons. These consultative efforts, plus our subsequent involvement with the parish, gave us a visibility and plausibility on the Eastside that would otherwise have eluded us. The decision to invite Peter Miron-Conk, the Director of Urban Ministries in San Jose, to join us as a director of the project was a major contribution to our standing within the community. Peter's years of service to San Jose's marginalized have earned him the respect, confidence and affection of the people with whom we hoped to work; of equal importance for the project are Peter's "outsider" perspective and his skills at facilitating goal setting and decision making processes.

The project's current administrative structure further reflects our concern to have a solid foundation for both sides of the bridge. Dan Germann and Peter Miron-Conk anchor the community side while Sonny Manuel and Steve Privett, the university. Dan devotes the bulk of his time to community and diocesan committees and to direct participation in the project's co-curricular immigration

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program. Sonny and Steve both receive a two course reduction in their teaching loads which frees some time to work on the qualitative and quantitative development of the curricular placements. All three plus Peter Miron-Conk meet weekly to coordinate and evaluate the ongoing work of the project and to direct ad hoc efforts, e.g., panel presentations, symposia, guest lectures.

From the very beginning the seminal idea of the project -- mutual interaction -- was clear to us, but we wisely left its specific shape and form quite vague and amorphous. The nebulous nature of the project's institutionalization saved it from becoming just another patronizing attempt to serve the interests of the community, because the community itself was a major voice in the preliminary discussions to determine the direction that the project would take. We were not creating a project that would ultimately help us learn from the community; the community and the university were going to learn from each other from the very beginning of the project. This process of creation modeled the fundamental dynamic at the heart of the project -- university and community listening and learning from each other.

In October, 1986, after then-President, Fr. Wm. Rewak, announced and strongly endorsed the project in a letter addressed to every member of the university community, the Eastside Project began in earnest with a series of meetings that facilitated direct discussion between representatives from the community and the university; two sessions were held on campus and two in a meeting room at the parish. The bridge was under construction and people were already crossing over, if only for a meeting. Each session elicited responses to the project's underlying concept of cooperative interaction between university and community and then asked for specific recommendations on how this ideal could be implemented to the satisfaction and benefit of all. Prior to these meetings, we had tentatively singled-out three emphases for the project: curriculum, research and a co-curricular program. The community spoke and the university listened. It was encouraging and exhilarating to listen to local residents denounce past research efforts that had reduced their lives and their families to grist for the academic research/tenure mill. The community had "had it" with university types "paddling through" and said so. Santa Clara was not "their university"; San Jose State enjoyed that status. University people left these meetings with heightened sensitivities, piqued curiosities and a desire to begin this program that offered the vague hope of learning more from the community. Community representatives were impressed with the number, quality and apparent sincerity of Santa Clara representatives.

The minutes of these meetings were reviewed by the four of us and by the project's advisory board, which was constituted on the basis of qualitative participation at those initial meetings. We

deliberately balanced the board's membership with six university persons and six people from the community. While there was an immediate and clear consensus among board members not to sponsor research efforts during the initial phase of development, the board did endorse the project's curricular and co-curricular concentration and drew-up a set of criteria to direct the development of the project. We opted for programs that responded to real needs, were manageable, could be successfully implemented at minimal cost but with high visibility, utilized existing structures and were capable of absorbing all interested volunteers.

In addition to the above criteria, we settled upon and remain committed to a set of more long range goals against which we measure all our decisions. We support programs/opportunities that capitalize on existing university resources and foster a partnership between the community and the university, that are initiated by the community and have a multicultural context or address a justice issue or focus on the underserved or impact on a number of different areas within the community or the university. Above all, we look for programs that involve a significant segment of the university, that can ultimately be institutionalized within the curriculum and have the potential for redirecting the university educational mission.

Programs and Activities

In response to community recommendations and in line with our criteria, we directed the project's co-curricular component towards undocumented immigrants who had become a critical local -- and national -- issue with the passage of the Immigration Reform and Control Act of 1986. After some testing of the local waters, the Eastside project opted to link-up with the Diocese of San Jose's program to help immigrants acquire legal status. Dan worked so effectively with diocesan and volunteer personnel that he was salaried by the diocese to direct the on-site conduct of this legalization effort. An unanticipated but positive consequence of our successful involvement with the immigration issue was some bridge-building between the university and the diocese. This initial contact -- greatly expanded by Dan's subsequent involvement with a number of diocesan groups -- has led to increased collaboration between and the mutual enrichment of both Santa Clara and the local church. At Paul Locatelli's presidential inauguration, San Jose's Bishop Pierre Du Maine singled out the Eastside Project as a "... unique witness to the sense of community and service that this institution [Santa Clara University] has always carried along with its academic distinction." [Bishop Du Maine's address was subsequently published in the diocesan newspaper, The Valley Catholic.]

The co-curricular legalization program drew student volunteers from upper division Spanish classes, from appropriate courses in the Ethnic Studies and from the Law School. These

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student volunteers assisted undocumented persons through the complicated legalization process. The Project's co-curricular effort cut across departmental lines and even began to bridge the gap between graduate and undergraduate students.

Within the co-curricular program it has been difficult to set up the structures that require participants to reflect upon and learn from their experiences. Three such reflective exercises were offered during each of the first two quarters of operation: an orientation program, a panel presentation by documented and undocumented persons and an opportunity for students to share with each other their experiences with the undocumented. Frankly, with the exception of the orientation evening, attendance was sparse at these events and the problem of grafting a critically reflective component onto the co-curricular branch of the project remains unsolved.

The incorporation of active learning into existing courses is critical for bringing the experiences of the community into the consciousness of the university and for institutionalizing a praxis model of learning in the life of the university. Direct experiences, in addition to testing out theories and insights learned in class, provide rich material for subsequent discussion, reflection and research. In the Eastside Project, classroom and community supplement and complement each other to provide a thoroughly engaging learning experience that takes the student beyond the rather narrow confines of Santa Clara.

The project's curricular effort began with Sonny and Steve's contacting faculty members whom they knew personally or who had expressed some interest and enthusiasm for what we were doing. The departments that were initially most responsive to our overtures were Psychology, Modern Languages, Ethnic Studies and Communication. We worked in a highly individualized manner at finding the "right stuff" for each teacher and her/his course. For example, the goals of the child psych course were best attainable at Family Place or Gardner Children's Center, both of which offered students direct experiences with poor children. A course in TV production required that each student create a brief video program that featured some social service agency or justice-related problem in the community. The handout entitled "Curricular expansion" chronicles the development of the program within the curriculum over the past two years. The pattern of the Project's curricular components is quite flexible. Some courses require direct involvement with the community, others offer such experiences in lieu of a written assignment or even as an extra-credit exercise.

A recent Eastside Project evaluation meeting with participating faculty members and the Academic Vice-President convinced us of the enthusiasm among these teachers for how much

active/experiential learning enhances their classes. No less impressive was the imaginative and effective use to which the teachers put these experiences. We will let the students speak for themselves:

"I learned a lot about the Vietnamese culture and government. Mr Dao had a lot to teach -- he speaks four languages and writes poetry in all of them. I was able to listen to and understand Mr. Dao's struggle to escape to America, and his courage and stamina helped me in my own struggles as well.

(Senior, John XXIII Senior Center)

"For sure, the lives of these men were hard, brutal and often violent 'outside' this meal. Somehow, though, this soup was sacramental. What was given for love's sake had an effect on the acceptance and eating of a meal which made men brothers. There was a peace that reigned in the room and I wondered if the men sensed this and looked forward to this meal for more reasons than the food."

(Graduate student, Salvation Army Kitchen)

"This is the greatest lesson I learned during my college years: accept people for their unique qualities, imagine what they see and feel, and comfort their hurt as best you can."

(Junior, Agnews State Hospital)

"I don't know what I did for them but I can easily assess the effects they have had on me. I learned how to relate to their perceptions of the world and the importance they assign to the things within it. In short, I learned what it was like to be a kid again and this made it easier to understand their needs."

(Junior, Gardner Children Center)

"I was able to see how what we were learning in class really does apply to real lives. I realized that I did not want to work with children of this age group."

(Sophomore, San Jose Day Nursery)

"I heard many stories and experiences of what it is like to be homeless. Living day by day is the only way they can survive. They spend each day wondering how/if they will find enough food to get by for that day... Will they be able to find a roof over their heads or will they have to settle for sleeping under the bridge? Most of us spend our days deciding what time we are going to eat and what time we should go to bed. If they look too far ahead, as many do, they only become depressed and find it all too much to handle."

(Senior, Julian Street Inn)

"It was really healthy for me to get out of the Santa Clara 'bubble' and be with such wonderful children. I am amazed at how truly culturally diverse our community is -- even though Santa Clara University is not."

(Senior, A Family Place)

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In the spring of 1988 -- after two years in operation it was obvious to us and the university administration that the project was mushrooming and that an additional staff person was needed to function as project coordinator and as liaison with the placement sites. Mrs. Laura Jimenez was selected to fill this position and she brought to the job the requisite industry and imagination to keep pace with ever increasing student involvement.

During the past year and a half we have turned our attention to the university's alumni/ae with the twofold goal of providing support and encouragement to those SCU graduates who work with underserved populations and of offering opportunities for other alumni to engage in such activities. The project began this effort with a talk in the fall to the local alumni/ae by President Paul Locatelli, followed several months later by an afternoon of reflection on social justice issues and subsequently by a Saturday of work at Gardner Children's Center in downtown San Jose.

We realize that the Eastside Project does not simply bridge gaps in the local community but also has some responsibility toward narrowing the chasms that separate us from peoples and issues beyond Silicon Valley. Thus, we sponsored a symposium on immigration in the East San Jose community with a panel composed of both community and university people. We have been responsible for a number of presentations both within the university and the community -- always with the specific intention of giving a public forum to persons, issues or perspectives that are not generally heard. Our successful efforts include the co-sponsorship of a Steinbock symposium at San Jose State in which Dr. Francisco Jimenez, SCU professor and Eastside Project Board Member, put together a presentation that involved the first person account of a migrant worker and her mother plus a retelling of his own experiences as a child in a migrant family. Steve spent the fall quarter working with refugees in El Salvador and brought back with him the experience of the campesino which he has shared through a slide presentation with over twenty-five community and university groups. His time in El Salvador was not a "leave of absence" from the project but an extension and expansion on the bridge that now stretches as far as Central America.

Since its inception, the project has been funded by annually renewable grants from the Bannan Foundation, which is specifically devoted to enhancing the Jesuit character of Santa Clara. While support from the Bannan Foundation affirms the Eastside Project as a distinctively Jesuit enterprise, the incorporation of the project into the university's operational budget will be a major step in institutionalizing the Eastside Project.

The Eastside Project believes that the preferential option for the poor, or the promotion of justice in the name of the gospel, is not in conflict with the educational mission of a Jesuit university; in fact, it is the very soul of that mission. If death is the separation of a soul from the body that it animates, then we are dealing here with the life or death of the university. The Project is an effort to guarantee that the "soul" (animus) of the university really animates the entire life of the university. In this vein, Fr. General Kolvenbach, in his address to Jesuit University presidents, noted:

"Too often, this 'animation' of the university is something tacked on, off to the side of the teaching and the research: one has the feeling that teaching and research is at the center of the enterprise, and any question of animation is a sort superfluity; it is overtime work, something that can be sacrificed easily for the lack of time or motivation or energy."

The Eastside Project is about allowing the poor and the marginalized -- those who suffer most from our social, political and economic structures -- to vitalize the university by educating it to the demands that must be met if justice is to be realized in our community. Justice cannot be effectively promoted without a prior and continuous attempt to find some solidarity with 'the poor' in a more experiential way -- by sharing their lives, sorrows, joys, hopes and fears. We know that this is what has to be done, and the Eastside Project is an attempt to help Santa Clara University find solidarity with those who are at or near the bottom of society -- those on the other side of the chasm.

C A L I F O R N I A

CAMPUS COMPACT

MEMO

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To	Susan Stroud	From
Co.	White House of Natl Service	CA CAMPUS COMPACT
Dept.		310 206-3346
Fax #	(202) 456-6420	310 206-3175

Date: 17 February 1993

To: Susan Stroud
White House Office of National Service

From: Jeannie Hyun Kim
Executive Director

Re: University of California, San Diego Community Service Involvement

As per Nancy Rhodes' request for community service information at U.C.S.D.

46% of all U.C.S.D. students participate in some form of community service.

There is a student-run, student-initiated community service umbrella organization called the Volunteer Connection on campus which houses nine different programs, from Habitat for Humanity to Friends Understanding Needs (FUN).

Friends Understanding Needs (FUN) is one of the eight campus-based Southern California Partners in Learning consortium sponsored by the California Campus Compact. Its goal is to provide college-student mentors to "at risk" fifth and sixth graders. The mentors provide academic, social, and emotional support and understanding while learning about their mentees and themselves. The community members, university students, administrators, and VISTA volunteers work together through advisory boards to improve the program. This is one of the ways that the community and institutions of higher education can work together to extend finite resources.

U.C.S.D. has also begun a theme dorm called Galathea for students who want to live in a particular dorm based on their interest. Galathea's Theme is Community Service.

California

SAN JOSE CONSERVATION CORPS

A Private Nonprofit Corporation
Established 1988

WHO DOES IT SERVE?

Annually over 85 south bay area youth ages 18 - 23 and over 110 local high school students during the summer. Total number served ages 18 - 23: 438

- 51% Hispanic
- 32% Asian
- 9% African American
- 7% Caucasian

WHAT SJCC DOES:

SJCC's mission is to provide a program of education, employment training opportunities and personal development for a diverse population of South Bay Youth who otherwise need assistance in their transition to meaningful employment; to complete a wide variety of socially and environmentally useful projects; and provide emergency response and assistance to local government agencies.

PROJECT WORK INCLUDES:

- Recycling at Schools, Businesses and Community Events
- Internships at Recycling Businesses
- Fence Construction
- Wetlands Restoration
- Trail Construction
- Stream Cleanup and Restoration
- Tree Planting
- Graffiti Removal

EDUCATION PROGRAM INCLUDES:

- G.E.D. Preparation
- English as a Second Language Classes
- Driver's Training
- Leadership Training
- Job Development
- Life Skills Classes
- Computer Literacy

WHERE DOES IT SERVE?

- San Jose
- Sunnyvale
- Palo Alto
- Mountain View
- Gilroy
- Santa Clara County

TRACK RECORD:

- 120 GED's obtained
- 180 Driver's license obtained
- 348 Corpsmembers placed in unsubsidized jobs
- 230 High school students earned 7.5 credits toward graduation

PROGRAM BENEFITS:

- Provide Job Skills
- Job Placement
- Provide Educational Services
- Opportunities to advance
- Alternative to drugs, gangs and life on the street

PROJECT ACCOMPLISHMENTS:

- 38 miles of boundary fences for Santa Clara County Parks constructed
- 70 miles of Guadalupe, Coyote and Los Gatos Creeks cleaned of log jams and debris
- 110 miles of trails constructed for Santa Clara County and South Bay cities
- 700 acres of wetland restoration performed for Santa Clara Valley Water District and San Francisco Wildlife Refuge
- 8,500 15 gallon trees planted in the South Bay
- 900 tons of paper, aluminum and glass diverted from the waste stream and recycled
- Graffiti removed from several city blocks throughout the City of San Jose and other cities in the South Bay area
- Renovated, landscaped, pruned trees constructed play areas in some 94 parks in the South Bay area

University of San Diego
California
Contact: Judy Rainer
(619) 260-4798

Cross-Cultural/Diversity

USD has implemented several programs in the last year that promote positive perspectives on issues of diversity.

- American Indian Outreach, in which 25 students participated, included service projects on the Viejas Indian Reservation in addition to activities designed to promote interaction between the students and the tribe.
- "Multicultural Volunteers and Volunteering: Enabling Students in Community Service" was a workshop facilitated by USD faculty and staff and a San Diego county official that included among its goals "to reflect on what it means to volunteer in our diverse community."
- "Toward a Common Future," a lecture program, included in its agenda a multicultural awareness week and lectures on issues facing African Americans and Asian Americans.

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Calif.

University of San Diego
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(619) 260-4798

International Partnerships

Faculty and students from the Universidad Iberoamericana joined members of the USD community for the first Binational Urban Plunge. Teams worked during the fall semester in four human service agencies in the San Diego community. In the spring, students and faculty from USD travelled to Tijuana to work in human service agency projects coordinated by Universidad Iberoamericana. Service, sharing and reflection strengthened the partnership between USD and the Universidad Iberoamericana a facilitated discussion of culture and ideas between the two institutions.

University of San Diego
California
Contact: Judy Rainer
(619) 260-4798

Institutional Partnerships

Together with a variety of service organizations, the University of San Diego (USD) sponsors an annual conference that focuses on a theme or set of issues that are vital to the well-being of the nation's underprivileged and oppressed. This year's conference, "War on the Homefront," fell only two days after the riots in Los Angeles, and entailed a series of lectures and workshops addressing topics that had jumped to the forefront of national attention. The institutions that helped USD organize the conference included the San Diego chapter of the United Way, the San Diego city school system, the Ecumenical Council and the San Diego Police Department (SDPD). The United Way and the SDPD also contributed speakers to the conference's agenda.

University of San Diego
California
Contact: Judy Rainer
(619) 260-4798

The Pro Bono Legal Advocacy Board of the University of San Diego law school organizes and implements several programs that serve the San Diego Community.

- Social Advocates for Youth trains and places law students as mediators for Kearny High School students and their families, in accordance with a partnership formed between the law school and Kearny.
- The Pro Bono mentor program pairs gifted high school juniors with law school students in order to encourage disadvantaged students to pursue four-year college educations.
- Pro Bono board members conducted on-campus training for 60 volunteers for the San Diego Volunteer Lawyer Program's Domestic Violence Clinic. USD law students will staff the clinic in three hour

Legal Aid/Law

(14) Calif.

Contact : Dr. Aptekar
408-934-3662

February 1985

*we have not been able
to reach them this
afternoon to confirm
if this is on-going.*

Si Se Puede proves effective in community

Putting the community to work to solve its own problems is the basis of Si Se Puede (It Can Be Done), a San Jose action group that utilizes a number of public agencies, including campus faculty and students.

In the five years that Si Se Puede and SJSU have worked together, 500 college students have interned in community projects in the San Jose Unified School District area. Pat Cavataio, Recreation and Leisure Studies lecturer and campus Si Se Puede coordinator, calls the program a "golden chance" for students to work with and understand problems of truancy, theft, drugs and gang warfare in the public schools.

Last semester three faculty members, Judith Lessow-Hurley, a lecturer in the Bilingual Program; Professor Azmy Ibrahim, Sociology; and Barbara Joann, a lecturer in Anthropology, worked with 17 SJSU students at three different schools. The students came from several majors, including recreation, psychology, behavioral science, nursing, liberal studies, sociology, computer engineering and social science.

Students and their faculty

advisers form a team with a Si Se Puede community worker on projects designed to break through the defeatist spiral that afflicts inner-city families.

Si Se Puede is based on the belief that "youth violence, crime and alienation from school and conventional society can be alleviated if young people form positive relationships with adults who can help deal with their problems." (1983-84 annual report)

Activities for SJSU students range from chaperoning to resolving confrontations, from obtaining needed medical attention for youngsters to organizing fun trips, from "being there" for counseling to organizing Block Parent programs.

The combined approach seems to work. From 1983 to 1984, crime rates dropped - armed robbery, down 20 percent; strong-arm robbery, down 28 percent; residential burglary, down 19 percent; and commercial burglary, down 16 percent.

Cavataio noted many SJSU students repeat the course because of the sense of accomplishment they gain.

Among those on the project

management team, in addition to Cavataio, are Dean Andrew Hughey, School of Applied Arts and Sciences, and Si Se Puede manager David Aikman, an SJSU graduate.

9 Public School and University Compañeros: Changing Lives Un. of California, Santa Cruz

Debbie Bell

Ohlone Elementary School, Watsonville, California

"These letters are wonderful!" beamed Mariana¹ after receiving her first letters from her new university partners. "They are the best thing, the best thing!" She smiled, hugging her purple UCSC (University of California, Santa Cruz) folder to her chest as she skipped back to her desk to finish responding to her new friends.

Mariana entered the fifth grade with a history of being a fairly gloomy child who felt she had no friends. Spending a great deal of her time whining and tattling, she had been perfecting the role of victim and outsider for most of her school career. As she tried to articulate her happiness and her new sense of belonging, I smiled and knew that she was right. These letters are the best thing, and so is this Partnership. The best thing.

Then Ramón shoved his letter back under my nose and said, "Leame mi carta, maestra" ("Read me my letter, teacher"). Soon we were off in a corner, writing like mad.

This essay describes a university/public school Partnership between students in my bilingual fifth-grade class at Ohlone Elementary School in Watsonville, California, and students at the University of California, Santa Cruz (UCSC). The Partnership, which is now in its third year, involves four different UCSC writing, core, and research courses taught by Sarah-Hope Parmeter.

Social Issues in the English Classroom?

I do not actually teach in "the English classroom." You see, I am a bilingual teacher. Simplified, that means that I use two languages—English and Spanish—for instruction.

This Partnership is supported by a grant from Campus Compact's Campus Partners in Learning Programs, by Merrill and Oakes Colleges and the Writing Program at the University of California, Santa Cruz, and by the Central California Writing Project (CCWP). Additionally, because of this Partnership, Ohlone School has been named an NCTE (National Council of Teachers of English) Center of Excellence for Students At-Risk.

In my self-contained, bilingual fifth-grade classroom, I simultaneously teach students who are progressing through myriad shades of bilingualism and biliteracy, from monolingual in either English or Spanish and sometimes pre-literate, to completely bilingual/biliterate. Thus, the role of language and literacy is complex and means many things within the context of "the bilingual classroom," or, more generally, "the language arts classroom."

Additionally, I am not solely "a Language Arts teacher," bilingual or otherwise. I teach *all* subjects to my students. Certainly, language arts are a primary focus in my classroom. All my students need to develop high-level communication skills, and biliteracy is our highest standard. Reading, writing, translation, second-language development, and many forms of communication and thinking are guided by work in the language arts.

Furthermore, in every other subject that I teach, from social studies to art, from science to physical education, from math to family life, language arts are an essential component of the teaching, the learning, and the thinking that go on in my classroom.

Fighting the Odds: Addressing and Overcoming Social Issues

As a bilingual teacher working in an impoverished and fairly segregated community, I find the very nature of what I do to be immersed in social issues. Social issues are also at the core of what statistics might predict for my students in terms of school "success."

Through our writing partnership with university students, my fifth graders have challenged the educational status quo. Because of political, economic, linguistic, cultural, and educational "realities"—all social issues—nearly all of my students are (or have been perceived as) at risk of dropping out of school and/or low academic achievement, or at least are very unlikely to go on to higher education, especially above the community college level. Those that do make it into the four-year university system are statistically unlikely to graduate. Nonetheless, this Partnership has started to redefine my students as "college bound."

"College Bound" or "At Risk": Statistical Reality, School Definition, or Self-Perception?

When I was about eight years old, I started saving money for college. I perceived myself as "college bound." My parents, all of my grandparents, and several of my great grandparents were college educated, and although I may not have consciously known that, it impacted my

view of what people *do*. My father was a college administrator, and I had grown up on university campuses. I learned to read before kindergarten, and, all through school, my mother was very involved in my education, assuring that my academic needs were being met.

I was a "good fit" with the school system. Not only did I perceive myself as college bound, so did my parents, my teachers, my relatives, my parents' friends, and my friends' parents. The possibility of *not* going to college never entered my head, and I certainly didn't dream that anyone I knew could have perceived me as other than "college bound." In fact, I thought *everyone* went to college . . . that it was just what people *do*.

Almost none of my students know anyone in their families who has gone to college. Many strive to be the first in their family to graduate from high school. Some are the first to learn to read. Who am I to say to my students, "Of course you'll go to college"? And who am I to say, "Perhaps you won't go to college"? I feel that it is inherent in my job as a teacher to inspire and assist all of my students to "succeed" within the academic setting. I do not want to say to them "go to college or you will be a failure," but I feel that to offer them anything less is to limit their access to the full spectrum of opportunities within our educational system.

Bridging the (Perceived?) Gap: Fifth Graders Go to College

I really love the program with the UCSC students. I hope we do something like that in Jr. High. I've never done something this fun in school. It teaches us how to make friends fast, and how to get along with each other. It's probably not going to be so fun in Jr. High. I really like it when we go (to UCSC) five times a year. I really like this program.

—Elvia

Currently, the Partnership involves weekly letter exchanges between partners from each school, several visits per quarter of UCSC students to Ohlone and Ohlone students to UCSC, potluck dinners for parents to meet the UCSC students, graduation ceremonies, and several field placements of UCSC students in Ohlone classrooms throughout the year. Additionally, Sarah-Hope Parmeter, the UCSC writing instructor involved, spends ample time in my classroom getting to know my students. This year, we have expanded the program to include the other fifth-grade class at Ohlone.

The Watsonville community of Pájaro, where my school is located, is an impoverished, and primarily Mexicano, agricultural and industrial

area, crisscrossed by railroad tracks, and separated from the rest of Watsonville by the Pájaro River. The gang affiliated with Pájaro is the "Poor Siders."

The student population at Ohlone is 98% Hispanic, 89% Limited English Proficient, 75% Chapter 1 (below the 45th percentile on state achievement tests and district-defined as "at risk") and 90% come from families that qualify for Aid to Families with Dependent Children (AFDC).²

About twenty-five miles and several light-years away is UCSC. The university is nestled among the redwoods, overlooking the Monterey Bay, in a very affluent part of Santa Cruz.

The primary focus of this collaboration is to develop strong academic and social ties between elementary and university students, particularly Chicano/Mexicano students, especially through the medium of writing. Through this Partnership, we wish to create for both student groups something personally meaningful within their education to keep them in school; we want them to believe in themselves and school in a way that will not exclude them from the educational system.

For the elementary students, we are trying to make school meaningful and to create an environment and an experience base that includes them in a "college bound" definition in a strong and natural way. Maybe if they define themselves as college bound, then the system will not decide for them that they are not. We are trying to give them *ownership* of the university so that it feels like it is there for *them*.

Because of this partnership, throughout the school year my students learn about how the university quarter system works, what finals and essays are, what dorms are like, how financial aid works, what "college-bound" high school classes are, what is required to get into college, and what is required once you get there, and much more about the workings of the university. Also, they learn about the freedom and responsibility of choosing your own classes, setting your own schedule, eating in the dining hall, having girlfriends and boyfriends, working and going to school, attending protests and sit-ins, and getting narrative evaluations (the UCSC option to grades). They not only know that university students have to buy their own books, but they also know where the bookstore is. They casually and with authority talk about going to McHenry Library or the West Field House or the recreation room at Crown. Most know about "Elf-land," a magical place in the woods on campus that many UCSC students may not even know about.

And they learn all this not through "lessons" about university life, but through their friends—their partners at UCSC. The university is

a place they know and feel comfortable in, not because I took them there on a tour, but because their buddies live there and that is where much of their fun together takes place. Information about college matters because it is about real people, not just something to think about in ninth grade during career week when many of them may not be counselled into college-prep courses anyhow, but rather because it has to do with the part of school that almost every one of them comes to call the "best thing."

Many of the university students involved in the partnership have chosen to participate because, in the words of their teacher, "they are students who have a strong desire to serve the communities that they came from, and are seeking an education for that purpose." One of the university courses built around the partnership is a university composition course called "*Escribiendo para Transformamos/Writing to Change Our Lives*," which has the stated goal of influencing the future makeup of the university student population through early outreach to under-represented communities.

The university students who have chosen to participate in the program represent an unusually high percentage of minority students as compared to the university population at large. In the first year, 40% of the UCSC students in the program were Chicano/Latino (as compared to about 9% of all UCSC undergraduates³), and another 27% came from other minority groups (as compared to about 15% of all UCSC undergraduates). The percentages were even higher in the second year, with at least a 75% minority enrollment in the majority of Partnership courses. The high minority, and especially Latino, enrollment reflects the value that this partnership has for students of color at the university.

In addition, over half of the UCSC students involved, and 100% in some of the writing classes, could be considered initially underprepared for university-level work, based on their statewide Subject-A exam scores, which tests basic writing skills and plays a major role in their continued university enrollment. Although they have initially beaten "the statistics" by making it into the university, at least some of the college students involved in this partnership could be described as "at risk" of not graduating.

This partnership attempts to offer both student groups enough to help them persevere, stay in school, and be empowered participants in their education.

Writing Letters: Literacy and R. Naomi, and Others

The first time my students wrote that they might have for university that their "pen-pals" might want letters were formal and uncomfortable came back addressed to particular to happen. Writing letters started that they would eventually meet the excitement of getting to know letters:

... We get to meet new people get to know what kind of things have to wait to see what they if you will be embarrassed. As some things in common with lot. We can write to them by answer back to them and it goes to write a story and we do not students. We spend one hour. We have all the time to write.

In addition to the friends that writing was affected by the letter Mariana repeatedly told me that of the year she was not only a was very involved in being an a

As the program gained some a means of developing relationships fifth graders got a firsthand understanding system when they came back from that many of their partners were Hope's classes. Many had to go trying to maintain some contact with other university classes.

But, despite the frustration of original partners, my students' confidence more confident: they knew who were all about. They could explain worked, and many of them already

*June - pls write a
thank you letter from
me thanking him
for the info. S.*

College of Education • Office of the Dean

One Washington Square • San José, California 95192-0071 • 408/924-3600 • FAX: 408/924-3713

March 21, 1993

Ms. Susan Stroudt
Office of National Service
Room 145
Executive Office Bldg.
Washington, D.C.
20500

Dear Susan,

I was sorry that I didn't get your message when President Clinton and Vice-president Gore were in San Jose. Ironically, I was in Washington, but this happens. I am sure they would have liked to learn more about the Human Corps at San Jose State University.

The major thrust of our Human Corps is through an undergraduate course called Community Concepts, which is designed to enrich students understanding of themselves as citizens in an emerging multicultural democracy.

Each year in Community Concepts, over three hundred university students work in more than twenty community agencies. We have had tremendous success at helping the community reduce some problems, and in showing our students how to work for a better world.

Our students, who come from many countries and diverse ethnic and racial groups, spend five hours per week volunteering at one supervised community site. Currently we provide community service work with recently arrived refugees and immigrants, teenage single parents, adults who cannot read or write, elementary and secondary at-risk students, the homeless, low-income patients at a county hospital, and at-risk community college and university students. One reason for our success is that the people we serve see that the university students, in spite of coming from diverse backgrounds, are able to work together to help others.

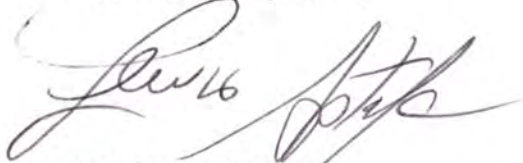
Students in the Community Concepts course also attend classes on campus. These classes are designed to increase students awareness of the social problems they encounter in their community service, and to help them understand the importance of creating a multicultural democracy.

Page 2
Ms. Susan Stroudt
Office of National Service
March 22, 1993

We feel that the Human Corps would fit into the President's proposed National Service Program. By maintaining the same structure we could place several hundred students a year in community agencies that serve people in need.

I hope this information is of help to you in thinking about how San Jose State University and the city of San Jose can join the President's National Service Program. Please feel free to contact me should you desire more information, or need clarification of Human Corps. Our program is growing rapidly and we are proud of the impact we have been able to make on students and the community.

Sincerely yours,

A handwritten signature in dark ink, appearing to read 'Lewis Aptekar', with a stylized flourish extending to the right.

Lewis Aptekar,
Associate Dean and
Director of Human Corps



San Francisco State University
Office of the President
1000 Holloway Avenue
San Francisco, California 94132

San Francisco Chronicle

THE VOICE OF THE WEST

MONDAY, MARCH 8, 1993

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With the compliments of

ROBERT A. CORRIGAN
President

San Francisco State University

OPEN FORUM/ROBERT A. CORRIGAN

University Network Is Ready To Assist National Service Plan

PRESIDENT Clinton's proposal for national service is going to work for two reasons. First, it is the right idea at the right time, and the nation knows it. Second, it will tap a critical infrastructure: coalitions of service-oriented universities which have been moving in this direction for some time.

The president is accurate in sensing a new national eagerness to serve. Simply consider those on whom the plan largely depends: college students. A recent study showed the first rise after many years of decline in the number of graduating college students who consider community service important and are willing to undertake it.

At San Francisco State University, for example, the Community Involvement Center, a resource of student volunteers, has seen a 148-percent jump in one year's time in the number of students seeking to volunteer. Colleges and universities in the Bay Area, the University of California at Berkeley, Hayward State, Stanford University and SFSU among them, have come together in the Bay Area Homelessness Project, which engages students in addressing

homeless issues.

Clearly, there is a high level of motivation among students. At the same time, university leadership will be critical to getting the president's national service plan into our communities. Clinton proposes federal seed money and local management and depends on "the individuals who serve and the groups that sponsor their service [to] guide the process."

One group is ready to go: Campus Compact, a national coalition of over 340 college and university presidents who are committed to building community service into undergraduate education. This is a ready framework for the organization and entrepreneurship which will be necessary for the national service corps to succeed.

Helping K-12 schools is just one of the areas where Clinton wants to focus national service. Here university leadership will be critical. In fact, relevant projects already are under way. For example: a children's science lab created on a shoestring by a City College of San Francisco staff member and the pairing of SFSU fraternity mem-

bers who are black with at-risk high school students.

Likewise, environmental programs — another focus of the president's plan — are a natural for universities. Here, there is the potential for dynamic partnerships that go beyond academic-based programs.

An example now taking shape involves the San Francisco Conservation Corps, City College of San Francisco and SFSU in setting up what could become a national model for career training in environmental restoration and an emphasis on cleaning up former U.S. defense and energy sites.

I for one am delighted that we as a country no longer are debating the value of community service, and that instead, we are trying to figure out how to make it work. Indeed, there is opportunity particularly for the urban university to combine its idealism and problem solving skills to help.

As President Clinton put it: National service can "bring together men and women of every age and race and lift up our nation's spirit."

Robert A. Corrigan is president of San Francisco State University. He and UCLA Chancellor Charles Young co-chair the California Campus Compact.

T. E. L. Lich
idea of reg.
university as
service for
on subject
area!

The Commission on National and Community Service

Catherine Milton, Executive Director

Facsimile Transmission

The National Press Building
529 14th Street, N.W.
Washington, D.C. 20045
Phone: (202) 724-0600
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PLEASE DELIVER TO: *Gail Sanomi*

of:

FAX Number:

Phone:

FROM: *Kim Tso, CNCS*

Date:

Re: *L.A. info request*

We are transmitting a total of 5 pages, including this cover page.

Please Note: The information contained in this facsimile message is privileged and confidential, and is intended only for the use of the individual named above and others who have been specifically authorized to receive it. If you are not the intended recipient, you are hereby notified that any dissemination, distribution, or copying of this communication is strictly prohibited. If you have received this communication in error, or if any problems occur with the transmission, please notify us immediately at the telephone number above.

Message:

Memorandum

March 3, 1993

TO: Gail Sanomi, Office of National Service

FR: Kim Tso, CNCS

RE: Requested information regarding Los Angeles service activities

Attached is a portion of a memo written to our Board of Directors last December on the status of the Disaster Relief Grants, including the Los Angeles Conservation Corps. Our program officer for youth corps, Nathalie Augustin, has handwritten comments in the margins to update this information.

Another grantee in the L.A. area is the Constitutional Rights Foundation. I am still awaiting information on them for you, and will forward it as soon as possible. Until then, I thought you might want what we have available now.

If you have difficulty reading the copy or the handwritten comments, please feel free to contact me or Nathalie with questions.

issues that they would like to see the Commission address in the coming five years-- funding sources, visibility, and linkages with K-12 schools and institutions of higher education. The attendees also discussed their vision for the youth corps field 5 years from now.

Federal Disaster Relief Grants

• Los Angeles Conservation Corps (LACC)

Since June the LACC has done a considerable amount of planning for Commission-funded activities. Martha Diepenbrock, the Executive Director, has successfully reinvigorated and expanded her Board of Directors. Previously, the group met four times annually; but they have met that many times since April. The Board has established ad hoc committees which meet frequently. These committees include the nominating committee, the finance committee, the communications outreach committee, and the fundraising committee. This approach will serve to involve the Board to a much greater extent in the development of the LACC's financial base and programs. Indeed, the renewed Board involvement was instrumental in securing an additional \$320,000 in private, unrestricted funds for the corps. This is the first time since its start-up that the LACC has raised private funds. Ms. Diepenbrock has also engaged someone on a pro-bono basis to work with staff and the Board on a strategic plan for sustaining the impact of the Commission's grant, as well as to identify and recruit a development director.

In terms of Commission-funded program plans, Ms. Diepenbrock has developed an expansion plan that involves three new major projects- the urban greening project, the human service delivery project, and the Youthbuild project.

-- Urban Greening Project. The Urban Greening Project will build on the

A project director was hired in October, and corps-members were hired throughout November.

LACC's existing urban tree planting operation and will thus supplement funds from the California Department of Transportation and a new grant from the U.S. Forest Service. A primary goal is community involvement: neighborhood groups must be involved in the planting of each tree. Corps members will provide expertise to help groups with plantings, not to do it for them. Beginning this fall, 24 to 28 corps members will be hired. On any one day, half the corps members will be on-site and the other half will be in class. By alternating a week of class with a week of work, Ms. Diepenbrock expects that corpsmembers will more quickly improve their basic academic skills in the context of acquiring technical skills in landscaping and agroforestry. The LACC has tested the approach of alternating a week of work with a week of class on a small scale for over 2 years and has seen marked improvement in the education gains of members.

The project director position for this project and other related staff openings will be posted in early October.

-- Human Service Delivery Project. Corps members and staff will identify, plan

A project director and corps-members were hired by Nov.

and implement their own human services projects. the projects chosen must address the underlying causes of the civil disturbances and work to foster better multi-cultural understanding. The human services projects must also involve other youth as volunteers, e.g., youth involved in the Constitutional Rights Foundation's (CRF) neighborhood action

Additionally, the human service project is currently working on the City of Los Angeles' Neighbor to Neighbor program. This is a program designed to educate the community about two confidential trials, currently in progress, related to the Spring 1992 civil disturbances. This program →

is a proactive approach to avert further disturbances.

teams (see discussion below). Twenty new corpsmembers will be hired. Corps members in this project will also alternate a week of work with a week of class.

The job listing for the project director will be posted in early October. This project is scheduled to begin this fall.

-- **YouthBuild Project.** The LACC and YouthBuild have determined that YouthBuild is a feasible model for Los Angeles. The LACC staff participated in a YouthBuild seminar on start-up procedures for such an organization. The LACC arranged and participated in a series of meetings with several agencies and groups throughout the city to help start the program. As a result, two nonprofit groups and the Los Angeles Housing Authority have committed to working with the LACC's YouthBuild project. The LACC expects to hire 15 to 18 corps members who will work with supervisors from the construction trades. On any given day, half will be on-site and the other half will be in classes. Course work will emphasize construction training to supplement the field-work. There will be an intern phase at the end of the training year to help place corps members in jobs. While the LACC expects this project to move forward, there is still one key issue to be resolved: waiver of the Davis-Bacon prevailing wage requirement. LACC has an October meeting scheduled with local union leaders, if at that time the LACC gains their expected support, the LACC will proceed to hiring a project director and other staff.

Because of the complexities involved in dealing with wage issues, working with the YouthBuild USA replication program, this project will begin operation in April, 1993.

← The LACC expects the YouthBuild project to start in early 1993.

The critical links to implementing these three programs are (1) securing a new satellite site for the LACC not only in terms of institutional capacity but also to recruit a more diverse group of young people and (2) hiring quality individuals to staff the three new projects. The LACC underwent negotiations with the Los Angeles Unified School District for use of what appeared to be an ideal spot. At the last minute, the District changed its position and decided to retain control of the building for District uses. At this point, the target date for selecting a new site is prior to Thanksgiving. The speed with which these projects are implemented is also dependent upon how quickly the LACC can hire new staff for these projects.

LACC has secured a satellite site in East Los Angeles

Two additional factors have delayed plans for the LACC's implementation of Commission-funded projects:

(1) An ambitious expansion of the LACC's Clean and Green program occurred this Summer as a result of the infusion of the JTPA Summer Youth Employment Funds that were part of a massive National Urban Aid package to hire large numbers of youth for the Summer. These funds more than doubled the size of the LACC's Clean and Green operations from 200 participants to 475 participants, with very little lead time. There were 35 corps members and 15 college students hired as Youth Leaders, each supervising teams of five to seven summer youth workers. While the Summer operation presented a good opportunity for corps members to develop leadership skills, it had the net result of overshadowing the planning and implementation of the Commission's grant.

(2) The nature of the problem creating the violence in Los Angeles does not call for simple solutions. In May the Board articulated its desire to address the root cause of the unrest and to achieve long-term impact with the grant. Towards this end, Commission staff worked with Ms. Diepenbrock to develop a proposal that

fundamentally expands and redirects the focus of the LACC's operations and calls for major institutional and programmatic restructuring.

LACC and CRF. In June, the LACC co-sponsored CRF's Youth Action Summit. This effort brought together several hundred young people from throughout Los Angeles to discuss the reasons for the civil unrest and to identify strategies that youth could initiate to respond to the needs in the community. Since then, the LACC has held a series of joint planning meetings in anticipation of funding for CRF from the Commission (the Executive Committee has agreed to such funding in principle). In that regard, the LACC expects to work with CRF in an initiation of neighborhood action teams near high schools within the Los Angeles Unified School District. Corps members will work with students and out-of-school youth to identify community service projects in their own community. Corps members will help provide leadership to the group and logistical support for student initiated projects. LACC will also work with CRF to organize a series of city-wide or regional projects that will bring corps members, college students, and in-school and out-of-school youth together.

A more detailed report, prepared by Ms. Diepenbrock, discussing the LACC's activities over the summer and plans for implementing Commission-funded projects is attached.

• **Greater Miami Service Corps (GMSC)**

On August 27, 1992, the GMSC requested \$1 million from the Commission in order to establish a satellite location in the Homestead/Florida City communities devastated by Hurricane Andrew. After the \$1 million grant to LACC, \$125,000 remained in the Commission's Subtitle C Federal disaster relief account. The Executive Committee voted to make this amount immediately available to GMSC. The Commission anticipates that this amount will enable GMSC to hire at least one new team with eight to ten corps members to assist in the clean-up of the devastated areas. The Commission notified GMSC of the availability of the funds and the documentation necessary to effect its release. We are currently awaiting the receipt of such documentation.

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higher ed



ASSEMBLYMAN
JOHN VASCONCELLOS

CHAIRMAN WAYS & MEANS

CAROL Rasco -

Re President Clinton's
proposal for national
service -

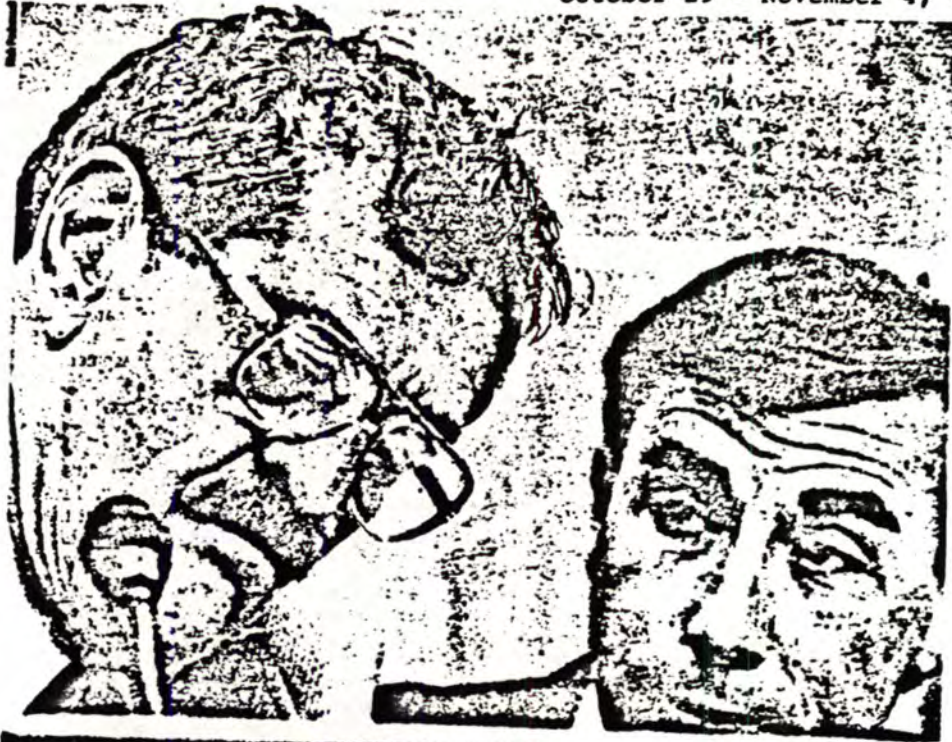
You may want to look
up + use our
CALIFORNIA Human Corps
as a model.

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Stamped: Vasconcellos and Republican state Sen. Frank Hill at a budget conference committee hearing earlier this year

Democratic Breakthrough

John Vasconcellos sees California's political breakdown as an opportunity to change, heal and create a new foundation for prosperity

BY DAN PULCRANO

MAY 1992: Tanned, fit and just back from a 60th-birthday jaunt to Maui, John Vasconcellos sits at the San Jose Athletic Club and scratches figures on a napkin with a felt-tip pen. With frightening simplicity, he crunches memorized numbers into an instant P&L for the state of California. "Last year, we were \$14 billion short," he explains. "We pulled off almost a miracle deal with the governor. Raised taxes seven, cut services five, moved money around two. Had it solved. In January, we were again five or six billion dollars short, and since then it's gone to ten billion. Nothing left to tax. Nothing left to cut. We're bankrupt. Can't pay our bills."

Methodically, tersely, he rattles off the reasons for the shortfall: "Between Prop 13 cutting the property tax, the income tax and abolishing the inheritance tax, federal tax conformity and tax reform, the impact of that is a reduction of state revenues; in a normal year, of \$30 billion. In a recession year, it's down another \$12 billion. Our revenue picture is down from like \$60 billion to \$48 [billion]," he says. "If the population had dropped by 40 percent, you know... but it's gone up. Since we've gained 6 million people. Four pieces of that population cost money: baby boom, quarter of a million more kids in school each year, aging population—800,000 folks on Medi-Cal who live longer thanks to medical technology, AIDS epidemic."

"I don't know how to fix this one," he confesses.

In foreboding terms, he adds: "The whole [Legislature] is really under siege. The Capitol is like a war zone. Wilson's out to control the Assembly, and people are out to stop him, and that influences almost everything these days."

OVER THE SUMMER, the napkin scenario springs to life: No budget, legislative gridlock, IOUs, cruel cuts.

A disgusted populace screams for legislators' heads. The same mob, more or less, that voted in the Prop 13 tax caps and 1990's Prop 140 legislative term limits and staff cuts. The same registered California voters who in early June gave Perot a 13-point lead in the polls over both Clinton and Bush.

The uproar is characterized by a desire to commit the political equivalent of violence, to destroy, to hurt the politicians they see as the sources of their pain.

The previous eruption of voter anger cut deep for Vasconcellos. "I took the term limits thing very personally," he recalled during the May discussion. "I've worked hard for 16 years, and I didn't appreciate that. Besides limiting terms, it cut our budget. I lost 14 staff members last January 31. My work is much of my life, and my staff is my family in many ways. I sat down and got sick to my stomach, wrote my letter of resignation, which I carried around in my pocket for six weeks. People don't want me around here any more, I thought. I went to therapy to get through the depression. I still have a touch of bitterness."

In mid-July, I jot Vasconcellos a missive, asking for his take on the latest wave of discontent and challenging him on whether a legislature slamed by perks and special-interest payola shouldn't take some responsibility for its slide into dysfunctionality, disrepute and inaction.

"After eight months straight here (except Easter week), I verge on stir crazy. And I grow each day more and as I watch my beloved state of California wither and die," he writes back. "Re: your critique—yes, our people are exasperated—and our political systems are dysfunctional, as are all our systems—families, schools, health care, law and order, the economy. How come? They were founded and are operated upon traditional cynical assumptions regarding our human nature and inclinations—assumptions we are outgrowing! Hence the discrepancy! Hence our exasperation!"

"What we are experiencing is not a breakdown only—but a break up, out. Even a breakthrough."

"How we recognize and truly appreciate all this energy [and direct it] into constructive channels is our challenge. . . . Instead of reacting to it, folks can constructively enlist in easing our passage."

As a student of the personal-growth movement, Vasconcellos knows well that crisis precedes re-

deadlock, he reflected on the condition of the world around him. "The metaphor that comes to mind is that of the alcoholic," he said, "who is terribly ill and dysfunctional and utterly in denial."

Under this paradigm, the disintegration of the compact between the public and its legislative institutions, however painful, can be seen as a step toward recognizing the illness and beginning the healing process.

ON OCT. 6, Vasconcellos unveiled an economic recovery plan for California before a roomful of American Electronics Association executives at the north San Jose headquarters of Centigram Corp. Flanked by legislative colleagues, he outlined a program to help the state regain its financial health and competitive edge by "reducing the costs of doing business and improving the regulatory environment."

Vasconcellos could easily have been reading from a Republican crib sheet on low corporate taxes and deregulation, had not his committee been adeptly named the Assembly Democratic Economic Prosperity Team (ADEPT) and its findings laced with new-wave terminology about empowerment, esteem, multiculturalism, collaboration and partnership. Declaring that the old models no longer apply in a post-Cold War global economy, the legislator proposed new "principles of operation" to replace "the old Democratic ways" and added: "The blame culture doesn't solve the problem. Let's take responsibility."

At the forefront of a new Democratic agenda, the Assembly team has crafted a holistic action plan to turn California into "a customer satisfaction state" that invests in its infrastructure and educational systems, tends to its societal needs and maintains a low-cost, business-friendly playing field.

Many of the same themes have found their way into the position papers of the Clinton campaign, and that's more than coincidental, given the affinity between the two politicians and the overlap between their respective inner circles. With the prospect of a Democratic sweep in the state and the nation, the ideas emerging from the Clinton and Vasconcellos brain trusts could well become the defining economic policies of the 1990s.

No pie-eyed idealist, California's chief champion of the new Democratic economic agenda is the state's preeminent number-cruncher. There are sound reasons for the convergence of social and economic theory. The compassionate, humanistic definition of government crafted during periods of prosperity cannot survive without retooling in lean times. Simply put, without an economic base, there will be no social programs.

Douglas J. Fine assisted in preparing this special report.

Politics on the Cutting Edge

Behind the Little Rock-Silicon Valley connection is an unorthodox legislator who's forging a new partnership between California and its business sector—part of an innovative plan to revitalize the state's economy while protecting its social programs against further cuts

BY HAL PLOTKIN



Straight Talker: Assemblyman John Vasconcellos has a reputation for speaking his mind

BLOOD-RED HUES pulsate into a purple fold in the framed finger-painting that decorates John Vasconcellos' small two-bedroom Santa Clara condo. The handiwork looks a bit like an impressionistic stop sign.

"It's my heart," he says, surprised that the viewer doesn't immediately recognize the bluish outline. "And that," he continues, pointing toward a small coagulate, "is the clot." The creation serves as an artful reminder of mortality to the veteran assemblyman, who created the piece while recuperating from a 1984 heart attack.

After a seven-way bypass operation, Vasconcellos heard what he considered to be even worse news than the heart attack that preceded the surgery: Either give up his position as chair of the powerful Assembly Ways and Means Committee or start planning his funeral.

His regular routine—weekly commutes to and from Sacramento, long committee hearings, contentious negotiations, poor diet, inadequate exercise and a policy of personally seeing every single constituent who requested some time—was killing him. The best thing, he was advised, would be to cash in on his service as the second-most-senior legislator in Sacramento.

As the longest-serving chairman in the history of the California Assembly's key budget-writing committee, Vasconcellos would have had no problem finding lucrative employment. In a few months, a year or two at most, the eldest son of a strait-laced, Portuguese-German Catholic family could have squirreled away more money as a lobbyist or an industry consultant than he had made in his entire career in Sacramento. The time had come for Vasconcellos to take the money and run—to a nice beach house somewhere.

Vasconcellos thought it over "for about two seconds," he says, and then headed for the racquetball court and the salad bar, determined to regain his health and to continue one of the most remarkable careers in local public service.

Despite a comparatively paltry personal financial net worth of about \$50,000, Vasconcellos says, "I learned a long time ago that I don't really need a lot of money to be happy."

Although he belongs to a generation that values material accumulation, Vasconcellos owns few possessions. He has no TV. His dilapidated car, a convertible with a leaky roof, was a local fixture for more than ten years until it finally collapsed in a heap. His wardrobe, a notorious trademark collection of rags, T-shirts and ill-fitting suits, wins him unending derision from his friends, including his longtime ally, Assembly Speaker Willie Brown Jr.

"A few years ago, when we were in New York, I took John shopping," the fastidious Brown recalls. "We picked out a nice double-breasted blue blazer and appropriate pants, and for a period of a few months John looked great. But now," Brown laughs, "John has retrogressed beyond repair."

For entertainment, Vasconcellos prefers movies, that is, when he is not devouring novels at a pace of two or more per week. Between books, there is an endless series of meetings.

More than most public figures, Vasconcellos thrives on human contact. In restaurants and grocery stores, he usually takes time to talk with those who recognize him, often jotting down their names and addresses. A week or

two later, the former strangers will likely find a handwritten note from Vasconcellos in their mailbox, thanking them for recognizing him and offering help whenever needed. Dozens of such notes go out each week.

Vasconcellos' ascetic tastes were nurtured by his Jesuit training, first at Bellarmine College Preparatory in San Jose and later at Santa Clara University, where he served as student body president. As an undergraduate, Vasconcellos delivered the valedictory address, in which the straight-arrow student pledged to devote his life to furthering the work of Jesus Christ.

It was at Santa Clara's law school, however, where Vasconcellos became enmeshed in his first major political skirmish with earthly powers, challenging the law school dean's competence. The battle almost cost Vasconcellos his diploma, but ended with the removal of the offending official. "The president graduated me and fired the dean," Vasconcellos relates.

Soon thereafter, the Jesuit crusader was drafted into public service. A group of friends began drumming up support for a Vasconcellos run for the state Assembly. The district of Assemblyman Al Alquist, who was busy running for the state Senate seat he still holds, was open, and without bothering to tell him, Vasconcellos' friends launched a campaign. One of them placed a call to Vasconcellos and informed him he was in the race.

At the time, Vasconcellos, who had already served as an aide to former Gov. Edmund G. (Pat) Brown Sr., was managing, with 15 other young Catholic men, a fund that had been established to work on hunger issues, push for enforcement of minimum-wage laws and enact fair housing policies. In 1966, Vasconcellos, with eight fellow Catholic activists in tow, joined Cesar Chavez on his now famous

Good Friday march from Delano to Sacramento.

Young Vasconcellos won handily that November. Since then, he has notched 24 straight electoral victories, with a close contest only once, in 1976, when then-Santa Clara Councilman Bill Gissler came within four percentage points of ousting Vasconcellos.

His performance at the polls is remarkable, even astonishing, given the controversy often generated by the unorthodox legislator. Take, for instance, the time he announced, in December 1974, that he was forming a new political movement. Dubbed "Self-Determination: A Personal/Political Network," the new group's goals included fostering "humanistic alternatives" aimed at recognizing "the energetic, emerging movements regarding human personal needs and wants, sexual revolution, new religious drugs, encounter, sensitivity, etc."

Sacramento's startled press corps, which had voted Vasconcellos "best freshman member of the Assembly" in 1967, now had no idea what to make of the shaggy-haired rebel. By 1974, of course, they had seen people like him—but never walking around inside the state Capitol, let alone actually belonging there. The "touchy-feely" label made its debut.

Vasconcellos, however, seemed to revel in the attention. There was, for example, the now-infamous episode when Vasconcellos persuaded a coed group of legislators, including Willie Brown, Leona Egeland and Bob Moretti, to join him for a naked soak in Big Sur's Esalen Institute hot tub. The goal was to get the legislators to open up to each other and realize their commonality. At first ridiculed, the event helped break an interpersonal logjam in the legislature and left Vasconcellos with a pile of requests from other legislators ready for their own soaks.

"John has taught me how to get along with other people," Brown says, noting that his service as speaker, the longest in state history, depends on the support of his fellow legislators. "I am fairly abrasive and less tolerant than anyone you know," Brown adds, "John has been the anchor who reminds me that we are dealing with human beings."

AT THE BEGINNING of his political career in the late 1960s, Vasconcellos' politics were defined more by what he opposed than what he supported. Arriving in Sacramento after his 1966 election, he was determined to protect the expansive legislative legacy of his mentor, Gov. Pat Brown.

Gov. Brown, Vasconcellos says, was more than any other single individual responsible for the expansion of California's roads, water system, business infrastructure and the creation of the most accessible system of higher education in the history of humanity. A popular former movie actor named Ronald Reagan, who was prone to wearing cowboy hats and other cinematic regalia, had defeated Brown in the 1966 gubernatorial election.

Vasconcellos, a newly elected assemblyman, approached his term uneasily; the wildly popular new governor, it appeared, planned to undermine California's recent social progress. "He had this simplistic, constricted philosophy," Vas-

concellos recalls, which held, among other things, that what California really needed were more prisons and fewer trees.

Vasconcellos stormed into and out of committee hearings, glared at opponents and fought for his causes on the Assembly floor like a cornered tiger. "I was not a very pleasant person at the time," he concedes.

"I was a locked-down, buttoned-down, good Catholic boy trying to toe the line." When his personal puritanical dam finally burst, he let his hair grow and wore an angry expression. *California* magazine's Richard Trainor even went so far as to suggest Vasconcellos looked more like a cross between a rock star and a drug smuggler than a politician. Trainor dubbed him "Don Vasco de Santa Clara."

Vasconcellos' personal angst, reflected in his counterculture lifestyle, was fed by anger. The tragic events of June 6, 1968, when New York Sen. Robert F. Kennedy was murdered on the eve of his victory in the California presidential primary, nagged at Vasconcellos like an unkept promise. Just days earlier, the two had shared a playroom, the experience filling Vasconcellos with hope unfelt by him since the assassination of RFK's brother and the defeat of his own patron, Pat Brown.

"Bobby, even more than his brother [Jack], spoke often of the potential power in each individual and of the value of every single person," Vasconcellos recalls.

"Losing him, here in California, was one of the toughest things we've ever been through."

During most of the 1970s, Vasconcellos' mood fluctuated from combative to depressed. He realizes now, he says, that in addition to the turmoil of the times, he was also struggling with an unresolved inner conflict related to the same strict Catholic upbringing that had helped motivate his work on human and civil rights issues. Following an epiphany that has had ramifications for California and the nation, Vasconcellos went public, sharing his personal experiences with psychotherapy. His original orientation, what he calls "the traditional guilt-sin way of living," was, Vasconcellos concluded, an emotional cripple.

Slowly at first, and later with a feverish speed, he began to connect the dots. California's problems, which he was elected to resolve, were simply the sum total of the problems of people and organizations saddled with the same personal demons that haunted his own psyche, he theorized. By exploring and explaining his discovery of the connection between public policy and personal psychology, Vasconcellos became a national figure, respected by legislative colleagues and revered by members of the mental health profession, who have showered him with more awards than he has wall space on which to hang them.

FACED WITH the worst financial crisis in California since the Great Depression, Vasconcellos, now 60, is burdened with the job of finding the ways and means by which California can fund itself. The onerous task is made even more difficult, Vasconcellos says, by the recent passage of Proposition 130, which not only limited the number of terms legislators can serve, but also reduced legislative staff positions by 40 percent.

To Vasconcellos, who routinely gets reelected with more than 60 percent of the vote, the passage of Prop. 130 was a disheartening setback. "It means the lobbyists and bureaucrats will be running the show," he says. "Legislators will now come and go, but there are no term limits on the bureaucrats and the lobbyists," he observes. The influence of the most narrow special interests, Vasconcellos predicts, will become even more pronounced once the process of legislative musical chairs begins.

Even more galling, though, was the partial destruction of a legislative staff once considered among Sacramento's most effective problem-solving teams.

Although best known for his work on social issues and the promotion of self-esteem, Vasconcellos has also been a frequent advocate for area business interests. In addition to recruiting employers to Silicon Valley, Vasconcellos successfully sponsored reform of the state's unitary tax rules, an effort that put domestic multination-

al businesses on an equal tax footing with foreign multinational corporations. The move initially reduced tax receipts for the state but did win Vasconcellos plaudits from the likes of David Packard and the late Intel co-founder, Robert Noyce, who credited the legislation with helping to preserve thousands of local jobs.

Recently, however, the task of attracting businesses to Silicon Valley has become tougher. While leaders of other states, including Texas Gov. Ann Richards, make regular visits to Silicon Valley to court businesses, California Gov. Pete Wilson appears to have abandoned the traditional state executive's booster role. Instead, he has publicly bad-mouthed the Golden State, calling it "a bad product" in several recent speeches.

Vasconcellos sees the governor's derision of California as part of a deliberate effort to generate a sense of alarm in order to pass pro-business legislation without assessing the merits. He contends that a similar nefarious goal motivated the recent budget stalemate, when the governor put off making an agreement even after his stated terms and conditions were met. "He figures that if he can create enough chaos and desperation, he might be able to seize control of the Legislature," through the defeat of Democratic incumbents and the passage of Proposition 135 this November.

The proposition, sponsored by Wilson, coincidentally would grant near-absolute powers to the governor whenever the Legislature and the governor are unable to agree on a budget by the annual deadline. "It's the most cynical play I've ever witnessed," Vasconcellos fumes. "You create the chaos, then you present yourself as the solution."

Vasconcellos took some heat himself recently when he plainly admitted to a daily newspaper that solutions to California's fiscal problems are getting harder and harder to come by. "I don't know," he snapped at the reporter who pressed him for a solution to the recent budget stalemate during a break in the negotiating sessions. The resulting article portrayed Vasconcellos as being overwhelmed by the problems.

He says he was simply being honest. "The days when we could solve most of our financial problems easily are long gone," he says, noting that he warned colleagues and reporters of California's impending financial catastrophe for several years. "Anyone who tells you there is an easy solution either doesn't understand the problem—or isn't telling the truth."

The key, Vasconcellos says, is to first forge an understanding about the proper role of government. "The basic problem with politics today," Vasconcellos wrote in an open letter to some friends recently, "is that it is still mostly trying to operate, both in its substance and in its style, upon cynical, negative assumptions about who we are and our natural inclinations as human beings. The old politics

continues to operate on the assumption that we human beings are inherently monstrous, or at least usually don't know what is good for us."

"The conservatives, usually Republicans, operate as though they believe that we humans are naturally irresponsible, even dangerous, and therefore can't be trusted with, and shouldn't be allowed to enjoy, personal freedom. Their programs, although well-intentioned, are too often punitive, repressive, defensive and armed—and lead us, inevitably, to a 'warfare state.'"

"The liberals," Vasconcellos continues, "mostly Democrats, operate as though they believe we humans can't be trusted to take good care of ourselves. Their programs, although again well-intentioned, too often lead to dependency-perpetuating and care-taking and lead us, again inevitably, toward a 'welfare state.' Neither of these states, warfare or welfare, can either suit or satisfy who we human beings are becoming today," Vasconcellos concludes.

A more socially productive third—and higher—ground can be found, Vasconcellos argues, in the scholarship of humanistic psychologist Carl Rogers. "Rogers taught that we human beings are innately inclined toward becoming constructive, life-affirming, responsible and trustworthy," Vasconcellos says repeatedly in his standard stump speech. "But if your view of people is that they are evil, dirty little monsters who need to be controlled, it is impossible to construct anything other than a negative social structure, which is clearly what we have at the moment, and which is bound to fail."

Vasconcellos says this insight—that differing perceptions of human nature are frequently at the root of what appear on the surface to be political disagreements—was not immediately apparent. "I got to Sacramento," he says, "and in the middle of all these arguments I suddenly realized these people were not really arguing about programs or policies but rather about different conceptions of human nature. Until we achieve consensus about who we are as human beings, we'll never solve these other problems."

His preoccupation with the link between public policy and personal psychology has made Vasconcellos the butt of jokes, including an occasional starring role in the *Doonesbury* comic strip. It has also won him admiration in other quarters. Since Vasconcellos initiated his state task force on self-esteem and personal responsibility, several states, including Maryland, Louisiana and Virginia, have set up similar programs aimed at nurturing self-confidence.

Among those who recognized early on the value of Vasconcellos' effort to foster self-esteem as a centerpiece of public policy is the governor of Arkansas, Bill Clinton, who invited Vasconcellos to visit him in Little Rock well before the start of the current presidential election.



Assembling His Thoughts: 22nd District Representative John Vasconcellos

"We hit it off immediately," Vasconcellos says of his "partnership" with Bill Clinton. When Clinton announced his candidacy, Vasconcellos became the first elected official in California to formally endorse him, his long relationship with the Brown family and Jerry Brown's candidacy notwithstanding.

In July, when Clinton made his first major post-convention visit to San Jose, Vasconcellos introduced the candidate. Months earlier, he had made another key private introduction as well, linking Clinton up his longtime fundraiser, businesswoman Gloria Rose Ott, who quickly and successfully went to work wooing Silicon Valley heavyweights. After decades of supporting Republicans, dozens of local high-tech CEOs, including HP's John Young and Apple's John Sculley, endorsed Clinton, handing the Democratic nominee a major coup.

LAST YEAR, as it became clear California was heading for economic collapse, Vasconcellos initiated a business outreach program called ADEPT, the Assembly Democratic Economic Prosperity Task Force. After recruiting leaders from all of the Assembly's key committees, Vasconcellos went about the task of introducing the Democratic-controlled Legislature to his mostly GOP CEO friends around the state. His pitch was straightforward. The Democratic Legislature, Vasconcellos admitted, had not spent too much time worrying about business conditions in California because the evidence indicated conditions were generally acceptable and the economy was thriving. Steady growth in jobs, year after year, had led legislators to focus on more pressing social concerns, such as protecting the environment, providing worker-safety laws and increasing support for public education. With the end of the Cold War, however, Vasconcellos sensed a change in direction was necessary.

More than 60 private "learning sessions" were conducted with leaders in California's aerospace, electronics, defense, biotechnology, semiconductor, fishing and other industries. The result, a package of new legislation, including proposals to reform the state's fraud-plagued worker's compensation system and to provide job-creating economic incentives to local businesses, is finding support on both sides of the political aisle.

The effort has won Vasconcellos accolades in the business community and challenged the conventional myth that Republicans are better for business than their counterparts. Among Vasco's fans are Steve Panzer, founder of the Southern California-based Technology Leadership Council, whose membership includes CEOs from such firms as Intel and AST Research, many of whom played major roles in supporting the Senate candidacies of Ed Zachau and Tom Campbell.

"When we meet with Republican

leaders, we now ask them, 'Why aren't you working more closely with John Vasconcellos?'" Panzer says, adding that many of TLC's members "don't buy" the argument made by Republican leaders that the state's business problems are most properly laid at the feet of Vasconcellos and his longtime ally, Speaker Willie Brown. "The problem in Sacramento is all this partisanship and bickering," Panzer concludes.

It is his ability to win support from many quarters that so impresses Vasconcellos' colleagues. "Year after year," Speaker Brown says, "John has built a wider range of people who respect his skills and follow his leadership on the basis of merit."

"Every year, John grows," Brown adds, "more so than anyone else up here [Sacramento]. I don't know how you keep doing that." Brown credits Vasconcellos with having provided "the heart and soul" of the state Legislature, noting that Vasconcellos chaired the legislative conference committee for ten weeks during the budget impasse.

Vasconcellos has indeed constructed an enormous political foundation. A cosponsor of the law that decriminalized the possession of small quantities of marijuana for personal use and a tireless advocate of making the medicinal use of marijuana fully legal, Vasconcellos is also admired by anti-abortion activists for his attempts to discourage abortion, which he personally opposes, by increasing state support for pregnant women, prenatal care, child care and adoption programs. Although troubled by a state that can find the resources to abort children but won't come up with the money to care for them, Vasconcellos wrote the compromise language that allows Medi-Cal funding of abortions. "It's the most difficult issue I've ever had to face," Vasconcellos says glumly, still noticeably uncomfortable with the dilemma.

Recently, when feminist author Gloria Steinem visited Kepler's bookstore in Palo Alto to read from her new book, *Revolution From Within*, which contains an entire section devoted to Vasconcellos' self-esteem crusade, Steinem was asked how she could write so warmly about Vasconcellos considering his personal opposition to abortion. Steinem corrected the questioner on the details and added more praise. "He's a very admirable man," she countered, allowing that he could become "even more admirable in the future."

One criticism of Vasconcellos that does make the rounds, particularly among local Democrats, is that, despite several decades of winning elections, Vasconcellos has not put together anything resembling a political machine. In other areas, a winning streak like that enjoyed by Vasconcellos has resulted in the creation of a power nexus, like the Brown-Burton gang in San Francisco or the Berman-Waxman team in Los Angeles,

which dominates local politics, selecting candidates, bankrolling elections and keeping outsiders at bay. While Vasconcellos does help selected individual local candidates, he says he does so based on his personal knowledge of their integrity and philosophy, not based on their political or party identification.

His friendship with Republican state Sen. Becky Morgan is an example. Morgan, a former Bank of America vice president, is widely considered to be a top potential GOP contender for statewide office, perhaps even the governorship, in a future election. A likely Democratic opponent for Morgan may even be one of his longtime friends, state Treasurer Kathleen Brown. Yet Vasconcellos has become a friend and ally of Morgan's, even inviting her to join him on the board of a nonprofit organization, California Leadership, which Vasconcellos designed to get underrepresented populations, such as women and members of ethnic minority groups, working together with top government leaders to create what Vasconcellos calls "a new leadership ethic based on inclusion and cooperation."

"We really do need to develop a new style of leadership," Morgan agrees. Despite repeated pleas, Morgan broke with the state Republican party and declined to endorse Vasconcellos' GOP opponent in the November election.

Vasconcellos rebuffs the charge that he is too close to one of the GOP's fastest-rising stars. "It's good for California," he says, "that we can and do work together."

There are a few local races in which the assemblyman takes an interest, notably the attempt by San Jose City Council member Jim Beall to unseat incumbent Republican Assemblyman Chuck Quackenbush. For starters, Vasconcellos introduced Beall to the 150 people who attended the recent opening of his reelection campaign headquarters as "an absolutely essential" replacement for Quackenbush, one of the few people in Sacramento Vasconcellos does not get along with particularly well.

With another election approaching, Vasconcellos is running hard despite typically lightweight opposition. He's revved up his supporters and spent each weekend for months personally walking precincts and knocking on doors.

His opponent, 29-year-old Santa Clara Councilmember Tim Jeffries (see article on page 30) has drawn vendetta money from the Wilson camp, as well as from state prison guards who know that Vasco's attempts to control prison costs could hit them in the pocket-book.

In attempting to capitalize on the electorate's anger at politicians, Jeffries portrays his opponent as a dated anachronism, advertising, "After 26 years in office, it's time for a change."

Ironically, returning this powerful legislator to Sacramento could produce some of the biggest changes yet.

FACT SHEET: The California Human Corps

The Human Corps: What is it?

The Human Corps is a statewide program of student public service in California public colleges and universities. Created in January, 1988 by AB 1820 (Vasconcellos, Chapter 1245/87), the program is underway in all 19 campuses of the California State University and all eight general campuses of the University of California. Community Colleges and private colleges and universities are encouraged to participate.

What is the purpose of the program?

The Human Corps gives renewed and expanded priority to the tradition of public service on university and college campuses. It creates linkages between the university and the community, between academic instruction and experiential learning, between the private goals of students and the social needs of the state. The challenges facing the state require an investment of talent and resources from a variety of sources. The purpose of the Human Corps is to build this commitment to the community as part of a university education.

What does the law require?

For the 350,000 CSU students and 150,000 UC students, the Human Corps legislation states that every student, with specified exceptions, shall be "encouraged and expected, although not required, to participate in 30 hours of service per year" during his college career. The goal of the Human Corps is a 100-percent participation rate by 1993. Service would include a wide array of social issues from illiteracy to environmental contamination, to the hunger and nutrition needs of the elderly and others.

For the university systems, the legislative intent is for the universities to become the home bases for Human Corps programs. The universities would convene task forces to plan and set policy, assign staff to train students, coordinate, and monitor campus and community programs.

For the faculty, the law recommends participation on campus Human Corps task forces and consideration of how and whether students should get academic credit for service performed.

For the community, the Human Corps provides a new resource for volunteer talent and innovative projects with universities.

For the state, the legislation provides for monitoring of the overall progress of the Human Corps by the California Postsecondary Education Commission, which is responsible for periodic reports to the Legislature.

What about funding?

The original Human Corps legislation appropriated \$240,000 in planning funds to the UC (\$70,000) and CSU (\$180,000) systems. The governor vetoed this appropriation as well as a request for \$500,000 in 1988. Private corporations and foundations have provided some support for the Human Corps, but campuses have used their own resources for all activities to date.

Progress: what's happening?

In 1988, all campuses of the California State University and the University of California instituted planning task forces. In addition, a new coalition of 40 campuses across California have come together to form the California Compact to promote the development of university public service. The Compact is California's answer to a similar national effort called the Campus Compact.

Conclusion

We will consider the ways in which the Human Corps might be expanded to high schools. The California Compact will continue to grow and attract new members. The UC and CSU systems will pursue refinements to existing programs, as well as ways to fund new programs. All of these initiatives are an integral part of California's role in a nationwide trend toward building a commitment to public service in the nations high schools and colleges.

STATUS REPORT ON HUMAN CORPS ACTIVITIES 1991



CALIFORNIA POSTSECONDARY
EDUCATION COMMISSION



Summary

Through Assembly Bill 1820 (Vasconcellos, 1987), the Legislature directed the California Postsecondary Education Commission to report annually from 1988 to 1994 on the development, implementation, and operation of "Human Corps" programs of volunteer student service at the University of California and the California State University. This fourth report in the series reviews the origins of the Human Corps concept, discusses the Human Corps activities of the University and State University over the past year, and offers two recommendations on page 3 concerning future reporting requirements related to this program: First, because of fiscal stringencies affecting the two segments as well as the State at large, and because data already exist to assess the progress made by the segments in expanding student participation in community service activities, the Commission recommends that:

- 1. The University of California and the California State University shall not be required to conduct an interim survey of Human Corps participation in 1991, unless the State provides funding for such a survey.**

Second, because of the possibly costly nature of the final comprehensive evaluation of Human Corps activities due from the Commission in 1994, the Commission recommends that:

- 2. Commission staff and representatives from the University and the State University shall meet with appropriate representatives of the Legislature to discuss future reports related to the Human Corps program, given the availability of State funding.**

Attached to the report are documents from the State University and the University that describe Human Corps activities on the various campuses as well as overall student participation.

The Commission adopted this report at its meeting on April 28, 1991, on recommendation of its Policy Evaluation Committee. Additional copies of the report may be obtained from the Publications Office of the Commission at (916) 324-4991.

Questions about the substance of the Commission's report may be directed to Karl M. Engelbach of the Commission staff at (916) 322-8012.

Inquiries about Human Corps activities at the University of California may be directed to Suzanne Castillo-Robson, Director, Student Affairs and Services, Office of the President, at (415) 987-9554.

Inquiries about the California State University's activities may be addressed to Kathy Mahoney, Administrative Operations Analyst, Office of the Chancellor, at (213) 590-5866.

On the cover: Students participating in Human Corps activities at California Polytechnic State University, San Luis Obispo.

STATUS REPORT ON HUMAN CORPS ACTIVITIES, 1991

*The Fourth in a Series of Five
Annual Reports to the Legislature
in Response to Assembly Bill 1820
(Chapter 1245, Statutes of 1987)*

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Third Floor • 1020 Twelfth Street • Sacramento, California 95814-3985





COMMISSION REPORT 91-5
PUBLISHED APRIL 1991

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Status Report on Human Corps Activities, 1991

Origins and scope of the report

In Supplemental Language to the 1986-87 Budget Bill (Assembly Concurrent Resolution 158; Chapter 165 of the Statutes of 1986), the Legislature called on the University of California and the California State University to implement "Human Corps" programs of community service by students on each of their campuses. It also directed the California Postsecondary Education Commission to report on efforts by colleges and universities throughout the country to encourage volunteerism and to review and comment on the Human Corps activities undertaken by the University and State University in response to the Supplemental Language.

In March 1987, the Commission responded to that legislative mandate with its report, *Student Public Service and the "Human Corps."* In that report, the Commission presented no specific recommendations, although it stated its belief that public service programs in public colleges and universities should be voluntary rather than compulsory.

In 1987, the Legislature adopted Assembly Bill 1820 (Vasconcellos; Chapter 1245, Statutes of 1987; reproduced in Appendix A), which expanded the Human Corps concepts contained in ACR 158. AB 1820 called for cooperation between postsecondary education institutions, public and private schools, and non-profit agencies and philanthropies to plan, fund, and implement Human Corps activities. It recommended an average of 30 hours of community service per student in each academic year, and it intended that such student participation increase substantially by 1993, with an ultimate goal of 100 percent participation of all full-time students, including undergraduate and graduate students. It called on both segments and all campuses to establish Human Corps task forces.

AB 1820 also directed the Commission to monitor the development, implementation, and operation of the Human Corps program and submit annual reports each March to the appropriate fiscal and policy committees of the Legislature, and it required

that by March 1, 1994, the Commission conduct a comprehensive evaluation that covers both qualitative and quantitative changes in the segments' volunteer participation. It specified that the Commission include in that report recommendations regarding continuation of the Human Corps and whether or not a mandatory program is needed to fulfill the objectives of the legislation. It also stated the intent of the Legislature to provide funding for that comprehensive evaluation.

This document constitutes the Commission's fourth annual report in response to AB 1820. Since new data on student participation rates are not available, this report focuses on the current Human Corps activities of the University and the State University. Attached to this report as Appendices B and C are documents that the University and State University submitted to the Commission this past November about their Human Corps programs and serve as the basis for the information contained in this report.

Rather than repeat the detailed information in those reports, the Commission presents only general information about the two segments' activities in the following paragraphs and then offers two recommendations about future Human Corps reporting requirements in light of the State's and the segments' limited fiscal resources.

University of California activities

Despite the lack of State funds for Human Corps projects, the campuses of the University of California continue to operate a wide variety of community service programs and to work at increasing student awareness of these service opportunities. Last February, University students, faculty, and campus administrators joined youth service representatives and government officials at a Sacramento conference co-sponsored by the University and State University systemwide offices to discuss successful youth service models as well as future funding and growth

strategies. And during 1989-90, the University's operating budget for Human Corps activities grew by 24 percent to a total of \$661,311.

Recognizing that the State's current fiscal crisis makes State funding for Human Corps programs highly unlikely, the Office of the President has increased its efforts to provide information to campuses on extramural funding for community service projects. In 1988-89, extramural funding for Human Corps activities increased by 37 percent over the previous fiscal year. Yet student registration fees represent nearly three-fourths of the dollars available to campus programs, and if the State's worsening fiscal condition results in additional cuts to the University's budget, campuses may be forced to divert student fee revenues from Human Corps activities to other vital student programs and services.

California State University activities

Like the University, the State University has demonstrated a commitment to providing a wide variety of community service programs for its students. In addition to the conference sponsored jointly with the University, it conducted a survey of the organizations where students perform community service-related work. While a limited number of respondents expressed some criticism of student participants, most reported that students were providing a valuable service to their organizations and that they would like to have additional students volunteering their time.

As an indication of the State University's dedication to the Human Corps philosophy, in 1989-90, the Trustees allocated \$1 million in supplemental State Lottery funds to support 3,342 paid student interns who participated in a variety of community service programs. However, because of the budget reductions sustained by the system in 1990-91, the Trustees have had to discontinue funding these internships. Nonetheless, campus officials have indicated that this loss will not seriously affect their remaining Human Corps activities, which provide the overwhelming majority of community service opportunities for students.

The State University supports its Human Corps activities through a variety of funding sources, includ-

ing campus-based funds, Campus Compact grants, federal ACTION Office grants, local United Way contributions, and campus' student government associations. As with the University, if further budget reductions are implemented, the State University may need to redirect a portion of its campus-based funds away from Human Corps activities to higher priority areas.

Recommendations regarding future reporting requirements

As the Commission noted on page 1, it is required to submit annual reports to the Legislature each March regarding the segments' operation and expansion of their Human Corps programs. Each of the Commission's annual reports to date has relied upon submissions from the segments regarding their Human Corps activities. Those submissions have demonstrated that both the University and the State University are committed to providing expanded community service opportunities for their students, faculty, and staff, despite the fact that neither institution has yet received any State funds for Human Corps activities and is unlikely to receive any during 1991-92.

In addition to the survey to be conducted in 1993 for the Commission's comprehensive evaluation of the Human Corps program, in 1987, officials of the University and State University voluntarily agreed to collect data in 1989 and 1991 to assess the progress made in increasing student participation in the program. The Commission's 1990 Human Corps report contained the results of the 1989 survey. This past December, representatives of both the University and State University wrote to the Commission indicating that because of the budget reductions they sustained during 1990-91, they would be unable to conduct the 1991 survey in this series without State funding. The cost of this survey would likely range from between \$25,000 to \$90,000, depending on the size and nature of the survey sample. In addition, the State University's representative noted that the results from this survey would probably not differ significantly from those obtained during the initial survey, since the composition of the State University's student body has not changed greatly since 1989. As a result, and because data already exists to assess the progress made by the segments in ex-

panding student participation in community service activities, the Commission recommends that:

1. **The University of California and the California State University shall not be required to conduct an interim survey of Human Corps participation in 1991, unless the State provides funding for such a survey.**

Moreover, in light of the State's current budget situation and the possibly costly nature of the final comprehensive evaluation of Human Corps activities due from the Commission in 1994, the Commission further recommends that:

2. **Commission staff and representatives from the University and the State University shall meet with appropriate representatives of the Legislature to discuss future reports related to the Human Corps program, given the availability of State funding.**

References

California Postsecondary Education Commission.

Student Public Service and the "Human Corps": A Report to the Legislature in Response to Assembly Concurrent Resolution 158 (Chapter 1505, Statutes of 1984). Commission Report 87-12. Sacramento: The Commission, March 1987.

--. *Status Report on Human Corps Activities: The First in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987).* Commission Report 88-24. Sacramento: The Commission, May 1988.

--. *Status Report on Human Corps Activities, 1989: The Second in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987).* Commission Report 89-8. Sacramento: The Commission, March 1989.

--. *Status Report on Human Corps Activities, 1990: The Third in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987).* Commission Report 90-11. Sacramento: The Commission, March 1990.

CHAPTER 1245

An act to add Chapter 2 (commencing with Section 99100) to Part 65 of Title 3 of the Education Code, relating to postsecondary education, and making an appropriation therefor.

[Approved by Governor September 27, 1987. Filed with
Secretary of State September 27, 1987.]

I am deleting the \$240,000 appropriation contained in proposed Education Code Section 99106 contained in Assembly Bill No. 1820.

This bill would create the Human Corps within the University of California and the California State University, and would encourage students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year.

Both the University of California and the California State University have ongoing student volunteer community service activities. The administrative structure is in place to accommodate activities proposed by this bill. No additional funds are required.

With this deletion, I approve Assembly Bill No. 1820.

GEORGE DEUKMEJIAN, Governor

LEGISLATIVE COUNSEL'S DIGEST

AB 1820, Vasconcellos. Postsecondary education: Human Corps.

Existing law does not require college students to participate in community activities.

This bill would create the Human Corps within the University of California and the California State University, and would encourage students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year, as specified.

This bill would require the California Postsecondary Education Commission to annually, by March 31, conduct progress reports on student participation in the Human Corps, as specified.

This bill would require the commission to conduct a comprehensive evaluation by March 31, 1994, as specified.

This bill would require that all progress reports and the comprehensive evaluation be submitted to the appropriate fiscal and policy committees of the Legislature.

The bill would appropriate \$70,000 to the University of California and \$170,000 to the California State University for its purposes, as specified.

Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. Chapter 2 (commencing with Section 99100) is added to Part 65 of Title 3 of the Education Code, to read:

CHAPTER 2. HUMAN CORPS

99100. (a) The Legislature finds and declares all of the following:

(1) California students have a long and rich tradition of participation in community service which should be recognized, commended, and expanded.

(2) There is a growing national consensus that student participation in community services enhances the undergraduate experience.

(3) Student community service is an activity of extreme importance to the mission of the university and deserves to be conducted both for academic credit and otherwise.

(4) The state's postsecondary educational institutions are charged to maintain a tradition of public service as well as teaching and research.

(5) Access to the privilege of attending the university is made possible for many by our state's tradition of keeping fees and tuition low.

(6) Practical learning experiences in the real world are valuable for the development of a student's sense of self, skills, and education.

(7) Our state faces enormous unmet human needs and social challenges including undereducated children, increasing illiteracy and teenage parenting, environmental contamination, homelessness, school dropouts, and growing needs for elder care.

(8) The state's ability to face these challenges requires policymakers to find creative and cost-effective solutions including increased efforts for community and student public service.

(9) The Legislature and the State of California provide substantial incentives and subsidies for its citizens to attend the state's postsecondary education institutions, public and private, which are among the finest in the world.

(10) Current volunteer efforts conducted by community organizations reach only a fraction of the need. The need for public service is great because private, state, and federal funding are insufficient to pay for all the social services needed.

(11) Existing community service efforts have successfully demonstrated that participation in public service is of mutual benefit to participating students and the recipients of their services.

(b) It is the intent of the Legislature in enacting this article to do all of the following:

(1) Complete the college experience by providing students an opportunity to develop themselves and their skills in real-world learning experiences.

(2) To help nurture a sense of human community and social responsibility in our college students.

(3) Invite the fullest possible cooperation between postsecondary education institutions, schools, public, private, and nonprofit agencies, and philanthropies to plan, fund, and implement expanded opportunities for student participation in community life through public service in organized programs.

(4) To substantially increase college student participation in community services by June 30, 1993, with the ultimate goal of 100 percent participation.

99101. There is hereby created a program known as The Human Corps within the University of California and the California State University. The California Community Colleges, proprietary schools, and member institutions of the Association of Independent California Colleges and Universities are strongly encouraged to implement Human Corps programs. The purpose of the corps is to

provide every student an ongoing opportunity throughout his or her college career to participate in a community service activity. Toward this goal, beginning in the fall term in 1988, full-time students, including both undergraduate and graduate students, entering the University of California, the California State University, or an institution that is a member of the Association of Independent California Colleges and Universities to pursue a degree shall be strongly encouraged and expected, although not required, to participate in the Human Corps by providing an average of 30 hours of community service in each academic year. The segments shall determine how to encourage and monitor student participation. The segments are strongly encouraged to develop flexible programs that permit the widest possible student involvement, including participation by part-time students and others for whom participation may be difficult due to financial, academic, personal, or other considerations.

99102. For the purposes of this article, community service shall be defined as work or service performed by students either voluntarily or for some form of compensation or academic credit through nonprofit, governmental, and community-based organizations, schools, or college campuses. In general, the work or service should be designed to provide direct experience with people or project planning, and should have the goal of improving the quality of life for the community. Eligible activities may include, but are not limited to, tutoring, literacy training, neighborhood improvement, increasing environmental safety, assisting the elderly or disabled, and providing mental health care, particularly for disadvantaged or low-income residents.

In developing community service programs, campuses shall emphasize efforts which can most effectively use the skills of students such as tutoring programs or literacy programs.

99103. There are hereby created Human Corps task forces in each segment, which shall be established on each campus by March 1, 1988. Community colleges and member institutions of the Association of Independent California Colleges and Universities are strongly encouraged to establish task forces for the purposes set forth in this section. Each task force shall be composed of students, faculty, and campus administration. Each task force also shall include community representatives from groups such as schools, local businesses and government, nonprofit associations, social service agencies, and philanthropies. Each task force shall reflect the ethnic and racial diversity of the institution and the surrounding community. The purpose of the task forces is to strengthen and coordinate existing on-campus and external community service opportunities, expand and make new service opportunities available, promote the Human Corps to make students, community groups, faculty, employment recruiters, and administrators aware of the service expectation, and develop rules and guidelines for the program.

In conducting their charges, campus task forces should develop an implementation strategy which includes but is not limited to, the following, by July 1, 1988:

(a) A survey of the existing level of student participation including number of students, amount of time allocated, sources, and amounts of funds for activities and types of agencies participating.

(b) A plan to substantially expand student participation in community service by June 30, 1993.

(c) Criteria for determining what activities reasonably qualify as community service.

(d) Criteria to determine which community agency and campus programs have the training, management, and fiscal resources, and a track record or potential for success in addressing social needs and can reasonably use additional student assistance to administer their programs.

(e) A statement regarding the institution's commitment to community service to be included in application and orientation materials to communicate the expectation for student participation in community service.

(f) A statement that each campus has examined, in close consultation with the faculty, how student community service may be implemented to complement the academic program, including a determination of whether and how Human Corps programs may be offered for academic credit.

(g) A budget which identifies the staff and funding resources needed on each campus to implement this Human Corps.

99104. It is the intent of the Legislature that segments maximize the use of existing resources to implement the Human Corps. This responsibility includes seeking the resources of the private and independent sectors, philanthropies, and the federal government to supplement state support for Human Corps programs. The Legislature intends that the funds appropriated for purposes of this chapter to the Regents of the University of California and the Trustees of the California State University be used to offset some of the costs of developing the Human Corps. The segmental and campus Human Corps Task Forces shall jointly determine how those funds are used. It is the further intent of the Legislature that funds be allocated competitively for programs and not on a pro rata basis for each campus. Preference in funding should be given to strengthen and expand exemplary efforts to implement the Human Corps and to stimulate new efforts on campuses where the establishment of student community service programs has been limited.

Campuses may develop numerous approaches to implement the Human Corps on each campus. Activities eligible for funding may include a wide variety of incentives for student participation such as:

- (a) Recognition programs.
- (b) Fellowships.
- (c) Awareness programs.
- (d) Periodic conferences for students and community organizations.
- (e) Transportation costs.
- (f) Matching grants.
- (g) Intersegmental programs.

99105. The California Postsecondary Education Commission annually, by March 31, shall conduct reports on the progress that the University of California and the California State University are making to substantially increase student participation in the Human Corps. By March 31, 1994, the commission shall conduct a comprehensive evaluation which shall include, but not be limited to, the following:

(a) The number of students who completed participation in the Human Corps by academic area (humanities, social services) and academic level (freshman, sophomore, etc.).

(b) The number of students who volunteered, or received pay or academic credit for service.

(c) An inventory of the types of community agencies which participated and the types of opportunities they provided.

(d) An inventory of the types of incentives for student participation offered by campuses including awards, grants, and training.

- (e) The number of courses related to Human Corps programs.
- (f) The number of staff and sources of funding provided to the Human Corps on each campus.
- (g) A survey of participating agencies to determine whether the addition of student resources enhanced their program.
- (h) The number of community colleges which participated in the Human Corps.
- (i) Recommendations for continuation of the Human Corps including a recommendation whether a mandatory program should be established to the extent that community service programs failed to produce a substantial increase in student participation in the Human Corps. It is the intent of the Legislature to provide funding for the evaluation.
- (j) The commission shall convene a meeting of representatives from the University of California and the California State University to determine the appropriate data requirements for the progress reports and the comprehensive evaluation. All progress reports and the comprehensive evaluation shall be submitted to the appropriate fiscal and policy committees of the Legislature.

Human Corps at the University
of California

Fourth Annual Report
October, 1990

Human Corps at the University of California

Fourth Annual Report

October, 1990

In 1987, Assembly Bill 1820 created the Human Corps at the University of California and the California State University. The intent of this program is to "provide every student an ongoing opportunity throughout his or her college career to participate in a community service activity." Full time students are strongly encouraged, although not required, to participate in Human Corps by contributing an average of 30 hours of community service in each academic year. In addition, educational segments are given latitude in developing ways of encouraging and monitoring student participation in Human Corps. Moreover, they are directed to develop flexible programs that permit the "widest possible student involvement, including participation by part-time students and others for whom participation may be difficult due to financial, academic, personal, or other considerations."

This report constitutes the fourth in a series submitted by the University of California to the California Postsecondary Education Commission (CPEC). As directed by statute, CPEC must report annually on the progress of the University of California and California State University regarding their Human Corps efforts. Previous University reports to CPEC have detailed discussions of the central planning group, reviewed the development of campus advisory committees, outlined implementation strategies, highlighted program budgets, summarized campus efforts, and provided an analysis of UC student participation rates in community service programs. This report will review universitywide and campus Human Corps activities during the 1989-90 academic year, including: 1) a description of Office of the President support for campus Human Corps programs; 2) a summary of Human Corps activities at each campus; and 3) a discussion of Human Corps program budgets and overall funding support.

I. Universitywide Efforts

The eight general campuses provide direct Human Corps program administration and initiate new activities in order to meet the unique needs of their respective students. The Office of the President continues to provide policy direction and administrative coordination to the campuses. For example, the Office of the President furnishes Human Corps Advisory Council Chairs with information on various sources of extramural funding for community service projects, and reports on state and national policy initiatives and legislation, as well as new volunteer programs or models that could be incorporated effectively by campus Human Corps projects.

In addition to these activities, the Office of the President acts as a catalyst to foster discussion of Human Corps issues. For example, on February 6-7, 1990, the Office of the President, in conjunction with the California State University, hosted a two-day Human Corps Conference in Sacramento. The purpose of the Conference was to provide an opportunity for students, faculty, and staff from both segments to discuss student participation in Human Corps programs and other community service activities. Discussions in Conference sessions included ways of increasing faculty involvement in Human Corps, methods of promoting the ethic of public service, a review of administrative models for securing extramural funding, and techniques for recruiting students for Human Corps programs. The Conference was attended by over 100 Human Corps professionals as well as other individuals interested in community service issues.

The Office of the President also helped to sponsor campus participation at the "California Comprehensive Youth Services Conference." This two-day Conference was held in Sacramento on February 4-6, 1990 and assembled over 300 youth service spokespersons including college presidents, faculty, administrators, students, and government officials. The purpose was to discuss a number of statewide youth service concerns, including successful youth service models, financing of youth service, strategies for future growth, and the progress of state legislative proposals focusing on youth service.

II. Summaries of Campus Activities

Campus Human Corps advisory councils and implementation strategies have been in place since the 1988-89 academic year. Activities on each campus represent a combination of new initiatives developed in response to the Human Corps legislation, as well as an expansion of programs that were in place prior to AB 1820. The following highlights some of the most prominent campus Human Corps activities.

Berkeley

Human Corps at UC Berkeley is guided by a Task Force whose membership reflects a cross-section of campus and community leaders. The mission of this Task Force is to set policy for all Human Corps activities, focusing specifically on achieving greater coordination and communication among already existing UC Berkeley community service programs rather than establishing an entirely new volunteer office.

Cal Corps is the center of an extensive community service network at UC Berkeley, which also includes the University Health Service/Health Education Program, University YMCA, and the Stiles Hall Community Service Projects. These

programs help to coordinate student volunteer activity at over 150 community service agencies across the Bay Area. These efforts cover a myriad of social issues including poverty, health services, education and tutorials, nutrition, sexual harassment, legal services, educational access, services for the disabled, and neighborhood safety.

Several new programs were advanced in 1989-90 in response to pressing community concerns. The most prominent activity was disaster relief immediately following the devastating October 17, 1989 Loma Prieta earthquake. Cal Corps moved quickly to establish contact with the American Red Cross and raised \$6200 for this group in just the first 6 days after the quake. In addition, Cal Corps provided the campus community with information, updated daily, about relief organizations that needed student support. Student groups across the campus mobilized to provide food and clothing to quake victims. Legal assistance was provided by the La Raza Law Students who traveled to Watsonville to assist affected residents in filling out disaster relief loan applications. In addition, several groups organized blood drives as well as solicited donations for a variety of disaster relief organizations.

Davis

Coordination of UC Davis Human Corps activities is the responsibility of the Human Corps Task Force which includes members of the faculty, as well as community, staff, and student representatives. This Task Force reports to the Vice Chancellor for Student Affairs.

Human Corps at Davis is housed within the Internship and Career Center, which facilitates a variety of volunteer opportunities for students. Last year, Davis students worked with over 250 different community agencies requiring volunteers. These agencies included alcoholism/drug abuse services, child protection and care service, mental health agencies and direct health care in hospitals and clinics.

To increase visibility for Human Corps, two special events were held at Davis during the 1989-90 academic year. The first was a volunteer faire which provided an opportunity for students to sign up for community service activities and for agencies to educate students about their needs. Over 30 community service agencies and 200 students participated in this Faire. The second event was a "Student Services Recognition Reception" which was designed to reward those students who participated in Human Corps activities during the past year.

Irvine

The Human Corps Program at UC Irvine reports through the Student Affairs Division, with the Dean of Students serving as Chair of the Human Core Council. The Council is composed of representatives from student groups, as well as faculty and staff from academic departments that have strong community service commitments.

Students at UC Irvine have volunteered at a variety of community service agencies. A recent survey indicated that religious institutions, public/private schools, and medical care centers were among the most popular volunteer settings for UC Irvine students. In addition, fundraising, recreational activities, and instruction/tutoring were the most commonly performed types of community activities.

This past year, the Human Core Program, with the help of the Student Affairs Office and the County Volunteer Program, developed "Volunteer Connections," a program designed to match collegiate volunteers with community service organizations. Prior to the development of Volunteer Connections, members of the Human Corps Council had established ties with a number of specialized campus groups such as Flying Samaritans, Chicanos for Creative Medicine, La Escuelita, Circle K, Project Literacy, and Social Ecology Field Studies. With the help of Volunteer Connections, a major recruitment effort was begun in Fall 1990 to improve administrative coordination among these groups and increase student participation in community service projects. It is hoped that by the end of the 1990-91 academic year, UC Irvine will have a student-run, broad-based student volunteer program.

Los Angeles

Human Corps efforts at UCLA are guided by the Division of Student Relations, which relies on a campus Human Corps Task Force to provide broad policy guidance. Community service programs are provided at UCLA in several divisions, including Student Affairs (Community Programs Office, Community Resource Center, Extramural Programs and Opportunities Center), Student Government (Community Service Commission), and Academic Affairs (The Office of Field Studies Development). Additional volunteer programs are developed independently by campus clubs and organizations.

The great number of community service organizations at UCLA has allowed the campus to develop a variety of service projects strengthening connections between the campus and surrounding communities. Some of the newest programs include: 1) "The Armenian Tutorial Project" which was

designed to aid recent immigrants needing practice in English; 2) "Best Buddies," a national organization that helps meet the needs of physically and mentally disabled children; and 3) "Pilipinos for Community Service," a program designed to meet needed health care needs in the Filipino community.

The Office of Field Studies Development has also been active, developing three new programs in 1989-90 which allow students to translate classroom learning into service to the community:

- o The "Sociology Emersion Quarter" focused on the needs of recent immigrants to the United States. Students provided direct tutorial and educational support in addition to working on policy strategies for future community service efforts in this area.
- o The Division of Honors and Social Science Research Council developed a 3-quarter program designed to educate students about urban poverty and allow them to provide direct services to the poor in the Los Angeles community.
- o A grant from the U.S. Department of Education was obtained to develop a literacy training program. The ultimate purpose of this program is to train undergraduates to develop reading materials and tutorial skills to improve literacy in the community.

In addition to new programming initiatives, the UCLA Human Corps Office, in conjunction with the Community Resource Center, were the hosts for the National Conference on Community Service. This Conference was sponsored by the Campus Outreach Opportunity League (COOL), a national organization established in 1984. Nearly 150 UCLA students helped plan this Conference which was held March 8 to 11, 1990 on campus. Over 450 UCLA students participated in the event, along with 1100 students from other colleges and universities around the country. The Conference was devoted to the sharing of information and strategies to develop greater awareness and participation in community service. Workshops and seminars were presented from a variety of agencies addressing issues as diverse as AIDS, race relations, the environment, hunger/homelessness, literacy, mental health, services for the disabled, educational access, and substance abuse.

Riverside

Administration of Human Corps activities at UC Riverside is handled by the Campus and Community Service Office, which

reports to the Vice Chancellor for Student Services. A Human Corps Advisory Committee has been established and includes student, staff, and faculty representation, as well as members of the community (i.e., United Way of Riverside and Riverside Volunteer Center). A recent survey indicated that students were most interested in tutoring and literacy programs, environmental issues, drug/alcohol awareness, and providing services to abused children. Human Corps program administrators were encouraged by increased student participation in annual campus/community events during 1989-90, especially the Thanksgiving food drive and the Christmas toy drive for the County Social Services Department.

The Human Corps Office initiated several new programs during the past year including:

- o Fellowships for Community Service - Three summer fellowships, totaling up to \$3,500 each, were donated by a local businessman to encourage UC Riverside students to create and implement community service projects. These fellowships will be awarded annually.
- o Help-Line - A student-staffed phone line was established to help students with academic, personal, and social problems. Help-Line staff assist callers by referring them to appropriate campus or community service agencies for help.
- o Marguleas Community Service Awards - Monetary awards have been established to honor students for humanitarian work and community service. These awards are to be bestowed annually.
- o Ethic Studies and Community Service - All undergraduates are now required to complete Ethic Studies 1, which requires students to complete at least 4 hours per quarter of direct community service off campus in addition to traditional academic assignments.

San Diego

Human Corps activities at UC San Diego remain under the direction of the "Volunteer Connection," a centralized campus service dedicated to increasing the number of students involved in community service. The Human Corps Task Force, consisting of members of the faculty, staff, and students, provides broad policy guidelines for the development of volunteer programs.

The Volunteer Connection has developed referrals to over 170 community service agencies. These agencies cover a wide spectrum of activities including animal rights, child/family

abuse, counseling services, crime/juvenile delinquency, services to the elderly, environmental concerns, homelessness relief, health care, legal assistance for the disadvantaged, mental health services, and tutoring/education activities.

In 1989 UC San Diego students were involved in several new and innovative projects focusing on community needs. One project ("Apples for Students") involved the acquisition of Apple Computers for an inner-city, low income elementary school. "Hands on San Diego" was a one-day event that provided students with an opportunity to contribute to a variety of community service projects around the city, and, in doing so, exposed them to the critical need for social service volunteers. In November of 1989, the "Angel Tree Project" was launched which allowed UC San Diego students to sponsor children who had been abused and were wards of the State. By sponsoring a child, students provided these disadvantaged children with gifts for the holidays.

Santa Barbara

Community service activities at UC Santa Barbara are handled by the Associated Students Community Affairs Board (CAB), although many activities are decentralized. CAB is funded by the Student Fee Advisory Committee (which has provided funds for a CAB Advisor and Office Manager) and the Associated Students (which has provided office space and funds for programming). Staff handling Human Corps projects report directly to the Dean of Students, although this reporting relationship may be shifted to the Associated Students next year.

Over 250 community, non-profit government and human service agencies have been served by UC Santa Barbara students. Volunteer activities varied from one-time only efforts such as blood drives and community fund-raising activities, to on-going volunteer programs including child care, Special Olympics, and local/international relief.

Santa Barbara students participated in several special projects during the 1989-90 academic year including: 1) National Volunteer Week, which consisted of student/community recognition and award programs; and 2) the compilation and publication of a directory that advises students about campus and community volunteer opportunities.

Santa Cruz

Human Corps activities are under the auspices of the Student Services Division at UC Santa Cruz. Public service activities are directly supervised by the Student

Organization Advising and Resources Office, which became fully operational in the Spring of 1990. Policy guidance is provided by the Public Service Committee which includes campus faculty, staff, and students, as well as the Director of the Volunteer Center of Santa Cruz County, the Coordinator of Volunteers for the County Schools, and a member of the Santa Cruz City Council.

Students at UC Santa Cruz have been involved in a variety of volunteer activities. Most recently over 300 students volunteered their help during the period immediately following the 1989 Loma Prieta earthquake. Students also have been involved in literacy programs, hunger and homelessness relief, and programs devoted to assisting disabled students, such as the "Best Buddies" program previously described under the UCLA campus. UC Santa Cruz students participated in volunteer programs, involving at least 361 agencies including social service organizations, mental health clinics, schools, hospitals, and legal services.

III. Human Corps Funding

For this report, each campus submitted its operating budgets for the 1989-90 academic year, highlighting new sources of funding. It should be noted that budgets reported do not reflect the true cost of a fully-operational Human Corps program on each campus, or the actual cost of providing community service opportunities to students by campus programs established prior to the passage of AB 1820. For example, student participation in courses with internships or community service fieldwork are reported as part of universitywide Human Corps activities; however, the costs borne by the academic departments are not reported.

Attachment 1 presents the annual operating budgets for Human Corps and community service activities at each campus. The total universitywide budget represents a 24% increase over last year. Most of this increase came as a result of substantial augmentations in campus Registration Fee funds that were made available for Human Corps activities, in particular at UCLA.

Extramural funding was also up 37% over 1988-89 funding. Such funding has lead to the development of several project, most notably:

- o The UCLA Field Studies Development Office secured a grant (\$5,000) from the U.S. Office of Education to develop a "literacy corps" consisting of undergraduates who perform literacy training in the community.

- o A local businessman donated funds (\$10,000) to establish three fellowships to support UC Riverside students who wish to complete community service projects during the summer break.
- o Operation Civic Serve donated \$600 to support two Human Corps interns at UC Santa Barbara. The goal of these internships was to educate the student body about the purpose of the Human Corps legislation and to assess how the University could best serve the Santa Barbara community within the framework of the Human Corps mandate.

Although monies for Human Corps activities have shown an increase for 1989-90, funding remains a major concern. AB 1820 specifies that the University should "substantially expand student participation in community service by June 1993," yet no State funding has been provided to achieve this goal. Campuses have reassigned existing resources and have attempted to obtain funding from other sources in order to meet Human Corps objectives, but it is unclear that they will be able to increase student participation beyond current levels without additional resources from the State.

Given the lack of State funding, campuses have turned to Registration Fee funding to support their programs. At least 73% of all funds budgeted to campus Human Corps programs in 1989-90 came from Registration Fees. However, this source of funds may become less and less available. In the wake of the State's recent budget shortfalls, campuses may soon be forced to use Registration Fees to support a number of other student programs and services. Faced with declining State revenues and an overcommitted Registration Fee fund, Human Corps Directors may be forced to search more vigorously for external monies, resulting in more time spent on fundraising rather than on student service programming devoted to community service.

ATTACHMENT 1

UNIVERSITY OF CALIFORNIA

Annual Operating Budgets for the 1989-90
Campus Human Corps Programs

Campus	Annual Budget
Berkeley	\$ 77,168
Davis	11,500
Irvine	2,800 ¹
Los Angeles	393,471
Riverside	26,823
San Diego	24,132
Santa Barbara	95,904
Santa Cruz	13,513
Sub-Total (Campus Budgets)	645,311
Office of the President	16,000
TOTAL	661,311

¹ Amount represents costs involved in operating the Human Corps office only. Salaries and additional expenses incurred in affiliated programs not reported.

The Human Corps in the
California State University

Progress Report
1989/90

**THE HUMAN CORPS IN THE CALIFORNIA STATE UNIVERSITY
PROGRESS REPORT
1989/90**

INTRODUCTION

The Human Corps was established in 1987 through the passage of Assembly Bill No. 1820. Since that time, The California State University has made significant progress in the implementation of this program both on a systemwide and individual campus level. Activities and programs are in place on 19 CSU campuses and new methods of service are constantly being explored and developed.

For the purposes of the Human Corps program, community service is defined by The California State University as: all human and social service action, government service, and community service action provided by campus organizations, public or private community agencies or businesses that will nurture a sense of human community and social responsibility in our college students and contribute to the quality of life for individuals and groups in the community.

As part of the Human Corps legislation, The California State University is required to report its progress in Human Corps activities to the California Postsecondary Education Commission each year. This report reflects the efforts of the California State University during the 1989/90 academic year toward offering opportunities to students to serve their community and toward increasing the rate of student participation in community service.

THE CALIFORNIA STATE UNIVERSITY HUMAN CORPS TASK FORCE

The California State University Human Corps Task Force was created in the Fall of 1986 to provide leadership and stimulate campus commitment to student volunteerism in accordance with Assembly Bill No. 1820 requirements. The charge to the Task Force was to explore and recommend ways in which The California State University might increase community service learning experiences for students and impact on significant human and community needs. The Task Force was also asked to prepare a report which included recommendations for complying with the legislation. The Task Force membership included representatives of the CSU Academic Senate, The California State Student Association, two campus Presidents, two Vice Presidents, and community representatives.

Some of the work undertaken by members of the Task Force included: preparing papers on various issues related to community service programs on campuses, developing effective campus/community relationships, and identifying possible sources of funding for community service programs.

In addition, the Task Force considered such issues as the preparation of students for service learning situations, criteria for student participation, types of organizations appropriate for student placement, and resource requirements for community service programs. The Task Force also considered papers and recommendations prepared by various community groups and directors of student-directed service programs on the CSU campuses, as well as reports on programs at other institutions in California and elsewhere.

One of the strongest recommendations of the Task Force dealt with seeking permanent funding for the Human Corps program. The Task Force felt that adequate fiscal and administrative resources were important for human service activities to become an integral part of the life of the California State University.

As the Task Force proceeded with its mission, and the potential for student and community enrichment unfolded, a renewed commitment to student community service developed. It became clear that opportunities exist to serve the diverse community service needs of California, to strengthen the sense of civic responsibility on campuses, and to join the theoretical and practical aspects of learning with respect to community service.

In the Fall of 1990, it was determined that the Task Force had successfully completed its charge and a letter was sent to Task Force members acknowledging this accomplishment. (Appendix A).

SYSTEMWIDE ACTIVITY

In February, 1990, sixty CSU representatives attended a Human Corps Conference. The purpose of the conference was: to share information about programs and experiences between the two systems and to build on existing programs; develop additional programs to respond to local needs; increase coordination; and improve communication with student groups and student government leaders. The conference was held in Sacramento and was co-sponsored by the CSU and UC systems. Participants included students, faculty, and administrators, CSU Human Corps Task Force representatives, representatives from the CSU Academic Senate, and the UC counterparts for each of these categories.

The evaluations of the conference indicated that the participants found the conference stimulating and informative. They enjoyed the opportunity to meet and share ideas with colleagues and fellow students both from the California State University and University of California systems. Fifty three University of California representatives attended the conference and a representative from the California Postsecondary Education Commission was also present. The project successfully initiated promotion of service learning on CSU campuses. A copy of the conference program and a list of regional workshops held during the conference is attached. (Appendix B).

EXAMPLES OF SPECIAL ACTIVITIES AND EVENTS

The California State Polytechnic University, San Luis Obispo Residence Halls Community Service NETWORK was named "Service Club of the Year" by the Economic Opportunity Commission. They were chosen from a field of 18 community clubs.

The "Human Race", was an event sponsored by the Volunteer Center of the Greater Pomona Valley and was held on the California State Polytechnic University, Pomona campus. The purpose of this annual event is to serve as an opportunity for the Center, campus agencies, and local community agencies to generate funds. The event provided a forum for improved cooperation and coordination between the University and the local community.

During the Fall semester, community agencies and organizations participated in a campus volunteer fair, "Reach out Today". The event was co-sponsored by the California State University, Long Beach EPIC Program (Educational Participation in the Community), the Associated Students Community Service Commission, and the Long Beach Rotary Club. Forty four community agencies and organizations participated in the fair. Seventy three non-profit professionals had the opportunity to meet students, faculty, staff and administrators during the event. Students were able to talk face-to-face with the representative from the different organizations about hundreds of volunteer service opportunities. Campus-wide publicity and interest was generated as a result of the event and 100% of the agencies indicated they found the event a wonderful way to connect with the campus and the students. The agencies expressed strong interest and support in holding a second annual volunteer fair.

Also at California State University, Long Beach, a literacy tutoring pilot project was initiated in cooperation with a community program that supports at-risk junior high youth. Students participated in 12 hours of training which covered literacy tutoring and mentoring. Eight students successfully completed the training program and were assigned junior high school students to work with twice a week during the Fall semester. The tutor/mentor junior high student relationships proved rewarding to both parties. The school program personnel gave the project a very positive evaluation. The University students utilized the project not only for personal and career-related experience, but some tied their work to major-related coursework. Each University student received a certificate of appreciation and a Human Corps Community Service notation on their academic transcripts.

Each Spring, numerous busloads of disabled children arrive for the annual California State University, Fullerton Special Games. This day of events has become a tradition at the campus and warms the hearts of both the volunteers and participants. The program is organized through the Office of Disabled Student Services and recruits volunteers from the campus and community to participate in the event. Faculty, staff, administrators, and students donated their time and energy to make this a special day for the student athletes. Over 200 volunteers are recruited each year to help support the program. The support consists of encouraging the student athletes as well as congratulating them with a big "hug" when they are finished. The program has grown tremendously in popularity. The original program welcomed approximately 90 students to the campus while this year over 500 student athletes were present.

RELATED COURSES

Each year campuses are requested to provide information on the number of Human Corps related course offerings currently in place. Campuses were requested to provide a comprehensive list of all courses with components of community service. In 1988/89 campuses reported an estimated 1,115 related courses. In 1989/90 that number increased to a reported 1,454 (an increase of approximately 30% over last year). Review of campus lists reflected that Human Corps related coursework is broadly represented in the curriculum on virtually all CSU campuses, with the highest concentration of coursework appearing to be focused in the areas of Social Sciences, Education, Public Administration, the Arts, and Math and Science.

Examples of courses include:

CSU, Fresno: Chicano and Latin American Studies 145 – Fieldwork in Community Settings; Involves supervised placement in community and educational settings and provides a variety of learning experiences in community agencies, organizations and institutions.

CSU, Chico: Music 303A – A Capella Choir; Students are involved in fine arts activities involving one or more public performances each semester.

CSU, Dominguez Hills: Behavioral Science 500; Students work in senior citizen centers, health care units and family crisis centers.

CSU, Hayward: Foreign Language and Literatures 3904 – Sign Language Field Work; Compares the variations in sign language due to ethnic, social, educational regional and age factors. Students usually volunteer their time at the California School for the Deaf in Fremont, as teachers aides, tutors, or transportation escorts.

CSU, Northridge: Speech Communication 198; Students give speeches to high school classes on the topic, "What it is like to be a college student."

California Polytechnic University, San Luis Obispo: Human Development/PSY 461/462 (Senior Project): Students planned and implemented a "Providers Fair" for the community to learn about organizations who deal with alcohol and drug abuse prevention and intervention; developed a manual for a local hospice's work with children; aided in the development of an SLO day program for victims of Alzheimers disease; created a children's program and library for the local homeless shelter and; created and staffed a child care program for children of parents participating in an effective parenting workshop aimed at child abuse prevention.

CSU, San Francisco: English 695/696 – Community Work Experience: Offers students the opportunity to combine journal writing with field work in agencies dealing with human and urban problems. Course #696 presents students with the opportunity to teach English as a foreign/second language under the guidance of a staff member with the cooperation of a supervising teacher.

CSU, Sonoma: Anthropology 490 – Child Abuse: This course studies child poverty and homelessness as forms of institutional child abuse.

In addition to formal courses, many campuses offer internships, cooperative education assignments, and individual study courses through campus departments or schools which contain aspects of community service.

AGENCY SURVEYS

Campuses were asked to distribute a questionnaire to the various agencies, groups, and organizations where students perform community service related volunteer work. They were asked to provide feedback on the benefits of CSU student involvement in their organizations as well as any negative effects of such involvement. In addition, the questionnaire requested voluntary input on suggested areas of improvement in the program. Responses were received from all 20 campuses. The types of agencies responding covered a wide range, the majority of which fell into the following groups: local city and state government agencies, medical care facilities, advocacy groups, private non-profit organizations, other colleges and universities and public or private schools.

A broad overview of the responding agencies' perceived program benefits, criticisms, and suggestions for improvement and expansion is presented below:

Program Benefits

- Students bring enthusiasm and much needed labor force to each activity they assist in;
- Students contributed ideas and perspectives that were invaluable;
- Several campus agencies stated their funding problems were largely alleviated due to the assistance provided by student volunteers;
- Professional staffs were freed to address the higher level issues associated with their agencies' purpose;
- Students are great role models for the various clients being served;
- Students help improve clients self-esteem;
- Many agencies stated that without student volunteers, their agency could not function properly;
- Students helped certain agencies perform much needed research and assisted in the preparation of valuable research projects.

Program Criticisms

- Students were sometimes late and did not telephone to cancel commitments;
- Agencies suggested improvement of students' interpersonal skills prior to assignment;
- Scheduling work hours was sometimes difficult, particularly around mid-terms and final exams;
- Lack of follow through on assigned projects was a prominent concern.

Suggested Areas of Improvement or Expansion

- Provide agencies with a statement of student's work hours, duration of placement, and funding source;
- Encourage students from a wide variety of majors to participate;
- Encourage faculty and administration to visit agencies to better understand and witness the tremendous advantages of student volunteer placements
- Better prepare students for the environment in which they choose to work;
- Screen students prior to admission in programs;
- Expand length of time commitment;
- Sharpen English language skills;
- Refer more graduate students;
- Inform agencies of the ability to advertise internships;
- Instruct students in the basic principles related to their internship;
- Allow students to earn more academic credit;
- Provide a handbook on CSU community service procedures to agencies;
- Offer more financial assistance and public recognition to students;
- Send more students.

Agencies are generally very pleased with the assistance received from students, and would embrace the opportunity to accommodate more volunteers. The majority of reporting agencies agreed that the best way to encourage more student participation in community service activities is to offer more financial assistance and public recognition.

A common problem for agencies was that students had prior commitment to studies (both undergraduate and graduate), which placed limitations on their ability to contribute. Once an agency utilizes student volunteers, it seems they become substantially dependent on their continued assistance. If any real problem exists, it would seem to be, that students are doing too good of a job and have created a supply vs. demand situation. Finally, several agencies indicated they tended to prefer the formal academic internship of students above the student who volunteers on his/her own time.

Funding

No general fund support exists for the Human Corps Program, however, CSU has dedicated lottery funds for community service internships. Since the establishment of the Human Corps in 1987, the Trustees of The California State University have approved supplemental lottery funding to campuses in support of the legislation. Unfortunately the recent statewide budget crisis forced the Trustees to discontinue this funding for 1990/91.

During 1989/90, \$1,000,000 of lottery funds provided a reported 3,342 student internships for community service. As well, lottery funding enabled CSU campuses to initiate new programs, and to continue funding many existing activities. Lottery funding increased opportunities for students to participate in community service related activities and to relate their academic knowledge and learned skills to practical experience in real life settings. Each year, a report is submitted to the Trustees outlining the use of lottery monies for the Human Corps program. A copy of the 1989/90 Student Internships/Community Service report is included with this report. (Appendix C). The report contains summary information on the utilization of lottery funding during the 1989/90 academic year.

A survey of campus Human Corps coordinators revealed disappointment on the loss of lottery funded support for this valuable program. However, CSU campuses reported that the overall effect of loss of lottery funding would not seriously or immediately impact their existing programs. Campuses also stressed the importance of continuing to pursue permanent funding for Human Corps.

Listed below is a history of lottery funding since the programs' inception:

<u>Fiscal Year</u>	<u>Amount</u>
1986/87	\$ 500,000
1987/88	500,000
1988/89	500,000
1989/90	<u>1,000,000</u>
Total Funding:	\$2,500,000

In addition to lottery support, campuses utilize other campus resources and rely on outside grants to support expansion of Human Corps activities including: Campus Compact grants, small grants from the federal ACTION office, their local United Way and support from the campuses' Associated Students government organizations.

Insurance Liability

A continuing source of concern has been the assumption of liability for this legislatively mandated program. In the Fall of 1989, The CSU submitted a budget request for \$170,000 to purchase personal injury and liability insurance for students participating in the Human Corps program. The Department of Finance (DOF) deferred a decision on this request until they were able to research the issue; including the legal aspects and the extent of risk. In July, 1990, the DOF issued their final decision. (Appendix D). They conclude, that the State is unlikely to be liable for damages to Human Corps program participants, and that risks of damages are very low. To date, there has never been a liability claim against a student performing university-sponsored community service in the CSU. They also ask that campuses be alerted to avoid risky activities involving students.

The DOF believes that students participating in Human Corps activities share the same risks as other citizens participating in such activities. Accordingly, they have concluded that state funds should not be provided to the CSU to purchase insurance for Human Corps participants. (Note: The University of California does not have insurance coverage for their Human Corps program). It should also be noted that any student receiving compensation for Human Corps related service (as in the case of lottery funded internships) is covered under the state employee workman's compensation policy.

CAMPUS ACTIVITIES

In addition to supporting the continuation of pre-existing campus community service programs, implementation of the Human Corps legislation proceeds on the campuses. Listed below are examples of community service related activities in which campuses have participated during the 1989/90 academic year. These activities are related to the concept of Human Corps as set forth in Assembly Bill No. 1820 and are not supported by lottery monies.

California State University, Bakersfield

Student community service at California State University, Bakersfield included assistance in a wide range of activities and with a diverse group of agencies. Examples of student involvement include being a companion for animals at the Bakersfield Society for the Prevention of Cruelty to Animals (SPCA) to helping senior citizens and others fill out income tax forms through the Volunteer Income Tax Assistance program (VITA). One outstanding student has been selected to go to Gambia as part of an undergraduate internship program sponsored by the Peace Corps and Campus Compact, (a coalition of 250 U.S. colleges and universities promoting student volunteerism). The student is one of 20 college students nationwide selected for the program.

California State University, Chico

California State University, Chico reported that approximately 2,682 students served an estimated 144,161 individuals through 25 campus sponsored programs in the 1989/90 academic year. The nature of student involvement was eclectic and many agencies came to rely heavily on students as the core of their operations. In particular, students provided a very valuable resource for fundraising events in the community and substantially enabled agencies to better serve their clients. Some of the diverse tasks performed by students were: conducting research, serving as summer camp counselors, publicity assistants, translators, and custodians, and working as receptionists, secretaries and clerks in agency offices.

California State University, Dominguez Hills

Students from California State University, Dominguez Hills focused their involvement in the areas of tutoring, clerical work, athletic coaching, counseling, and mentoring. As a direct result of their tutoring experience, three student volunteers reported to their respective departments that they are now seriously considering entering the teaching profession. One agency stated "without the students, our summer basketball program for at-risk youth could not have become a functional program".

California State University, Fresno

During the past year, California State University, Fresno has been working with a select group of organizations to place students with a desire to participate in Human Corps activities. Some of the unique assignments accepted by students include: Working with the Central Valley Aids Team where they act as a "buddy" to individuals with AIDS by taking them to appointments, and running errands. Arte America is another organization that utilizes student volunteers for special projects, fundraising and office work. Students assisted at a Dance Festival held in the Spring and a Latin Jazz Festival also held in the Spring.

California State University, Fullerton

The Human Corps program at California State University, Fullerton is located in the University Activities Center. Each year, the campus holds a summer camp (Camp Titan) for underprivileged children. Camp counselors are comprised of students who volunteer one week out of their summer to spend with these children. The campus also sponsors a "Greek Week" each year. The goal of this event is to raise money to donate to Camp Titan. This year the campus Greek community raised over \$10,000 to donate toward sending underprivileged children to the summer camp. Another campus group known as the Peace Studies Student Association (a group which is invested in the pursuit of world peace) affiliated themselves with two community organizations: The Santa Ana Soup Kitchen and the Orange County Mental Health Facility. Each week the students volunteered approximately 3 hours each at the Mental Health facility working with the homeless. They were involved with numerous activities which involved both direct and indirect contact with homeless individuals. In addition, during the first Saturday of each month, members of the organization would visit the soup kitchen to help with serving food to the needy.

California State University, Hayward

At California State University, Hayward, students provide service to community agencies through public relations work with the Bay Area Girl Scouts Council, and accepting volunteer placements in public, private, or non-profit agencies on projects related to citizen action, environmental planning and research work. Many local agencies reported that student volunteers represented more than half of their staff. In addition, a free tax assistance center has been established on the campus to help anyone in the community with the preparation of his/her individual income tax returns. Students are trained, and supervised by an instructor who also reviews the returns prepared by the students.

Humboldt State University

At Humboldt State University student community service activities are centered with the Youth Educational Services organization (Y.E.S.). This campus based organization provides student volunteer placement and service to 13 different community service programs. A start-up program called "New Games" was recently approved by the campus' trustees. The program focuses on several local public schools that are experiencing problems with student interaction during recess. The program is intended to place student volunteers at these schools during recess to initiate better discipline through the organization of games and supervised play activities. The program is intended to provide a healthy and fun atmosphere and to encourage better communication among young students during their playtime activities.

California State University, Long Beach

California State University, Long Beach, students provided a wide range of services to the community. Students served in areas such as substance abuse programs, recreation services, victim-witness assistance programs, hotlines, schools, hospitals, child care programs, literacy tutoring, health care agencies, mental health services, homeless support programs, learning assistance services, and senior citizens programs. The students brought expertise to the local community from a wide variety of disciplines and provided necessary skills to enhance needed programs and services.

All students were placed through the Cooperative Education and Educational Participation in the Communities (EPIC) programs of the California State University, Long Beach Career Development Center.

California State University, Los Angeles

For the past 25 years, California State University, Los Angeles has served the local community through its EPIC (Educational Participation in the Community) program and various cooperative educational efforts. Of particular note during the 1989/90 academic year was the development of the Partners in Learning Program which is a mentoring program targeted at 6th grade students who are at-risk at El Sereno Junior High School. This program was initiated by the campus and developed in association with The California Campus Compact, California State University, Dominguez Hills, the University of California, Los Angeles, the University of Southern California, and Los Angeles City College. The program focuses on college students serving as mentors to at-risk 6th grade students and assists them with the difficult transition from junior high school to high school. The Los Angeles Unified School District has identified this period in a student's experience to be an extremely fragile and difficult time. The program is expected to receive approximately \$25,000 in funding through its association with the Campus Compact to support these efforts.

California State University, Northridge

California State University, Northridge has initiated a coordinating council with several off-campus agencies for the purpose of exploring increased opportunities for students to participate in community service. A major focus of the council is to develop more meaningful jobs within the agencies in which students from across the majors would be able to participate. Through this effort, other agencies are also being sought who would benefit from student volunteer work. The campus Human Corps program also provides career counseling and guidance to students who wish to be involved in community service work. Assistance is provided to students in choosing an area of concentration and assists in placing the student in an appropriately related facility.

California State Polytechnic University, Pomona

At California State University, Pomona, a new program, called the Culture Corps has been initiated as a sub-program of the campus' larger Human Corps program. The program is designed to facilitate greater cross-cultural interaction between various ethnic groups both on and off campus. Culture clusters will be created involving individuals from different cultures and a volunteer facilitator. Each cluster will meet ten times per year for at least three hours per meeting to earn their 30 hours of volunteer credit. A program format will be developed for each of the ten sessions that would produce cultural-social-educational interaction between the group members. The primary purpose of this project is to counter much of the ethnic isolationism that currently exists between individuals and groups of various cultures.

California State University, Sacramento

At California State University, Sacramento, a significant number of students volunteered their services to the local public schools. Student volunteers provided curriculum enrichment experiences to school children in elementary schools in the Sacramento area with high minority enrollment. The schools identified the areas of need, and students were assigned to work with individual teachers. Other services provided by student volunteers included: implementing a call-back program for surgical outpatients at Kaiser Hospital; setting up workshops for the local Vietnamese community to understand social issues relating to their community; and researching and implementing a committee hearing in the legislature on the impact of AIDS on long-term care in California.

California State University, San Bernardino

California State University, San Bernardino reported a sizeable growth in its Human Corps related activities during 1989/90. The campus reported that over 135 students participated in at least 50 hours each of independent community service, while student organizations participated in 300 hours of community service through the Human Corps program. The campus estimated this to reflect an increase of approximately 59% in student participation over the previous year. The most noticeable area of growth occurred in assistance to local governmental agencies. Students were utilized in a number of different ways by these agencies, resulting in an improved partnership between the University and the community.

San Diego State University

Community service at San Diego State University continues to be very active. Student participation in community service programs increased modestly this past year. The campus reported that approximately one third of the student body is known to have volunteered as a direct result of their affiliation with the campus. The campus reported that discussions with the Associated Students and Campus-Y representatives confirm a very high rate of satisfaction with student participation and that they submit repeated requests for additional volunteers. Both the Associated Students and the Campus-Y perform an internal quality control assessment which evaluates the ability of the agencies to supervise and contribute to the goals of campus community service programming.

San Francisco State University

Examples of community service performed by students at San Francisco State University include: voluntary contributions of time to charitable groups, fraternal groups, or service clubs in support of charitable endeavors; providing consulting or technical assistance for such activities as farming projects, engineering projects (Peace Corps), information systems, automation, and small business operations involving the disadvantaged or disabled. Other activities involved serving as tutors for literacy programs, and participating in an enrichment program for disadvantaged or disabled populations.

San Jose State University

San Jose State University's Human Corps program has been growing with increased support from university administration, faculty and an increasing interest from the general student body. Students in the Human Corps program were directly involved in the helping processes following the October 17, 1989 earthquake. A small group of students provided innumerable hours of service to homeless children and families in the Watsonville area – an area most seriously devastated by the earthquake. The work of this group was

admirable and continued through the spring semester. In addition, the Human Corps program is being promoted on this campus for consideration as pre-professional experience for a variety of majors, including those considering the teaching profession.

California State University, San Marcos

During 1989/90, Human Corps activities at California State University, San Marcos have been limited to the development of a foundation for their program. Efforts have focused on the formation of a Human Corps committee and participation in systemwide and statewide meetings on this subject. The founding faculty at the campus has played an important role in the development of a strong commitment to the concept of Human Corps activities as an integral part of campus life. As a result, one of the campus' goals is for faculty, staff, and students to become effective and enthusiastic participants in Human Corps activities in the years ahead.

California Polytechnic State University, San Luis Obispo

Much exciting work is being done at California Polytechnic State University, San Luis Obispo, for example: A "Service in Learning Team" promoted academically-related service in each of the seven academic schools in conjunction with the University-Wide "U Can Make a Difference" campaign; a pilot project, for placing qualified work-study students with non-profit agencies in positions tailored to their majors and career goals was launched and was highly successful; a telephone survey of campus fraternities and sororities revealed that each house performed at least three community service projects in addition to a canned food drive and carnival fundraiser.

California State University, Sonoma

California State University, Sonoma's Community Involvement Program (CIP) is a student volunteer program designed to facilitate experiential learning and service to the community. Participation in this program is often a means for students to "reality test" an interest in a particular field while contributing to their local community and receiving academic units. Placements obtained through this campus program are strictly volunteer. Under most circumstances, CIP volunteer placements are off-campus. Students perform a vast array of services including: Counseling; child care; conference/workshop planning; food distribution; and grant research, to name only a few.

California State University, Stanislaus

California State University, Stanislaus tracks student volunteer assignments through the Cooperative Education/Learning Project program. Examples of student contributions follow: One student volunteer provided computer support for the local Red Cross. The student trained office personnel to use hardware/software by conveying technical information to non-computer oriented personnel in layman's terminology.

Sociology students provided assistance to teen mothers in areas of infant health care and emotional development of parent and child. Finally, a group of Math students volunteered as tutors in the public school system. Several of the tutors were bi-lingual and were able to communicate basic arithmetic fluently to students with poor English skills.

CONCLUSION

The California State University has had a long-standing commitment to the importance of human and community service in the academic experience of students. The 1987 Human Corps legislation formalized the concept of the Human Corps in The California State University, and has assisted the University in making a strong statement about education and the development of socially conscious citizens. The commitment of the California State University to community service continues to evolve and has been strengthened by the passage of Assembly Bill 1820.

The CSU Human Corps program is expected to face new and difficult challenges in the immediate future. Lottery fund support for this program has been discontinued due to the severe budget crisis experienced by the State of California. However, the goals and requirements of the legislation remain. The lack of permanent funding will challenge campuses to further explore innovative ways for new and existing programs to continue their good work.

As a system and as individual campuses, the CSU has successfully progressed in the implementation of the Human Corps program. The CSU believes that the Human Corps program offers exciting and rewarding opportunities for students, faculty, and staff to serve the community. As well, the mission of the CSU is supported and strengthened by the Human Corps program. It is hoped that all Human Corps activities currently in existence will continue to flourish and that new areas of service will be explored and established in the years to come.

APPENDIX A	CSU Task Force Letter
APPENDIX B	Program and Workshop List for CSU/UC Human Corps Conference: February - 1990
APPENDIX C	1989/90 Student Internships in Community Service Lottery Report
APPENDIX D	Insurance Liability - Department of Finance Letter

THE CALIFORNIA STATE UNIVERSITY

APPENDIX A

BAKERSFIELD • CHICO • DOMINGUEZ HILLS • FRESNO • FULLERTON • HAYWARD • HUMBOLDT • LONG BEACH
SACRAMENTO • SAN BERNARDINO • SAN DIEGO • SAN FRANCISCO • SAN JOSE • SAN LUIS OBISPO



LOS ANGELES • NORTHRIDGE • POMONA
SAN MARCOS • SONOMA • STANISLAUS

OFFICE OF THE CHANCELLOR

TELEPHONE:

TELEFAX:

September 10, 1990

Human Corp Task Force Members

Dr. Hal Charnofsky
Professor of Sociology
California State University, Dominguez Hills
Carson, California 90747

Dear Dr. Charnofsky:

As you are aware, language in Assembly Bill 1820 states:

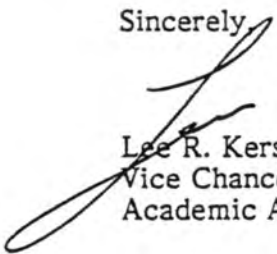
"There are hereby created Human Corps task forces in each segment, which shall be established on each campus by March 1, 1988."

In our November, 1989 submission to CPEC, *The Human Corps in the California State University*, we reported that CSU campuses have established Human Corps Task Forces composed of students, faculty, community members, agency representatives and campus administrators. Some campuses have formulated permanent community service program Advisory Boards. Therefore, I am most pleased to acknowledge that the CSU Human Corps Task Force, which was created to provide leadership and stimulate campus commitment to student volunteerism, has successfully accomplished its charge.

While the meeting originally scheduled for September 14, has therefore been cancelled, I would like to thank our colleagues at CSU Fresno for having graciously offered to host the meeting.

Thank you once again for the fine work that was done by the CSU Human Corps Task Force and for your continued leadership in implementing successful Human Corps activities on CSU campuses.

Sincerely,


Lee R. Kerschner
Vice Chancellor
Academic Affairs

LRK:gdr

cc: Dr. Ellis E. McCune
Dr. Robert C. Detweiler
Dr. Harold H. Haak
Dr. Ronald S. Lemos
Dr. Sandra Wilcox

CALIFORNIA STATE UNIVERSITY/
UNIVERSITY OF CALIFORNIA
HUMAN CORPS CONFERENCE

Holiday Inn Capitol Plaza
February 6-7, 1990



PROGRAM

TUESDAY, FEBRUARY 6

- 4:00 p.m.-5:30 p.m. **REGISTRATION**
Location: Main Lobby
- 5:30 p.m.-6:30 p.m. **RECEPTION**
Location: Balboa Room

WEDNESDAY, FEBRUARY 7

- 8:00 a.m.-9:00 a.m. **CONTINENTAL BREAKFAST**
Location: California Room
- REGISTRATION (cont'd)**
Location: Main Lobby
- 9:00 a.m.-9:30 a.m. **WELCOME**
- Introductions: Alice C. Cox, Assistant Vice President
 Student Academic Services
 UC Office of the President
- Donald R. Gerth, President
CSU Sacramento
- Philip Dubois, Associate Vice Chancellor
Academic Affairs
UC Davis
- Cathrine Castoreno, Legislative & Budget Analyst
California Postsecondary Education Commission
Location: California Room
- 9:30 a.m.-10:45 a.m. **SESSION I**
1. *FACULTY PARTICIPATION IN STUDENT
COMMUNITY SERVICE: Research & Scholarship
Opportunities, Academic Enhancements, and Joint
Efforts with Administrators*
- Moderator: Diane Vines, Director of Special Programs
CSU Office of the Chancellor
- Jennifer Anderson, Field Coordinator/Lecturer
Environmental Studies Field Program
UC Santa Cruz
- Hal Charnofsky, Chair
Academic Affairs Committee
CSU Academic Senate
CSU Dominguez Hills
- Lawrence B. Coleman, Director
Internship & Career Center
UC Davis
- Becky Loewy, Vice Chair
CSU Academic Senate
San Francisco State University
Location: Granada Room

2. *RECRUITING FELLOW STUDENTS: How to Increase Student Participation in Human Corps Activities*

Moderator: Karen Bedrosian, Co-Chair
Community Affairs Board
Student, UC Santa Barbara

Richard Miller
California State Student Association
Student, CSU Sacramento

Stacy Stilwagen, Student Coordinator
Human Corps
Student, UC Riverside

Location: Hermosa Room

10:45 a.m.-11:00 a.m.

BREAK

Location: Granada and Hermosa Rooms

11:00 a.m.-12:00 p.m.

SESSION II

1. *SUCCESSFUL ADMINISTRATIVE MODELS FOR CAMPUS-BASED PROGRAMS: Securing Extramural Funds, Eliminating Barriers to Student Participation, and Working Effectively with Other Divisions on Campus*

Moderator: Susanna Castillo-Robson, Acting Director
Student Affairs and Services
UC Office of the President

Nadine Bell, Associate Director
California Campus Compact
UC Los Angeles

Sally Peterson, Dean of Students
UC Irvine

Location: Hermosa Room

2. *PROMOTING THE ETHIC OF PUBLIC SERVICE AND INCREASING STUDENT AWARENESS OF SERVICE OPPORTUNITIES*

Moderator: Charles Supple, Acting Director
Community Resource Center
UC Los Angeles

Sally Cardenas, Assistant Director
Human Corps, ERIC/COOP
CSU Long Beach

Bart Grossman, Chair
Human Corps Task Force
UC Berkeley

George Umezawa, Coordinator
Human Corps
CSU Los Angeles

Location: Granada Room

12:00 p.m.-1:30 p.m.

LUNCH

Location: California Room

Video Slide Presentation: *Community Service in the CSU:
An Overview*

Ronald S. Basich, Associate Director

Analytic Studies

CSU Office of the Chancellor

Steven Frieze, Analyst

Analytic Studies

CSU Office of the Chancellor

1:30 p.m.-2:45 p.m.

SESSION III

*FOSTERING COOPERATIVE EFFORTS: Northern and
Southern Regional Workshops on Homelessness,
Literacy, Substance Abuse, and Public School Outreach*

Locations:

Homelessness: Balboa Room

Literacy: Granada Room

Public School Outreach: Calaveras Room

Substance Abuse: Hermosa Room

2:45 p.m.-3:00 p.m.

BREAK

Location: North Lobby

3:00 p.m.-4:15 p.m.

SESSION IV

*LIABILITY: What Every Human Corps Administrator
Needs to Know*

Moderator: Diane Vines, Director of Special Programs
CSU Office of the Chancellor

Stephen Deness, Associate Director

Risk Management and Safety

UC Office of the President

Glenn Mitchell, Principal Business Analyst

Office of Auxiliary & Business Services

CSU Office of the Chancellor

Diana Spaniol, Program Coordinator

Property/Casualty

Risk Management and Safety

UC Office of the President

Location: Granada Room

4:15 p.m.-5:00 p.m.

SEND-OFF

Speaker:

Peter Mehas

Assistant to the Governor for Education

Office of the Governor

Location: Granada Room

REGIONAL WORKSHOPS ON SELECTED ISSUES

Facilitators (*) and Presenters

North

South

Homelessness:

Susan Burcaw *
Assistant to the
Vice Chancellor
UC Santa Cruz

Dulcie Sinn *
Advisor
Community Affairs Board
UC Santa Barbara

Emmack Lovett
Assistant Vice President
Instructional Services
CSU Hayward

Tammy Box
Community Service
Involvement Center
San Francisco State
University

Literacy:

Roseanne Fong *
Coordinator
Community Projects Office
UC Berkeley

Marti Barmore *
Assistant Director
Student Activities
UC Irvine

Pam Lennox
Interim Director
Cooperative Education
Program
CSU Stanislaus

Tom Orr *
Coordinator
Cooperative Education,
MIP, & Human Corps
CSU Bakersfield

Jose Villa
Coordinator
Si, Se Puedo
San Jose State University

Substance Abuse:

Renee Hernandez *
Coordinator
Human Corps
Sonoma State University

Carl F. Emerich
Associate Vice President
for Student Affairs
San Diego State University

Yolanda Garcia *
Director
Special Student Programs
and Volunteer Services
UC San Diego

John Shainline
Senior Assistant to the
President
CSU Long Beach

Public School
Outreach:

Suzanne Hendry
YES Office
Humboldt State University

Marilyn Galloway
Coordinator, COOP
Education and Academic
Internships
CSU Northridge

Marg Lee *
Coordinator
Education Placement
Internship & Career Center
UC Davis

Jackie LaBouff *
Human Corps Coordinator
CSU Dominguez Hills

David Raske
School of Education
CSU Sacramento

Jane Permaul *
Director
Field Studies Development
UC Los Angeles

Janet Richmond-Summerville *
Director
CAVE
CSU Chico

Jo-Ann Shibles
Activities Coordinator
CSU Fullerton

1989/90

STUDENT INTERNSHIPS – COMMUNITY SERVICE

The CSU Board of Trustees allocated \$1,000,000 of lottery monies to fund community service programs and internships during 1989/90. As shown in Attachment A, each campus received a fixed amount of \$25,000 plus an amount proportional to the campus 1989/90 budgeted college-year full-time equivalent students (FTES). In 1988/89, campuses reported 2,552 student intern participants. In 1989/90, approximately 3,342 student intern participants were reported. Therefore, an estimated increase of 30% occurred in overall program participation during 1989/90.

The emphasis of the legislatively mandated program is on offering students opportunities to relate their academic knowledge and learned skills to practical experience in real-life settings. Some of the categories in which students were able to participate included paid internships, volunteerism, work-study, laboratory experiences, cooperative education, and clinical assignments. To facilitate data management, communication, and program coordination, each campus selected one individual to serve as a liaison with the Office of Special Programs in the Chancellor's Office. Attachment B lists the Human Corps campus coordinators and designees.

This report is presented in two parts. The first section describes campus efforts in selected areas of awareness and community need. The second section of the report contains summaries of campus activities for the 1989/90 academic year. Attachment C presents an overview of campus activity by categories of awareness and community need.

The CSU is proud of the on-going commitment of its campuses to community service. In the past year, excellent programs have been expanded or developed as a result of lottery supported funding for this valuable program.

SECTION I

AWARENESS AND COMMUNITY NEED

EDUCATIONAL PARTICIPATION IN COMMUNITIES (EPIC)

At California State University, Los Angeles, student interns continued to work as "project coordinators" for several campus based activities. The duties of these student coordinators included project design and promotion, volunteer and intern recruitment, orientation and training of student participants, maintaining communication with students and their supervisors in the field and other support activities. A total of 215 students volunteered for service-related field work assignments through CSULA's Community Service 395 courses in 1989-90, an increase of 20 students over last year.

The variety of services performed by these students ranged from the development of a tutor/mentor drop-out prevention program at El Sereno Jr. High School to a business student's creation of MIS and accounting systems for a local non-profit mental health agency.

With lottery monies, the California State University, Long Beach EPIC Student Internship-Community Service Program placed 282 students who provided 38,984 hours of community service during the 1989/90 academic year.

OUTREACH TO THE PUBLIC SCHOOLS

Students from California State University Bakersfield served as tutors and mentors at five elementary sites that primarily serve at-risk students.

The Outreach Office at California State University, Fresno promoted the University to high school and community college students. Students also gave presentations to local high school students regarding college, administered career tests, and assisted with various career guidance and counseling activities.

A vocal quartet group from San Jose State University performed at fifteen high schools and junior colleges. The quartet performed for students and then discussed music as a career. This activity provided a wonderful opportunity to take music from the university out into the area schools.

The Adelante Project coordinated by student volunteers from California State Polytechnic University, San Luis Obispo was designed to assist limited English speaking junior high school students in pursuing a college education.

SERVICES TO THE HOMELESS

California State University, Northridge interns worked in a social welfare agency providing direct service and counseling to the homeless.

Through the efforts of California State University, Bakersfield students, food was collected and given to the Golden Empire Gleaners for distribution to the homeless and clothing was delivered to the Bethany Center Homeless Shelter.

San Francisco State University community service volunteers provided assistance to 6 local homeless shelters.

AGRICULTURAL PROGRAM ASSISTANCE

California State University, Chico students and faculty developed a series of radio broadcasts dealing with community agricultural issues. Feedback from the community indicates that these broadcasts have had a definite impact on the community served by the campus.

RESOURCES FOR THE NON-PROFIT SECTOR

While providing valuable academically related experience, two lottery funded internships at California State University, Fullerton provided a foundation for pursuing other funding. Due to the success of one lottery funded internship, the CSUF Arboretum Heritage House is exploring possible funding to continue such an internship as an on-going operation. As a result of an internship at the Journal of Orange County Studies, (a non-profit journal on local events and history) similar arrangements are being explored to continue funding for an editorial assistant in charge of financial operations.

A California State University, Los Angeles business student created an MIS and accounting system for a local non-profit mental health agency.

A student at Cal Poly, SLO conducted a feasibility study about starting a non-profit restaurant to feed the homeless and hungry poor using wasted food from local restaurants and markets.

PROGRAMS FOR THE DEAF AND DISABLED

The 1989/90 Deaf and Disabled Internship Program at California State University, Northridge placed students in internships that resulted in their exposure to realistic work settings and hands-on experiences that were of benefit to them in working toward their academic career goals. Aside from the benefits to students, the local community also benefited greatly from student volunteerism at local organizations and agencies that provide services to the deaf. Student involvement in these programs included: tutoring of hearing impaired students, training in sign language techniques, and job development and placement for deaf and disabled students.

California State University, Hayward placed several students at the California School for the Deaf. They acted in a wide variety of capacities and with a diverse group of recipients. Tutoring and teachers aide services were among the most widely offered services. Many students worked with very small children teaching them safety techniques; understanding and carrying out directions; and helped with playground and field trip duties.

ESL AND LITERACY TUTORING

Student volunteers from California State University, Bakersfield taught reading skills to adults with literary deficiencies.

With lottery funds, the California State University, Chico English Department, in conjunction with a local non-profit agency, has initiated a small pilot adult literacy program which trains the University's remedial writing students as literacy tutors.

California State University, Dominguez Hills Education students served as interns in the City of Gardena Literacy Program.

ENVIRONMENTAL PROJECTS

Four student interns at California State University, Fullerton worked on environmentally related projects. One student worked at the Office of Emergency Services and created a series of multi-colored maps by counties which will serve a number of uses for this agency. Another student spent time at the Key Ranch in Orange County and was involved in historical preservation work. Two students developed a data bank for the Bureau of Land Management. The data collected focused on various natural resources, human uses of the desert region, and the projected concerns for long-term preservation and management.

At California State Polytechnic University, Pomona, four students worked approximately 860 hours at the California Regional Water Quality Control Board in Riverside. The students assisted engineers and scientists with data collection, analysis and management, computer applications, environmental permit processes and regulations, and field work.

INCREASING VOLUNTEERISM AND COMMUNITY SERVICE

A student from California State University, Chico volunteered his services to the Community Volunteer Connection Program. He was responsible for the overall administration of this volunteer referral service. Over 30 volunteers were placed in local agencies during the time he worked with the program.

California State University, Fullerton Communications majors designed flyers for various internship programs to advertise the programs to various Orange County employers. Students also wrote articles for a small local business newsletter promoting community services available through such programs.

Two Sonoma State University students were enlisted to improve current community service activity by SSU students by developing and publicizing community service volunteer and internship opportunities. The students mailed letters to students, made presentations to classes and student clubs, telephoned students, followed-up on student responses to flyers and pamphlets, and staffed information tables to increase student participation in the Community Involvement Program Service Internships, and the volunteer component of the Human Corps Program.

California State University, Stanislaus interns were instrumental in the organization and administration of a Volunteer Fair, which served to unite the campus community with volunteer agencies in the six county area. Over 500 students and 50 agencies were involved in the fair.

SECTION II

CAMPUS SUMMARIES

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

Number of students involved: 316

Services Performed

Primary student service continued to focus on involvement with at-risk, disabled, or disadvantaged youth and low income or poverty related constituencies. Additional services included designing newsletters, teaching reading skills to adult illiterates, supporting legal services for poverty and welfare law, soliciting/packaging/and distributing food through local agencies, and providing administrative support to various county and city departments as well as to several non-profit organizations.

Benefits to the Community

During 1989/90, a 59% increase in volunteerism was experienced over last year. Students became more directly involved with the recipients of their service, (working with children, the elderly, the disadvantaged and those less fortunate) and not just exclusively with the service organizations.

Increased responsibilities among participants was noted in the students' journals. Whether counseling in chemical dependency or teenage pregnancy, tutoring the learning disabled or serving as a Big Brother or Sister, students gained valuable insight to the needs of the community and provided services which may have otherwise been unavailable. An estimate of 29,604 hours of community service were provided through coordination of the Human Corps office during 1989/90.

Relationship to Academic Program

The majority of student volunteers earned lower-division credit for their service, but some students were able to take advantage of earning upper-division credit through the Psychology Department (Psych 396-Community Service). The Psychology Department was the first on the CSUB campus to initiate a course dedicated to Human Corps Service.

CALIFORNIA STATE UNIVERSITY, CHICO

Number of Students Involved: 244

Services Performed

Students continued services already in place with the county, the radio broadcast community, and the public schools. In addition, a small pilot adult literacy program was developed in conjunction with the English Department and the Community Action Volunteers in Education (CAVE) which is a campus based volunteer placement organization. Other areas of service include placing 31 volunteers in agencies registered under the Community Volunteer Connection Program. Examples of organizations where students were placed include: The American Lung Association, Do-It Leisure, Wall Street Center for the Arts, and Enloe Hospital.

Benefits to the Community

Agricultural awareness programs were broadcast to the community covering topics such as water distribution, food safety, urbanization of farmland and farmworker safety.

Student interns served with the Chico Legal Information Center which provides the community (primarily low-income citizens) with legal information. The students were responsible for overseeing the operation of the program.

One student intern effectively initiated an after-school latch-key program in addition to coordinating and assisting California State University, Chico Recreation Department's efforts in involving students in various Chico Area Recreational District programs.

Relationship to Academic Program

All agricultural related broadcasts were taped and have been placed in the University Library for use by faculty and students. Potential academic programs that might benefit from this material include communications, political science, recreation and parks management, and the Center for Economic Development and Planning. Nursing students were provided a "hands-on" experience in primary prevention through a project coordinated with the Northern California Head and Spinal Cord Injury Prevention Project. Students involved with the adult literacy project received one unit of academic credit for their work.

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

Number of Students Involved: 180

Services Performed

During the 1989/90 academic year a total of 180 Certificates of Appreciation were awarded to students for participation in community service. Students interns were placed in a variety of settings including those involved with earthquake victims, senior citizens and city government.

Benefits to the Community

Music students wrote, recorded and sold an audio-tape as a fund raising effort for the Watsonville earthquake victims. This venture raised \$1,200. Students from all of the different academic program areas served as interns in the L.A.'s Best Program. This is a program in the Los Angeles Unified School District that offers structured after-school activities at selected school sites. CSUDH students also served as tutors, mentors, P.E. coaches, and facilitated arts projects.

Relationship to the Academic Program

Some students recieved a stipend while others received course credit for their involvement. The students came from a variety of program areas such as Human Services, Public Administration, Psychology, Education, Sociology, and Art and Music.

CALIFORNIA STATE UNIVERSITY, FRESNO

Number of Students Involved: 72

Services Performed

Students provided a wide array of services to over forty different organizations in the community. Examples of placements include: case work and constituent services for a local assemblyman; teaching disabled students adaptive living skills; parolee supervision for the California State Dept. of Youth Authority; promoting careers in journalism to minority high school students; assisting in volunteer and visitation programs for local convalescent homes; crisis intervention and advocacy to sexual assault and incest victims. Students also assisted in designing and constructing exhibit displays for the Fresno Metropolitan Museum.

Benefits to the Community

During the 1989/90 academic year, over 40 non-profit organizations and public agencies were able to increase services to the immediate community with the additional assistance provided by student interns and volunteers.

Relationship to the Academic Program

Lottery funds were used to establish academically related Community Service Internships in which all participating students received a stipend. There were a total of 72 students from eight academic schools who participated.

CALIFORNIA STATE UNIVERSITY, FULLERTON

Number of Students Involved: 41

Services Performed

Students were actively involved in areas ranging from environmental issues to museum appreciation. Other services included participation in the Intercultural Counseling Internship Program which involved student interns in providing a wide variety of services to clients from Ethiopia, Afghanistan, Southeast Asia and Eastern Europe. Other students set up special fund raising projects and participated in community based media relations. A group of Communications majors designed flyers and developed an advertising campaign promoting the Internship Program to Orange County employers. Four interns worked in conservation and environmental related projects.

Benefits to the Community

Student internships provided a particularly valuable service to local senior citizens. Research was performed on improving senior citizen transportation and housing issues and on expanding telephone counseling and service referrals. Students also assisted in teaching creative writing to seniors, organizing fund raising projects, special activities and events, and helped conduct exercise and arts and crafts classes.

At the Figueroa Community Center, students provided counseling in the form of parent education classes, a women's group and a girl's therapy group. These were offered and assisted by student volunteers.

Relationship to the Academic Program

All student interns were enrolled in academic courses and supervised by University faculty from Political Science, History, Geography, Gerontology, Anthropology, and Communications and Computer Science programs.

CALIFORNIA STATE UNIVERSITY, HAYWARD

Number of Students Involved: 202

Services Performed

Students contributed a wide variety of services to a large segment of the community. Some of the activities involved participation in probation services for adult and juvenile delinquents, working with the severely retarded and handicapped, support services for a battered women's agency, grief and suicide counseling. Several students were placed in administrative type positions in addition to the hands-on placements.

Benefits to the Community

Students from 19 different majors provided service to 115 different agencies and non-profit community organizations.

Relationship to Academic Program

Students were able to gain experience in their major field while performing a public service and simultaneously enhancing existing programs through their involvement in community service.

HUMBOLDT STATE UNIVERSITY

Number of Students Involved: 198

Services Performed

Some community service projects in which students participated included the Grass Roots Project, Sign in the Schools Project, the First Earth Games Festival, a Juvenile Hall Recreation Program, the Spring Arts Festival 1990, the Women's Center Outreach Project, Peer Counseling, and the Global Education Project.

Benefits to the Community

One of the programs involved educating community members regarding environmental issues in a casual and fun atmosphere. Another offered students a new approach to using peer counseling skills learned in a psychology related class to interact with their community. Another project taught children at Fieldbrook School simple techniques to help repair ailing streams and presented information to the children on local streams and ecosystems.

Relationship to Academic Program

The campus uses lottery funds to support student and faculty initiated community service projects. Students may receive credit for their work on a project. Another aspect of academic benefit includes providing incentive to develop projects that offer opportunities for students of an existing HSU class to carry out class related experiential work addressing community problems.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Number of Students Involved: 282

Services Performed

The following community agencies and organizations were supplied interns: Lifeline, Ami-Del Amo Hospital, Long Beach Unified School District, San Fernando Community Health Center, Straight Talk, Upward Bound, the Braille Institute, Irvine Fine Arts Center, Isabel Patterson Child Development Center, Leisure World, Planned Parenthood, Long Beach Community Hospital, South Central Los Angeles Regional Center, the Red Cross, Los Angeles Childrens' Museum, Orange County Health Care, Project Ahead, and Cities in Schools.

Benefits to the Community

The 282 students provided the community with service in the areas of substance abuse, nutrition and personal counseling, computer programming, recreational program administration, library assistance, public relations, fundraising, hospice workers, financial assistance, program administration, graphic arts, senior citizen care, respite care, laboratory aide, research and statistical aide and children's program aide.

Relationship to Academic Program

Similar to last year, all students were placed through the Cooperative Education - Educational Participation in Communities (EPIC) office which provides a University-wide academic program. Students provided a total of 38,984 hours of community service during the 1989/90 academic year.

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Number of Students Involved: 458

Services Performed

Paid internships were provided for via the Community Services Internship program in 1989/90. Student volunteers were involved in off-campus field placements or in campus based, student run service projects. Several University sponsored service projects included CSULA's campus wide annual Christmas Toy and Food Drive for needy families and a Summer Youth Employment and Training Program for low income high school youth.

Benefits to the Community

One student designed and implemented outdoor play activities for the Maclaren Children's Center afterschool recreation program. Child Development majors introduced new learning activities for the children and assisted the Center staff with the daily interactive support care.

The variety of services performed by student volunteers ranged from the development of a tutor/mentor drop-out prevention program to a business student's creation of an MIS accounting system for a local non-profit mental health agency

Relationship to the Academic Program

Lottery funds have served to strengthen and expand paid and credit community service internship opportunities in several academic departments. Funding has strengthened and given visibility to the EPIC Office as a central information resource and coordinating office for service-learning activity throughout the campus.

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Number of Students Involved: 289

Services Performed

A significant number of students worked for the Deaf and Disabled Internship Program sponsored by the campus. Others worked in the offices of senators, congressmen, councilmen, the courts and various public agencies. Additional areas of placement included the Fair Housing Council, the Community Development Commission of L.A. County and the San Fernando City Community Development Department.

Some of the tasks undertaken by the students included research projects, helping with the homeless, initiating a study of black attrition in the University, and serving as translators.

Benefits to the Community

The Society of Hispanic Professional Engineers (SHPE) held a one day fair at the campus. The event included 400 sixth grade students who came to CSUN for the day. The objective of the fair was to inform the students about higher education and to provide them with role models. Interns provided counseling fieldwork services to various non-profit agencies and individuals in the community. Another student internship program enabled the development of a resource data base which would serve as a directory of community services for handicapped individuals.

Relationship to the Academic Program

All activities attempted to further student involvement in community service areas while providing educational enhancement to their academic programs.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Number of Students Involved: 54

Services Performed

Involved students participated at designated sites in the community as tutors, teachers, group leaders, and role models. Interns assisted engineers and scientists with a project that involved data collection, analysis and management, and computer application techniques. Another group of volunteers prepared individual income tax returns and/or provided tax related information through the VITA (Volunteer Income Tax Assistance Program).

Benefits to the Community

Students involved in the Community Liaison Activities for Social Service (C.L.A.S.S.) project served as role models for students "at risk" within the community. This project was designed to increase opportunities for "at-risk" students in the community to become successful in school through exposure to positive role models. Involved students participated at 12 designated sites in community service programs as teachers, tutors, group leaders and, role models in ways that benefited both the recipients and the providers.

RELATIONSHIP TO THE ACADEMIC PROGRAM

Many students received training by sponsoring organizations which added greater relevance to their academic studies.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Number of Students Involved: 49

Services Performed

Students were supported in activities such as implementing a call-back program for surgical outpatients at Kaiser Hospital; setting up workshops for the local Vietnamese community to understand a variety of social issues; providing research and background for a legislative committee hearing on the impact of AIDS on long-term health care in California; and assisting teachers of Vietnamese children.

Benefits to the Community

Student interns who were placed in elementary schools provided enrichment experiences to school children in elementary schools in the Sacramento area with high minority enrollment. Student volunteers were instrumental in setting up community workshops relating to child abuse, drugs, gang prevention and law enforcement.

Relationship to the Academic Program

In most cases, student volunteer activities were directly related to the student's major, career goals and/or coursework.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

Number of Students Involved: 42

Services Performed

Agencies served by student interns included: Celebration Pathfinders – a religious organization; Main Street – an organization involved in the redevelopment of public areas; KNBC television; the San Bernardino County Probation Department; the Riverside Sheriff's Department; a children's center; a counseling center; the American Red Cross; and a shelter for battered women to name a few.

Benefits to the Community

As a result of student involvement, the community received assistance in areas such as coordination of teen groups, community care activities, development of community awareness television spots, and assistance to social workers with home health care and health education programs.

Relationship to the Academic Program

Students participating in academic internships arranged on their own initiative, for credit through their respective academic departments. These students received a reimbursement of expenses for completing fifty hours of service and attending a two hour training session.

SAN DIEGO STATE UNIVERSITY

Number of Students Involved: 160

Services Performed

A majority of the students focused their involvement on programs related to child/parent services. Other areas of concentration included: participation in elementary school academic and after school programs; development of marketing plans for community service based agencies; and collection of data for the San Diego County Community Planning Committees.

Benefits to the Community

Over 60 community non-profit agencies, public schools and service related facilities benefited from the participation of student volunteers and interns. Examples include: student participants in the Head Start program assisted African American and Hispanic parents in honing skills on how to read to their children; Ph.D. students in Public Health developed two training manuals for the San Diego Child Health Consortium and served as "master trainers" at two workshops to introduce the manuals; another group of students helped develop a resource directory for foster parents and developed a self-esteem enhancement project for drug addicted mothers.

Relationship to the Academic Program

As a result of their work in this program, students contributed greatly to local community agencies, non-profit organizations and public schools. Students also had the opportunity to experience first-hand, that application of their community service work could enhance the overall experience of working on their related majors.

SAN FRANCISCO STATE UNIVERSITY

Number of Students Involved: 410

Services Performed

The Community Involvement Center (CIC) placed students in community service activities in 150 Bay Area non-profit human service agencies and in formal academic and paid internships. Some of the services performed for the agencies included such tasks as: general office work; child care; tutoring; coaching; setting up activities/excursions; counseling work; and working with handicapped individuals.

Benefits to the Community

CIC interns planned and managed a two day Volunteer Fair at which representatives of 50 community agencies met directly with 3,000 students on campus to inform them about the work of the agencies and recruit them as volunteers. Through student community service work, many community programs directly benefited from the involvement of students. Some of the areas where students contributed their talents included: animal welfare; the Arts; crisis intervention centers; education and school services; environmental concerns; the homeless, legal and human rights; and senior citizen programs.

Relationship to the Academic Program

Students involved in community service were supervised by faculty members and represented the following areas of academic study: Psychology, Liberal Studies, Biology, English, Health Science, Sociology, Speech Communication, and Political Science.

SAN JOSE STATE UNIVERSITY

Number of Students Involved: 193

Services Performed

Students were placed in schools, social service agencies, health services, public agencies such as recreation and on campus projects such as the Peer Support Network, and Student Services.

Benefits to the Community

The community received assistance in literacy training, tutoring, after-school playground and cultural activities, information and referral, earthquake assistance to families in Watsonville, development of a cultural drop-in center on campus, and outreach to potential San Jose State University students.

Relationship to the Academic Program

Academic areas that were represented by student interns included Social Work, Humanities, Theater Arts, Recreation and Leisure Studies, Art, Liberal Studies, Mexican American Studies, Sociology, and Engineering Science.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

Number of Students Involved: 72

Services Performed

The Community Service Awards program was designed to encourage students to undertake internships or senior projects that would benefit the community. Over 110 students applied and 72 received awards in varying amounts.

Benefits to the Community

Student volunteers interested in teaching careers assisted a project targeted at junior high school students with limited English speaking proficiency to pursue a college education and to assist them in preparing for acceptance at a university or college.

Relationship to the Academic Program

A pilot program was developed that placed several qualified students in community service positions that directly related to their majors and career goals. As well, the following academic departments provided community service internship opportunities for students: Political Science, Social Science, Speech Communication, Psychology and Human Development, City and Regional Planning, and Recreational Administration.

SONOMA STATE UNIVERSITY

Number of Students Involved: 20

Services Performed

Training for parent groups, data collection, grant writing, market research, assistance to severely emotionally handicapped children, and daycare facility assistance are among some of the activities performed by student interns and volunteers.

Benefits to the Community

Parent effectiveness training was provided at two elementary and two junior high schools. This activity provided the parents and students with significant additional experience and knowledge relating to community and school based support programs.

Relationship to the Academic Program

Faculty were involved by sponsoring a number of interns for academic credit. Students' participation in community service activities provided in depth practical experience toward their career development. Student feedback provided information on issues which could be introduced into several areas of curriculum.

CALIFORNIA STATE UNIVERSITY, STANISLAUS

Number of Students Involved: 60

Services Performed

Students worked as counselors, tutors, computer technicians, accounting assistants, mentors and marketing assistants.

Benefits to the Community

Student participation in the administration of a Volunteer Fair helped unite the campus community with volunteer agencies in a six county area.

Relationship to the Academic Program

The Lottery Community Service Award Program provided students with the opportunity to transfer theoretical classroom concepts into actual on-site skills in the counseling teaching and support areas. Faculty in all departments have encouraged student participation in community service activities. One faculty member served in the area of recruitment, placement and supervision of students in the field of psychological and sociological counseling.

M E M O R A N D U M

Date: JUL 17 1990

To: Lou Messner, Assistant Vice Chancellor
Budget Planning and Administration
California State University

From: Department of Finance

Subject: HUMAN CORPS INSURANCE

Last Fall, the California State University (CSU) submitted a budget request for \$170,000 to purchase personal injury and liability insurance for students participating in the Human Corps. The Department of Finance (DOF) deferred a decision on this request until we had a chance to research this issue, including the legal aspects and the extent of risk (see attached Issue Memo). We learned that while the State is unlikely to be liable for damages, the risks of damages are very low. There has never been a liability claim against a student performing university-sponsored community service. Also, campuses are warned to avoid risky activities. Furthermore, according to a recent CSU survey, more CSU students are volunteering in community service activities outside the Human Corps than in it (i.e., about 80,000 vs. 30,000). Finally, voluntarism is a well-established tradition in our society, and if there were widespread problems with liability, we believe that it would be common knowledge.

In our opinion, students participating in Human Corps activities share the same risks as other citizens participating in such activities. Accordingly, we have concluded that state funds should not be provided to CSU to purchase insurance. (We note that the University of California does not have insurance coverage for the Human Corps.) This does not preclude CSU from purchasing insurance with Lottery Funds, since this funding source is being used for other Human Corps administrative costs.

Please call me at ATSS 8-485-0328 if you have any questions.



Judith B. Day
Principal Program Budget Analyst

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 17 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Six others represent the major segments of postsecondary education in California. Two student members will be appointed by the Governor.

As of January 1993, the Commissioners representing the general public are:

Helen Z. Hansen, Long Beach; *Chair*
Henry Der, San Francisco; *Vice Chair*
Mim Andelson, Los Angeles
C. Thomas Dean, Long Beach
Mari-Luci Jaramillo, Emeryville
Lowell J. Paige, El Macero
Tong Soo Chung, Los Angeles
Stephen P. Teale, M.D., Modesto

Representatives of the segments are:

Alice J. Gonzales, Rocklin; appointed by the Regents of the University of California;
Yvonne W. Larsen, San Diego; appointed by the California State Board of Education;
Timothy P. Haidinger, Rancho Santa Fe; appointed by the Board of Governors of the California Community Colleges;
Ted J. Saenger, San Francisco; appointed by the Trustees of the California State University; and
Harry Wugalter, Ventura; appointed by the Council for Private Postsecondary and Vocational Education.

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Warren H. Fox, Ph.D., who is appointed by the Commission.

The Commission issues some 20 to 30 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 95814-2938; telephone (916) 445-7933.

STATUS REPORT ON HUMAN CORPS ACTIVITIES, 1991

California Postsecondary Education Commission Report 91-5

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985.

Recent reports of the Commission include:

90-22 Second Progress Report on the Effectiveness of Intersegmental Student Preparation Programs: The Second of Three Reports to the Legislature in Response to Item 6420-0011-001 of the 1988-89 Budget Act (October 1990)

90-23 Student Profiles, 1990: The First in a Series of Annual Factbooks About Student Participation in California Higher Education (October 1990)

90-24 Fiscal Profiles, 1990: The First in a Series of Factbooks About the Financing of California Higher Education (October 1990)

90-25 Public Testimony Regarding Preliminary Draft Regulations to Implement the Private Postsecondary and Vocational Education Reform Act of 1989: A Report in Response to Assembly Bill 1993 (Chapter 1324, Statutes of 1989) (October 1990)

90-26 Legislation Affecting Higher Education During the Second Year of the 1989-90 Session: A Staff Report of the California Postsecondary Education Commission (October 1990)

90-27 Legislative Priorities of the Commission, 1991: A Report of the California Postsecondary Education Commission (December 1990)

90-28 State Budget Priorities of the Commission, 1991: A Report of the California Postsecondary Education Commission (December 1990)

90-29 Shortening Time to the Doctoral Degree: A Report to the Legislature and the University of California in Response to Senate Concurrent Resolution 66 (Resolution Chapter 174, Statutes of 1989) (December 1990)

90-30 Transfer and Articulation in the 1990s: California in the Larger Picture (December 1990)

90-31 Preliminary Draft Regulations for Chapter 3 of Part 59 of the Education Code, Prepared by the California Postsecondary Education Commission for Consideration by the Council for Private Postsecondary and Vocational Education. (December 1990)

90-32 Statement of Reasons for Preliminary Draft Regulations for Chapter 3 of Part 59 of the Education Code, Prepared by the California Postsecondary Education Commission for the Council for Private Postsecondary and Vocational Education. (December 1990)

91-1 Library Space Standards at the California State University: A Report to the Legislature in Response to Supplemental Language to the 1990-91 State Budget (January 1991)

91-2 Progress on the Commission's Study of the California State University's Administration: A Report to the Governor and Legislature in Response to Supplemental Report Language of the 1990 Budget Act (January 1991)

91-3 Analysis of the 1991-92 Governor's Budget: A Staff Report to the California Postsecondary Education Commission (March 1991)

91-4 Composition of the Staff in California's Public Colleges and Universities from 1977 to 1989: The Sixth in the Commission's Series of Biennial Reports on Equal Employment Opportunity in California's Public Colleges and Universities (April 1991)

91-5 Status Report on Human Corps Activities, 1991: The Fourth in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1829 (Chapter 1245, Statutes of 1987) (April 1991)

91-6 The State's Reliance on Non-Governmental Accreditation, Part Two: A Report to the Legislature in Response to Assembly Bill 1993 (Chapter 1324, Statutes of 1989) (April 1991)

91-7 State Policy on Technology for Distance Learning: Recommendations to the Legislature and the Governor in Response to Senate Bill 1202 (Chapter 1038, Statutes of 1989) (April 1991)

91-8 The Educational Equity Plan of the California Maritime Academy: A Report to the Legislature in Response to Language in the Supplemental Report of the 1990-91 Budget Act (April 1991)

91-9 The California Maritime Academy and the California State University: A Report to the Legislature and the Department of Finance in Response to Supplemental Report Language of the 1990 Budget Act (April 1991)

91-10 Faculty Salaries in California's Public Universities, 1991-92: A Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965) (April 1991)