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**COLORADO
CAMPUS
COMPACT**

Brooke Beaird, Director
1391 North Speer Boulevard
Suite 200, Room A
Denver, Colorado 80204
303-620-4941

February 18, 1993

Catherine Milton, Executive Director
The Commission on National and Community Service
529 14th Street, N.W. -Suite 452
Washington, D.C. 20045

Dear Catherine:

I thought President Clinton's address last night was outstanding. He will attract the usual detractors and complainers, but I was impressed by his candor and courage. I want you to know that we here in Colorado, despite the recent bad press, are eager and ready to be a part of the efforts the President outlined with regard to public service.

I am impressed by the commitment of the people at the state level and on the campuses I serve in the Colorado Campus Compact. I believe the structure we have put in place here would be an excellent model for any state. We are excited about Colorado's lead-state status and want to be useful to the Commission in providing a leg up for programs in other states.

Attached is an overview of the state structure for your use in convincing the administration of the importance and utility of higher education in meeting some of its goals. I get the sense that a good deal of attention is being paid to K-12 and youth corps and not so much to the role of colleges and universities.

I look forward to seeing you soon. My best to Chuck Supple when you see him next.

Sincerely,

Brooke Beaird
Director
Colorado Campus Compact

The Colorado Governor's Commission on Youth, Community Service and Mentoring has put in place a statewide system supporting community service. That "system of service" involves K-12, higher education and conservation and youth corps. Key components of the management structure are: (1) the Office of the Governor and the Department of Education, (2) the Governor's Commission, (3) a state management team, (4) Colorado Campus Compact, and (5) the Office of Rural Job Training.

The state is divided into five regions in which the state management team is bringing K-12, higher education and youth corps together to engage youth and students in service to their communities. K-12 staff and students are actively involved in service learning, college students, faculty and staff bring a wide range of expertise in service, and youth corps programs are fertile ground for youth development.

In each of the five regions, a Regional Action Team will manage a process that combines the best aspects of these three streams of service. Five colleges or universities have been selected as HUB campuses that will host that collaboration. College students, community service staff and faculty will provide years of expertise in how to prepare volunteers for service jobs, supervise community service activities and evaluate outcomes for the community and the volunteers.

The distinctions between public service, employment and academic learning will become less obvious if we are able to create a system that regards all as essential elements of a truly viable citizenry. Our goal in Colorado is to demonstrate that.

The role of higher education is clear. The presidents of twenty-one institutions in the state have formed the Colorado Campus Compact. Their leadership and commitment contribute to the success of this system of service. College students of all ages and from diverse ethnic, socio-economic and cultural backgrounds, are providing leadership and staffing for many programs.

The Clinton administration can take advantage of this existing structure to provide youth development and employment, and to promote a sense of the full possibilities of the American dream. College students, faculty and staff are eager to work with their communities as team leaders, supervisors, trainers and evaluators. The system exists, the people power is mobilized, the program models have been tested. Through college student volunteers, we can combine the richness of a well supervised public service/work experience with the vision for a future that includes a post-secondary education as the foundation for productive citizenship in the 21st century.

The following are the five regions of Colorado, the HUB Campuses, and cultural foci:

- Southeastern HUB (Hispanic) - University of Southern Colorado
- Southwestern HUB (Native American) - Fort Lewis College
- Northwestern HUB - Mesa State College
- Northeastern HUB (Hispanic) - University of Northern Colorado - UNC Lab school
- Central/Metropolitan Denver HUB - (African American) Metropolitan State College

**COLORADO
CAMPUS
COMPACT**



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FAX COVER SHEET

February 16, 1993

TO: Jina Sanone - 202/456-6420

SUSAN

FROM: BROOKE BEAIRD

TOTAL NO. OF PAGES: Seven

Special Notes or Instructions: Please see that Susan Stroud gets a copy of the cover memo.

SUSAN - THIS IS THE 1 PAGE SUMMARY I ASKED FOR. Jina

If you do not receive all pages
please call (303) 620-4941

**COLORADO
CAMPUS
COMPACT**

Brooke Beaird, Director
1391 North Speer Boulevard
Suite 200, Room A
Denver, Colorado 80204
303-620-4941

February 16, 1993

MEMORANDUM

To: Susan Stroud

From: Brooke Beaird

Re: Briefing notes for Colorado community service efforts

I am faxing a summary of the activities associated with Colorado Campus Compact to Jinna. I hope this encompasses what you need. Please call me if you need more or different information.

I think it is particularly relevant that you are aware of the breadth of community service and service learning activity in the state. If I had one thing to say about Colorado, it would be that we really are working hard to take a comprehensive approach to community service with an eye toward making service an important aspect of K-16 education. Our work with Elaine Andrus and Richard Laughlin at the Colorado Department of Education has been exciting. The Compact is part of the management team of the Governor's Commission on Youth, Community Service and Mentoring. We are intentionally setting up a state-wide structure that combines the expertise and commitment from both K-12 and higher education. The state's Conservation and Youth Service Corps is also a partner in creating service opportunities. I believe this comprehensive approach is going to generate a particularly effective way to engender the service ethic in youth and adults from all sectors of this state's multi-cultural population. I think we've only scratched the surface of what has become, from our perspective as well as the Commission, a lead state in the service movement.

As you know, the work done by presidents and campus community service staff in Colorado was substantial even before the Compact was initiated. During the first six months of the project, the continued efforts of the Advisory Committee, and the leadership and enthusiasm of the presidents has been inspiring. An active group of committed individuals from all institutional types and sizes has generated the following:

- The Compact has awarded fourteen (14) Venture Grants, six (6) Service and Academic Study grants and five (5) CPIL grants to campuses.
- In addition, grants have been awarded for an institute for training K-12 faculty at Regis University and the development of a Colorado Handbook on Service Learning in Higher Education.
- The University of Colorado at Boulder has been selected as the site for the 1993 Institute on Integrating Service with Academic Study
- A faculty member at the University of Colorado at Denver received one of five Public Service and Political Participation grants from Ohio Campus Compact.
- A Colorado College student was just selected as one of the five recipients of the Swearer Student Humanitarian Award.

I hope all is well with you. Everyone is excited about your work with the White House Office of Community Service. I hope you get to see Maggie every now and then. Hope to see you sooner than later.

The Colorado Campus Compact (Compact) is a coalition of twenty-one college and university presidents who have made an initial three-year commitment supporting a state-wide effort to promote and strengthen community service and service learning programs in higher education. These presidents represent the diversity of Colorado institutions -- public, private, two-year and four-year, rural and urban -- from all corners of the state. Each of these presidents believes he or she has a responsibility to foster student involvement in public and community service as well as to establish service as an integral component of higher education. The Compact is designed to promote community service among Colorado's institutions of higher education, and to support its member institutions as they develop effective service-learning programs on their campuses. Working with an Advisory Committee of 30 campus staff, students and faculty and an Executive Committee of six presidents, the Compact Director provides technical assistance to campuses, raises funding for the coalition and its members, and organizes a monthly forum for discussion of service learning programs. The Director is staff support for a network of presidential leadership that is at the heart of the higher education service learning initiative in Colorado. The Compact is also responsible for administering funding from the national Campus Compact that develops campus-based mentoring programs and service and academic study programs.

Effective September 1, 1992, CCC began operation with permanent staff and office space contributed by Community College of Denver. As of January 15, 1993, twenty-one institutions of higher learning have joined the Compact and are paying annual membership dues as partial support for the organizations efforts. Those members are Adams State College, Colorado College, Colorado Mountain College, Colorado State University, Community College of Aurora, Community College of Denver, Fort Lewis College, Front Range Community College, Lamar Community College, Metropolitan State College, Northeastern Junior College, Pueblo Community College, Red Rocks Community College, Regis University, University of Colorado at Boulder, University of Colorado at Colorado Springs, University of Colorado at Denver, University of Denver, University of Northern Colorado, University of Southern Colorado, and Western State College.

After a two-year planning and organizational process, Colorado Campus Compact was formally established and affiliated with the national Campus Compact on July 1, 1992. The Compact was formed concurrently with the grant to the State of Colorado from the Commission. The Compact is the direct result of the strong presidential leadership and committed campus staff who worked long and hard to collectively launch one of the most promising state Campus Compacts in the country (there are state Campus Compacts in nine states). The Compact Director was hired on September 1, 1992, and the sub-granting process and activities outlined in the Higher Education Innovative Projects portion of the Comprehensive State Plan for Colorado were begun in late fall, 1992. That process and those activities have been rapidly developed and are now being carried out.

A key element of the Compact mission is to provide the state-level structure required to strengthen and sustain the service learning efforts of colleges and universities in Colorado. Our charge is to promote and support strong individual campus service initiatives that offer rich

possibilities for replication in Colorado and beyond. Each of the Compact presidents has enthusiastically embraced the concept of service as an integral component of the undergraduate experience. Each has made a significant commitment, both in resources and leadership, of his or her institution to work with the state Compact director. The state organization facilitates the collaboration between and learning from campuses across the state. It has been impressive how well and openly these campus representatives have worked together to make Colorado a model state for service learning in higher education. It is the view of campus representatives that any support that leads to successful programs in Colorado is an opportunity to enhance the efforts of all campuses. Importantly, it should be noted that, as usual, there are campuses in the state all along the spectrum from very sophisticated programs to those just beginning to experiment with service learning. The Compact provides the mechanism for technical assistance to campuses and the dissemination of successful models from campus to campus. Program staff from campuses with advanced service programs are making themselves available to less experienced campuses.

Students, faculty and staff from Compact colleges and universities are playing active roles in the diverse efforts to integrate community service into the academic fabric of higher education in Colorado. In addition to being responsible for administering the Higher Education Innovative Projects grant from the Commission, Compact representatives on Colorado campuses are developing a statewide, long-term vision of service as an integral aspect of the undergraduate experience at each institution. As a result of Commission funding, Venture Grants were awarded to fourteen campuses to develop academic courses in which service was central focus. For example:

- A students at Colorado College has created an art class in which Colorado College students work with disadvantaged school children from diverse cultural backgrounds in Colorado Springs. The course model will be contributed to the Center for Community Service for replication/refinement.
- The University of Colorado at Denver CU SERVES community service program will involve 250 students from 12 university classes in service to the urban Denver community.
- A grant to Metropolitan State College of Denver will be used to develop an innovative series of four courses based on learning derived from student community service. Faculty in the departments of Speech Communication, Accounting, Journalism, and Psychology will develop new courses or substantially alter existing courses so that community service becomes a significant component of the curriculum. Community service staff and faculty will place a minimum of 120 students in service positions in urban Denver agencies.
- Regis University of Denver proposes to integrate service into the very heart of academics - the core curriculum. Each fall, Regis students are required to take core seminars. In the fall of 1993, five sophomore seminars, focusing on the theme of cultural diversity, will have a community service component. (see attached letter of support).

In related service learning activity within Colorado, the University of Colorado at Boulder has been selected as the site for the week-long 1993 Service and Academic Study Institute sponsored by the national Campus Compact. For the week of June 20, teams of faculty and staff from fifteen colleges and universities across the nation will spend the week exploring and developing

comprehensive plans for integrating service into the curriculum. In addition, a faculty member at the University of Colorado at Denver has received a Commission grant through the Ohio Campus Compact to create a course to examine the relationship between student community service and political participation. That grant will support the development, teaching and evaluation of a new political science course called *The Urban Citizen*. The course will class work and 40-50 hours of community service with agencies addressing urban problems in Denver.

Student Involvement in Program Design and Implementation.

In most campus community service programs, college students are directly involved in, if not responsible for, program design and delivery. Many Colorado community service offices are staffed by student coordinators, both volunteer and work-study compensated. Students are the backbone of the campus programs, and, in fact, are more often than not the driving force behind the focus and direction of those programs. Much as the Compact presidents provide support for the Compact, campus community service staff support college students who are eager to provide leadership in the individual programs. The Compact Advisory Committee feels that student representation on the committee is essential.

The spirit of collaboration that for two years led to the formation of the Compact in Colorado remains strong. Modelling what is becoming more obvious in education reform, Colorado campuses have learned that combining a range of skill levels leads to significant elevation of all participants.

To continue building the state structure and organizational support for community service in Colorado, the Compact has proposed to the Commission support for the following activities: (1) continuation funding for campuses having received subgrants for FY92 funding; (2) funding to support new campus service programs at institutions not previously funded; (3) five subgrants of \$5,000 each for colleges and universities selected as regional HUB campuses through which models of collaborative relationships with K-12 campuses and conservation and youth service corps can be generated, refined and replicated; (4) Compact management and technical support to students, faculty and staff engaged in service learning projects on college and university campuses statewide; and (5) state-level evaluation of funded projects that contributes data to the national evaluation being conducted by the Commission's contractor, Abt Associates.

Collaboration with K-12 and Youth Corps The Compact is working closely with the other streams of service in Colorado, and the Compact Director serves as a member of the Management Team for the State of Colorado's Comprehensive Service Plan. As an integral part of that collaborative effort, the Compact, in coordination with Serve America and Youth Service Corps, proposes selection of five HUB higher education institutions that will host a collaborative approach to service learning between colleges/universities and K-12 campuses and Corps. The Management Team has been meeting regularly to devise this innovative statewide structure to bring those three streams of service together. To do that, Colorado will be divided into five regions through which to decentralize the impact and outreach efforts of the state team and to see that all geographic areas of the state are knit together in a comprehensive, K-16 approach to service learning. In each region a Regional Action Team made up of representatives K-12,

higher education and corps will guide that effort. Through a grant from the Compact, each HUB campus will offer to host the Regional Action Team and will designate a faculty/staff person as well as a college student from its campus to join the team. The state management will make two site visits to each of the Regional Action Teams during the grant year, and the Regional Action Teams will come to Denver twice during the year to attend the state management team meetings.

As support for that collaboration and state-wide structure, the Compact will provide an implementation grant to one college or university in each of the five regions of Colorado - as defined by the state plan management team - in which K-12 schools will collaborate with those higher education institutions to provide service learning opportunities for students from both institutions. As the Team works together over the year, models of collaborative service learning projects will be disseminated to other campuses and schools in the region and between regions. The Compact has initiated discussions with possible HUB campus staff and will make the selections most likely to generate effective relationships with institutional commitment.

The following are the five regions of Colorado, the HUB Campuses, and cultural foci:

- Southeastern HUB (Hispanic) - University of Southern Colorado - Colorado National Guard Youth Conservation Corps
- Southwestern HUB (Native American) - Fort Lewis College - (Southern Ute Indian Tribe)
- Northwestern HUB - Mesa State College
- Northeastern HUB (Hispanic) - University of Northern Colorado - UNC Lab school
- Central HUB (African American) - Metropolitan State College

Where possible, the Regional Action Teams will also work with any Youth Service Corps in the region. In addition, special attention will be given to recognizing and focusing on the cultural and ethnic richness that a given region offers. For example, in the southwestern region of Colorado, there are excellent opportunities to work with the Native American tribes, and in the metropolitan Denver region, the Regional Action Team might focus on issues important to the African American Community. In other regions of the state of Colorado, a large and valued Hispanic culture provides opportunities to learn from and collaborate on service.

Colorado Campus Compact Role In partnership with the Colorado Department of Education, the Compact is responsible for administering the first year of funding from the Commission. Compact staff will continue to work with Richard Laughlin, Deputy Commissioner, and Elaine Andrus, State Plan Coordinator, Colorado Department of Education to see that strong collaborative efforts between higher education and K-12 are at the core of the Comprehensive State Plan for Colorado. Brooke Beaird, Director of the Colorado Campus Compact, is responsible for administering the Higher Education Innovative Projects portion of the Comprehensive State Plan.



COMMISSION ON NATIONAL AND COMMUNITY SERVICE

file: CO
K-12

MEMORANDUM

To: Eli Segal
From: Ruby Anderson, Serve-America Program Officer
Subject: Example of an Outstanding Serve-America Program
Date: March 30, 1993

I enjoyed our brief discussion, and wanted to share with you the attached proposal submitted to the Commission last year by the State of Colorado. Their plan is outstanding in its state-level coordination and commitment, integration of service-learning into education reform initiatives, and involvement of youth. Colorado was identified as a Leader State in FY 1992 and continues to make outstanding progress.

Low
Serve-Am
criteria - { (1) service + service learning
(2) youth voice
(3) service + educational reform
(4) service learning + other streams

Part VI - Forms

Title Page

Refer to the Title Page Instructions on page 33.

1. Proposal Type

- ☒ Serve-America
☐ Higher Education Innovative Projects for Community Service
☐ American Conservation and Youth Service Corps
☐ National and Community Service

2. Proposal Title

A Demonstration Project to Provide Innovative School and Community-based Service Learning Programs in Colorado.

3. Brief Summary of Proposal

This program has been designed as a leader program to demonstrate high quality, innovative, replicable, and sustainable service learning programs in 50 diverse communities. To facilitate replicability each program will be definable and its costs and benefits to participants and communities will be quantifiable.

4. Lead Agency

Name Richard A. Laughlin
Address (Complete) Colorado Department of Education
201 East Colfax Avenue
Denver, CO 80203
Phone Numbers (303) 866-6808
Fax Number (303) 830-0793

5. Staff Contact

Name Elaine Andrus
Address (Complete) Colorado Department of Education
201 East Colfax Avenue, Room 315
Denver, CO 80203
Phone Numbers (303) 866-6897
Fax Number (303) 830-0793

Part VI – Title Page (continued)

6. Members of Consortium, if applicable (Higher Education Program only)

Not Applicable

7. Commission Funds Requested

First Year \$800,000

Second Year \$900,000

Third Year \$1,200,000

Total \$2,900,000

8. Duration of Project

Starting Date July 1, 1992

Ending Date June 30, 1993

Total Number 36
of Months

9. Past Participants

(Number who participated in community service during the last year and how calculated)

According to a recent survey, 12,000 Colorado students will have participated in at least one service learning activity during the 1990-91 school year.

10. Population Expected to Participate in This Project

The population expected to participate includes 2,000 to 3,000 K-12 students and out-of-school youth from diverse backgrounds and with widely varying needs and 300 to 500 volunteers. A high percentage of participants will be Black, Hispanic, and Native American. Handicapped, homeless, and socially and economically disadvantaged will be served.

11. Characteristics of Population to Be Served

Benefitting from service projects will be community-based organizations, municipalities, county, state and national governmental agencies, including agencies administering parks and monuments, and social service/health agencies. Services will be provided to the elderly, the needy, and the infirm. All services will be relatable to significant social, economic, or environmental issues and problems worthy of study.

12. Certification

The applicant certifies to the best of his/her knowledge and belief that the data in this application are true and correct and that the filing of the application has been duly authorized by the governing body of the applicant and that applicant will comply with the assurances required of applicants if the assistance is approved.

Name Richard A. Lanahlin

Signature

Title Deputy Commissioner of Education

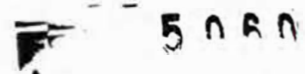
Date 3/23/92 Phone (303) 866-6808

II. Serve-America

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II. Serve-America Project Summary - Abstract



I. Community Needs to be Met Through Community Service: According to the Colorado Department's 1992 Annual Report, "Colorado's school-age population has a growing number of children who live in conditions often associated with school failure and dropping out. Its at-risk population includes children who live in poverty, are homeless, abused, pregnant, and use drugs".

With these needs in mind, the Colorado Serve-America project is designed to focus, in collaboration with the other projects described in this consolidated proposal, on four needs defined by the Mile High United Way Needs Assessment (Figure 1) and on competencies defined by the U.S. Department of Labor's SCANS Report (Figure 2).

2. Proposed Activities: To address these needs this project's planners propose:

- (1) to identify fifty schools and communities committed to implement service learning programs which are consistent with quality indicators identified by the project;
- (2) to organize these fifty schools and communities into ten "clusters", small groups of schools and communities, whose leaders will assist one another with the implementation of service learning;
- (3) to provide these schools, communities, and cluster leaders with training, financial support, and technical assistance so that successful service learning projects can be operated;
- (4) to assist these schools and communities in defining collaborative working relationships with community-based, business-based, and governmental agencies and with the other three projects operating under the state comprehensive plan,
- (5) to assist these schools and communities in their efforts to improve the scope and quality of their service learning programs and in the efforts to evaluate the impact of their programs; and
- (6) to assist schools and communities which operate successful programs to be of assistance to potential adopters.

3. Intended Outcomes: As a result of these activities, participating schools and communities will, by the end of the second year of the project, be able to document that the quality of their programs, participating students' attendance in school, grade point averages, attitudes towards learning and service, foundation skills, and learner competencies will have improved.

II. Serve-America



5 0 6 0

Institutional and Personnel Information

I. Key Staff Members

The Following Serve-America management team members work in the Commissioner's Office of the Colorado Department of Education (CDE). CDE is the lead agency for State Comprehensive Plan for Service-Learning.

Elaine Andrus, Director, Colorado Service-Learning Unit, Director of the Carnegie Grant. Recognized for state and national training of teachers and youth in communities. Coordinated activities and programs for the Colorado HUGSS (Helping Us Grow through Service and Smiles) project. Serves as statewide staff resource for public and private school district and liaison between school-community and business organizations.

Richard Laughlin, Deputy Commissioner of Education. Twenty-five years experience with school districts, institutions of higher education, and state government in working internally and interagency to organize, coordinate, and direct state educational initiatives.

II. Institution Information

The Colorado Department of Education, under the direction of the State Board of Education, establishes goals and implementation plans for all educational initiatives undertaken by the state. A variety of initiatives is under way throughout Colorado to help schools and communities transform themselves into centers of learning appropriate to their vision of education and to teach high student outcome standards. Colorado 2000, the broad-based "grassroots" approach to education, Re:Learning Colorado, the Governor's Creativity Schools Initiative, and the Public Education School Renewal Project are examples of the many local community programs to which the Department is currently providing ongoing management support and technical assistance.

Part VI - Forms

Serve-America Budget

Please attach the Budget Narrative to this page.
Instructions for this form are on the following page.

Operating Grants

	Funds Requested from the Commission	+	Other Federal	=	Total Federal	+	State/Local/ Private Funds	=	Total Program Funding
A. School-Based Service-Learning (not less than 60% of Commission funds)	\$ 480,000		\$ 19,200		\$499,200		\$ 28,800		\$528,000
B. Community-Based Service Programs (not less than 15% of Commission funds)	120,000		4,800		124,800		7,200		132,000
C. Adult Volunteer and Partnership Programs (not to exceed 10% of Commission funds)	20,000		1,600		21,600		2,400		24,000
D. Planning & Capacity Building (e.g., training/technical assistance/evaluation; not to exceed 10% of Commission funds)	80,000		8,000		88,000		-0-		88,000
E. Administration (not to exceed 5% of Commission funds)	40,000*		4,000		44,000		-0-		44,000
F. Other - (Evaluation) (Please specify in Budget Narrative)	60,000**		-0-		-0-	(12.3%)	22,140		82,140
TOTAL	\$ 800,000		37,600		837,600		60,540		898,140

Planning and Capacity-Building Grant

(Only for States not applying for Operating Grants)

A. Planning (includes development of curriculum/research/evaluation)	\$								
B. Building State Capacity (through training, technical assistance, outreach, dissemination)									
C. Other (please specify in the Budget Narrative)									
TOTAL	\$								

* Allocate \$9,000 to State Plan for Administration.

** Allocate \$2,500 to State Plan for Evaluation.

II. Serve-America

5060

Budget Narrative

As a regional lead state the request of \$800,000 will enable Colorado to improve quality, promote innovation, allow replicability, and enable sustainability for school-based, community-based and adult volunteer service learning programs.

A. School-Based Service Learning-

An RFP (appendix) will be issued to all Colorado K -12 schools. A total of fifty grants representing all eight regions will be funded. Grants will range from \$7,000 - \$20,000. The grants will contain 10% state and local match funding. It is also anticipated that local principals, directors of cooperating agencies, community leaders of organization, and additional faculty members will contribute in-kind time beyond the 10% matching funds required in the RFP process. \$480,000 represents 60% of Commission funds and will be utilized in School-Based Service Learning grants.

B. Community-Based Service Programs-

An RFP (appendix) will be issued to Colorado non-profit organizations and youth serving organizations. Grants will range from \$7,000-\$15,000. The grants contain 10% state and local funding. \$120,000 represents 15% of Commission funds, and will be utilized in Community-Based Service Programs.

C. Adult-Volunteer and Partnership Programs-

An RFP (appendix) will be issued to Colorado adult volunteer and partnership programs. Grants will range from \$3,000-\$6,000. \$20,000 has been allocated for adult-volunteer and partnership programs.

D. Planning and Capacity Building (10% of total budget) -

\$80,000 from the Commission (10% of Commission funds) and \$8,000 from the Colorado Department of Education's federal funds will provide revenue for the following items:

\$33,420	Director's Salary and Benefits (60% of \$55,700)
8,100	Administrative Assistant's Salary and Benefits (30% of \$27,00)
20,800	8 Cluster Coordinators - 5 hrs/week for 52 weeks at \$10/hour - \$2,6000
10,000	Interdisciplinary Resource Center, University of Northern Colorado
10,900	Awareness Seminars, Workshops, Institutes
1,780	Phone, Supplies, etc.
<u>3,000</u>	<u>Travel</u>
\$88,000	

E. Administration (5% of total budget) -

\$40,000 from Commission funds and \$4,000 from the Colorado Department of Education will be budgeted for the following items:

\$11,140	Director's Salary and Benefits (20% of \$55,700)
13,500	Administrative Assistant's Salary and Benefits (50% of \$27,000)
6,400	Conferences and Workshops
1,200	Phone, Supplies, etc.
2,760	Travel
<u>9,000</u>	<u>Administration of State Plan for Collaboration</u>
\$44,000	

F. Other - Evaluation (7.5% of total budget) -

Dr. Richard Kraft, Professor of Education at the University of Colorado, Boulder, will coordinate all of Colorado's service learning evaluation efforts. The \$60,000 allocated in this project's budget for evaluation will provide \$25,500 for Dr. Kraft and an associate with a stipend of \$10,000 for developing instruments and defining procedures for data collection and interpretation. Two graduate students (\$10,000) will be assigned to the project to assist with data collection, data processing interpretation, and reporting. Data processing will be done by the Colorado Department of Education's Planning and Evaluation Unit, at an estimated cost of \$12,000.

\$2,500 of the Serve-America evaluation budget will be allocated for the evaluation of the entire state collaborative plan.

G. Other -

\$22,140 indicated in the state/local private funds category represents 12.3% of the Commission Funds for total Planning and Capacity Building, Administration, and Evaluation. This represents in-kind support from the Colorado Department of Education for overhead costs.

(Flow-through money to projects is not included in this calculation)

H. Projections for Years 2 and 3 -

Colorado will be increasing the number of project grants from 50 during year one to 70 during year two. to 100 during year three. By year three the number of participants and programs will be doubled to 100 programs. The State Department of Education will be able to provide at least a 20% match in year two and a 30% match in year three. To fund the additional growth of projects, the Commission fund budget for year two will be \$1,120,000 and year three \$1,600,000.

II. Serve-America Narrative

1. Background

The Governor's Commission on Youth, Service, and Mentoring has provided the leadership and planning for this project. The membership of the Commission includes representatives of the Governor's Office, the Legislature, the State Board and Department of Education, the Higher Education Compact, and several individuals and organizations dedicated to promoting youth service (See Appendix A for a list of members). The Commission has recommended that the Serve-America project be included as an integral part of the State Comprehensive Plan for Service Learning and that the project benefit from the inter-agency collaboration expected of all projects included in the plan.

Recent events related to youth and community service which have relevance to this project include:

(1) the establishment, by Mile High United Way and the Colorado Department of Education, of the Metro Denver School Coalition on Youth Volunteerism, an organization actively promoting service learning in the Denver metro area; (2) the organization of The Colorado Youth Service Association, a group dedicated to advocating and supporting school and community service throughout the state; (3) attendance by Colorado leaders at the recent Wingspread Conference on Service Learning, (4) the approval by the Colorado State Board of Education of a resolution encouraging school districts and communities to implement service learning concepts; and (5) the activities of the Governor's Colorado 2000 Initiative, a community-by-community effort to help Colorado achieve the America 2000 Goals. Also, the Mile High United Way, as a contribution to the information base for service learning, has recently completed a needs assessment (Figure 1). This project's design is responsive to this study. Other major projects, including the Re: Learning Project (Coalition of Essential Schools) and the Carnegie Grant for Middle Level Education are strongly advocating and supporting the adoption of service learning programs. Responding to this encouragement schools have initiated a variety of service learning programs. Two in particular, Challenger Middle School's HUGSS Program (Helping Us Grow Through Service and Smiles) at the Air Academy School District in Colorado Springs and the Horizon High School's Service Learning Program in Northglenn are serving as models of exemplary practice. A survey of service learning programs has identified 120 projects sponsored by private as well as public schools. This survey is included in this proposal as Appendix G.

Figure 1. Needs Addressed by This Project

Identified Need

Detail -- Problem Areas

- | | |
|---|--|
| 1. Expanded and Coordinated Family Assistance -- including adult employment, training, and education. | 1.1 Family violence, including abuse against wives and girlfriends, child abuse, and abuse of elderly.
1.2 Need for "increased coordination, collaboration, and cooperation" of various systems dealing with family abuse.
1.3 Need to increase affordable, quality child care and parenting education programs. |
| 2. Adult Employment / Training / Education (18.4% of Denver County population lived at or below the poverty level of \$12,700 in 1989). | 2.1 Need for adult literacy training.
2.2 Greater access to services and expanded services.
2.3 Enhanced coordination of services.
2.4 Direct employer access to agencies placing clients after training.
2.5 Financial assistance for job-seeking activities (e.g., fees, licenses, registrations). |
| 3. Needs of Youth. | 3.1 Problems include substance abuse, early pregnancy, suicide, dropping out of school, breakdown of the family, and deteriorating sense of community.
3.2 Comprehensive mental and physical health education and services.
3.3 Community service centers for youth.
3.4 Transitional / work skills programs.
3.5 Self-esteem and value building programs. |
| 4. Needs of the Elderly and Disabled. | 4.1 Basic need for increased services as the "frail elderly" population increases (projected at 55% increase in the next ten years).
4.2 Coordinated services focused on helping the elderly maintain an independent lifestyle -- especially transportation assistance.
4.3 Advocacy and employment services for the disabled (over 74,000 disabled reside in the Denver area alone -- many of them capable of working). |

Source: Mile High United Way

2. How Projected Programs Will Meet the Criteria for Funding

a. **The Quality and Innovativeness of the Project.** This program will encourage individual school leaders to design projects which meet the criteria for the funding of local projects as defined on Page 12 of the Commission's RFP and by Federal Rules and Regulations (Section 2501.16). A copy of Colorado's RFP for local schools is enclosed in Appendix B.

Local programs will also be evaluated, as a part of this project's evaluation effort, in accordance with ten "Quality Indicators" identified by the National Society for Internships and Experiential Education. These quality indicators are detailed in Figure 2.

Figure 2. Preliminary Program Design -- Quality Indicators

- | | |
|---|--|
| 1. The program engages people in responsible and challenging actions for the common good. | 1.1 Service learning activities have been designed to contribute to the common good.
1.2 Planned activities are challenging, requiring participants to apply newly-learned skills and to develop new understandings of significant issues and problems.
1.3 Activities take place in real workplaces in which high value is placed on the competencies to be learned by the participants.
1.4 Non-participant volunteers, including senior citizens, assist with the program.
1.5 Participants link service-learning to investigating the root causes of community problems.
1.6 Service-learning is integrated into the academic program.
1.7 The program focuses on drug abuse prevention and dropout prevention.
1.8 The program emphasizes the development of leadership skills.
1.9 The program emphasizes the improvement of basic skills and the reduction of illiteracy. |
| 2. Structured opportunities are provided for people to reflect critically on the service experience. | 2.1 Each participant's daily and weekly schedule provides for individual and group-based reflection on service experiences.
2.2 Reflection experiences are designed to enhance participants' thinking skills, to encourage career-related and educational planning, and to contribute to participants' sense of accomplishment. |
| 3. Clear service and learning goals are articulated for everyone involved. | 3.1 With assistance from the project supervisor, mentors, and other participants, each participant will develop a work / learning plan related to his or her career and personal development goals.
3.2 Participants, with assistance from mentors, maintain portfolios and transcripts of their accomplishments, which are available to college admissions offices and potential employers. |
| 4. The program allows for those with needs to define those needs. | 4.1 Each participant has been assigned one or more mentors who take a personal interest in his or her needs, personal growth, and attitudes. |
| 5. Responsibilities of each person and organization involved have been clarified. | 5.1 Each participant's work plan and learning plan will define his or her responsibilities related to each assignment. Individual plans will define agreed-upon responsibilities of mentors and others in supporting the successful completion of each plan.
5.2 Services to be provided to the project by collaborating organizations have been defined in written agreements. |
| 6. Service providers and service needs are matched through a process which recognizes changing circumstances. | 6.1 Responsibility for identifying service and learning projects has been delegated to the project level. Agreements to provide services are modified as circumstances change.
6.2 Individual service and learning assignments are modified as circumstances change. |
| 7. The program expects genuine, active, and sustained organizational commitment. | 7.1 Commitments to provide services to participants have been obtained from the state's Serve America, Conservation and Youth Service Corps, and the Higher Education Innovation Projects. Support from other organizations, including businesses and community-based agencies have also been assured.
7.2 Diverse organizations, including community-based organizations and businesses, are involved and their services are coordinated. |
| 8. The program provides for training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals. | 8.1 Formal training of participants and mentors is scheduled daily and weekly. Group and individual training is provided in leadership skills, literacy, planning and evaluation skills, and understanding community issues and problems.
8.2 Training, supervision, monitoring, support, and evaluation responsibilities for participants, mentors, and supervisors are defined and accepted.
8.3 Self-evaluation, as related to service and learning goals, is an important part of all personal evaluation activities. |
| 9. The program insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all. | 9.1 Service and learning time commitments for all participants, including participants, mentors, and workplace supervisors, are individualized to accommodate the individual needs of participants.
9.2 Group activities are scheduled with due consideration for participants' individual needs and other commitments. |
| 10. The program is committed to participation by and with diverse populations. | 10.1 Project leaders actively recruit participants, mentors, and workplace supervisors to represent diverse populations.
10.2 Groups and organizations benefiting from the services of the project will represent diverse populations.
10.3 Participants are involved in the design and operation of the program.
10.4 Service opportunities are provided to participants who are economically and educationally disadvantaged, have limited basic skills or learning disabilities, are in foster care and becoming too old for foster care, have limited English proficiency, and are homeless.
10.5 Students from both public and private elementary schools serve together.
10.6 Provision is made for out-of-school youth to participate in service experiences. |

Source of the Ten Criteria: Oiles, Dwight, et al., ed., "Principles of Good Practice for Combining Service and Learning," in *Research Agenda for Combining Service and Learning in the 1990s*, a report of the Wingspread Conference, National Society for Internships and Experiential Education, pp. 24-27, Raleigh, N.C., 1991. Note: The specific indicators related to each of the ten criteria were developed by Colorado's project staff.

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Program quality will be further assured by the qualifications of the project director and the Deputy Commissioner of Education, who will also be a member of the management team. Resumes of these individuals' qualifications are summarized in Part II-D above and in Appendix E.

The evaluation plan, designed with input from Dr. Richard Kraft of the University of Colorado (Boulder) and design and evaluation specialist Eugene R. Howard, will provide data related to the project's five objectives, which are detailed in Figure 3.

This project is innovative in four ways:

(1) Each local project will function as an integral part of a total local effort involving all four service projects funded by the Commission on National and Community Service. Collaboration with the other funded programs is a requirement for participating in this project;

(2) This project will function as a part of an overall state plan to be supervised by a management team composed of the directors of the four collaborating projects. The intention is to demonstrate an effective structure for supporting collaborative activities among programs with similar objectives;

(3) A unique "cluster" structure for dissemination has been designed (See Figure 4). This structure enables committed school leaders to communicate regularly with one another, share problems and successes, and cooperate in program planning and staff development. Project funds will provide support for these clusters of schools. Nine clusters of schools and one cluster of districts (Denver-Metro) are envisioned for Year 1 and

(4) A structure for linking Colorado's four projects with their counterparts in other states will encourage inter-state dissemination of promising practices demonstrated in Colorado and will provide Colorado leaders with a constant flow of promising ideas being implemented elsewhere.

b. Replicability and Sustainability. Each of the local projects to be funded has been designed for replicability. Information detailing cost, program design, and effectiveness will be gathered through the evaluation process. All programs funded under this project have been designed so that potential adopters can initiate similar programs with a minimum of start-up costs. Also, all programs will operate within conventional budgetary restrictions. Their feasibility will have been demonstrated.

Figure 3. Project Objectives

Objective 1. Number of Participants in Service-learning Programs. The number of Colorado students identified as participating in service-learning will increase each year as follows:

Level	Elementary	Middle	High	Total
1991-92 (base) to 1992-93	20%	30%	40%	30%
1992-93 (Year 1) to 1993-94	30%	40%	50%	40%

Between the baseline year of 1991-92 and the end of Year 2 of this project (July 1, 1994), the number of teachers and community-based persons participating in service-learning projects will increase by 20% per year.

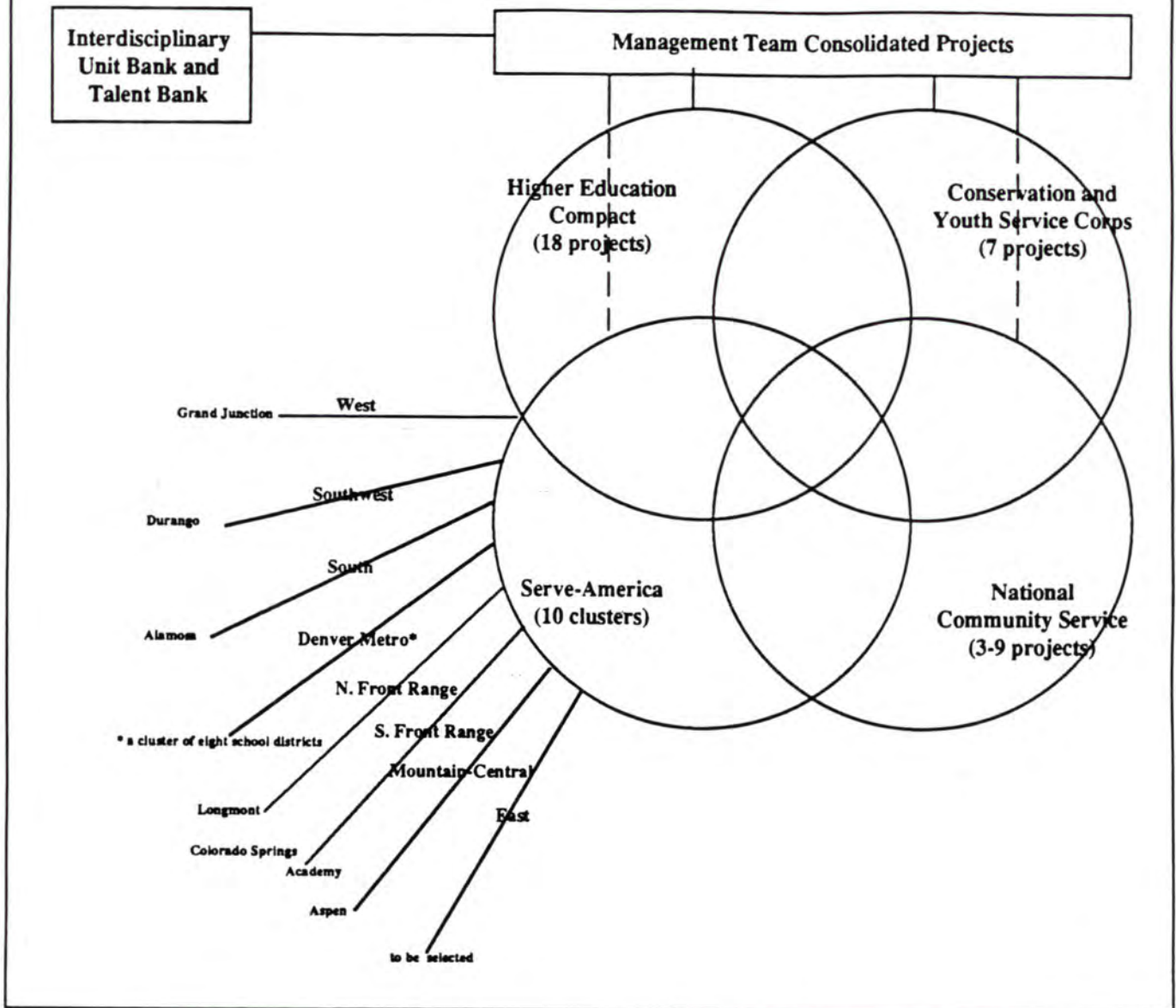
Objective 2. Quality of Service-Learning Projects. Between Year 1 (1992-93) and Year 3 (1994-95), the quality of 70% of the service-learning projects funded in Colorado through this program will be improved by 20% on 80% of the criteria to be evaluated. Evaluations are to be based on students', teachers', community-based participants', and an outside observer's responses to a quality assessment instrument to be developed for this project.

Objective 3. Student Attendance and Grade Point Average. Of the students participating each year in service-learning activities sponsored by this project who had not participated during the previous year, 50% will increase their attendance by 20% and increase their grade point average by .5 or more (on a five-point scale).

Objective 4. Attitudes. Of the students participating each year in service-learning activities sponsored by this project, 50% will improve their attitudes toward school by ten percentage points on 60% of the criteria evaluated. The attitude instrument to be used will be a nationally-validated instrument to be identified.

Objective 5. Learner Competencies and Basic Skills. The results of annual assessments of selected learner competencies and foundation skills will show that 50% of the students who participate in six or more weeks of service-learning will show "substantial improvement" in their ability to acquire and use information in interpersonal relationships, in literacy skills, in thinking skills, and by desirable personal qualities. "Substantial improvement" is defined as a one-point gain on a five-point scale on 50% of the indicators evaluated.

Figure 4. Serve-America Regions and Clusters



By including this project in the State Comprehensive Plan we have enhanced its potential for sustainability. Broad level support for this plan and for this project has been expressed by the letters included in Appendix F of this proposal and by additional letters on file. The Colorado Department of Education will seek ongoing funding of the project from legislative, foundation, business, and community resources. The Department is making a strong sustainability commitment to the program by creating a service learning unit within the Department, by providing substantial in-kind support, and by assigning a top-level executive, the Deputy Commissioner, to the project. Planners have also shown concern for the sustainability of the pro-

gram by pacing the project's projected growth to be consistent with anticipated financial resources to maintain project activities.

Local applicants for funding under this program will be required to develop plans for continuation of service learning after the initial grant terminates.

3. Other Characteristics of the Program

a. Manner in Which Program Funds Will Be Allocated

(1). State Planning and Capacity Building Activities. As one of five Commission supported projects to be functioning in Colorado, this project will contribute to the development of a State Plan for Service Learning (Part 1 of this Consolidated Proposal). The state plan consists of an organizational structure which (1) ensures that the four Commission supported projects establish collaborating working relationships at the local level, (2) provides a common definition of program quality, and (3) provides for common and compatible evaluation procedures of program outcomes.

Capacity building activities will be of three types: (1) staff development and leadership development activities designed to provide school and community leaders with the competencies needed to initiate and sustain service learning programs, (2) sustaining, at the local level, clusters of schools and communities whose leaders are dedicated to service learning, and (3) modifying state policies to encourage implementation of service learning programs. A detailed implementation plan for accomplishing these activities has been included in Appendix C.

Within a month after acceptance of this proposal, the State Management Team will schedule regional program awareness meetings for potential grantees. At these meetings the Serve-America program, as an integral part of the state plan, and its request for proposal (RFP) process will be explained. We anticipate funding fifty schools/communities, to be organized into the ten clusters located in eight regions, as is shown in Figure 4. Each cluster will serve four to six projects. Once the projects have been selected for funding, meetings will be held with the grantees to formalize the cluster structure and to assist with detailed planning for implementing programs. The clusters will be designed to support jointly-sponsored training activities, intervisitations, and the exchange of information regarding promising practices. Cluster leaders and local

project leaders will receive continuous support and services from the project director and from other qualified individuals recommended by the director.

Prior to funding, during the summers of 1992 and 1993, the state will sponsor two training of trainers' institutes to prepare a cadre of 80 leaders to assist with training throughout the project. These institutes will provide training in developing curricula, teaching children and youth tutoring skills, selecting adult volunteers, both participating and non-participating, and forming local partnerships among public and private schools and between schools and private organizations. All participants will be trained in modeling their program's designs to other potential adopters in Colorado and elsewhere. The training of trainers curriculum will be developed in collaboration with the Higher Education Innovation Projects program. The state will develop the 1993 Training Institute in cooperation with the Service Learning Summer for K-12 teachers at Regis University, described in the Higher Education Innovative Projects plan in their section of this consolidated proposal.

We anticipate that an outgrowth of this collaboration with higher education will lead to the enhancement of the capacity of teacher-training institutions to provide pre-service training in service learning management and curricula for future teachers. This collaboration will also result in connecting K-12 school volunteer programs directly to higher education's student and faculty community and youth programs. Service-learning curricula developed by higher education institutions in the communities will be a valuable resource for secondary public and private school students.

As a key component of this project's capacity building efforts, project leaders, working through the Colorado Department of Education and the Governor's Office, will seek modifications in accreditation and certification policies and in legislation to encourage service learning.

b. Local Applicant Program Ranking

(1) Criteria: Project planners have developed a request for proposal (RFP) format which specifies the criteria which will apply as proposals are ranked for funding. The draft of this RFP is provided in Appendix B. The first ten criteria listed are those defined in Section 2501.16 in the Federal Register. Criterion #11, referring to collaborative activities with the Higher Education Compact, the National Community Service

Project, and the Conservation and Youth Service Corps, has been added.

(2) Ensuring Equitable Treatment of Potential Grantees in the Ranking Process: To ensure equitable treatment of local educational agencies and community-based organizations applying for participation in this project, the state will form a Serve-America application review committee. Membership on the committee will be carefully structured so that a diversity of types of local educational agencies and community-based organizations will be represented. A well-defined objective ranking process will be followed by the committee. Recommendations for funding will be made to the Governor's Commission on National and Community Service, whose decision will be final.

(3) Assurance that Programs Will Serve Diverse Areas of the State: To facilitate the administration of the cluster concept and to assure geographic diversity, planners have organized the state into eight regions (See Figure 4). We are aware of exemplary programs already under way in each of these areas. We, therefore, do not foresee any difficulty in funding at least one cluster in each area. The Southwest area, with its center in Durango, serves a major Indian reservation and a substantial Hispanic population. The Eastern and Western areas are primarily rural, with some small cities. Front Range areas are primarily urban and suburban. The Mountain area includes a variety of rural and resort communities.

(4) Special Consideration to Funding Projects Meeting Especially High Priority Criteria: Criteria which will enable the application review committee to give special consideration to funding projects which: (1) provide academic credit to participants, (2) are consistent with the definition of service learning as detailed in 2550.2 of the Rules, or (3) are integrated into the academic program of the school, are provided in the Request for Proposal document (See Appendix B, Criterion #12)

4. State Efforts to Involve Diverse Organization and Participants and to Coordinate Service Programs

a. Disseminating Information to Insure the Involvement of Diverse Organizations. This project's planners have taken two key steps to ensure widespread involvement of a broad range of organizations: (1) the membership on the Commission on National and Community Service, which provides leadership for this project, represents a wide diversity of organizations including, for example, PARTNERS, a youth support group, and ACTION, the Federal Agency for Domestic Volunteerism; and (2) the state's RFP document (Section B) requires that project planners specify how collaborative activities will be encouraged "to ensure inclusion of diverse populations".

Also, the state, through this project, will sponsor, in each of the ten clusters, one CARE Colorado Project (CARE = Community Action Responding to Everyone). Characteristics of this activity would be as follows: (1) One weekend a month, representatives of all organizations within a community which are concerned with community improvement, would meet together in an intensive planning-problem solving session; (2) Members of the group would focus their energies on one major community problem or issue each month; and (3) action plans produced at these sessions would be implemented by task forces of individuals representing organizations most concerned with each problem or issue. Examples of the types of community organizations which would participate include: K-12 schools, higher education institutions, youth corps, service clubs (Lions, Kiwanis, Rotary), municipal and county governments, non-profit organizations, chambers of commerce, boy and girl scouts, churches, and social service agencies. Major outcomes of this project would include the involvement of previously unrecognized and underutilized community organizations in service learning projects and the identification of new leadership for addressing a community's problems and issues.

Also, in all training sessions, including those planned for the summers of 1992 and 93, community-based, business-based, and school-based leaders from local communities will receive intensive training in community involvement. At these training sessions model programs, such as HUGSS will be featured.

The State Management Team will encourage expanded involvement in the program by continuously providing Colorado citizens with information regarding its activities and accomplishments. Information dissemination activities will include: school campaigns at local sites organized by PTAs, student, and faculty organizations; statewide calendar and public service announcements on major television and radio stations and in newspapers; presentations at community youth service awareness seminars; and inservice workshops presented by the Colorado Department of Education.

b. Coordination of Service Programs with Each Other and with Other Federally Assisted Youth Education Programs. Service programs within the state will be coordinated with each other and with other federally-assisted education and training programs that serve youth through the state management team structure described in the comprehensive state plan.

c. State Encouragement of Cooperative Efforts. Cooperative efforts among local educational agencies, local government agencies, community-based agencies, business, and state agencies to develop and provide service opportunities are criteria for funding. Each school and community applying for participation in the project will be expected to describe how these cooperative efforts will be encouraged. Such cooperative efforts are also identified as a “Quality Indicator” (See Figure 2, #5.2 and 10.2.) The quality indicators will be periodically evaluated as a part of the project’s evaluation system.

A valuable resource to encourage cooperative efforts is the service opportunity Directory (See Appendix G) for a preliminary copy. This directory will be used as a local community resource tool.

The project director, with assistance from cluster leaders and from the directors of the Conservation and Youth Service Corps, will plan a variety of service learning projects in which participants from rural, urban, and suburban youth will work together. These projects will be widely publicized in the media to encourage the planning of similar projects throughout the state.

d. Service Opportunities for Targeted Children and Youth. In this project’s RFP process a criterion for funding is that service opportunities be provided for economically and educationally disadvantaged children and youth who are physically and/or learning disabled, in foster care but becoming too old for foster care, homeless, or who have limited English proficiency. Providing service opportunities for these targeted children and youth is also identified as a “quality indicator” (Figure 2). These quality indicators provide the basis for the planning and evaluation process at both the local and state levels. The curriculum materials developed by the Higher Education Compact, which will be utilized by local leaders, will recommend specific service-related activities appropriate for children and youth with unique needs. This project’s training programs will be designed to improve the ability of teachers and community leaders to serve diverse populations.

e. Public and Private Students Working Together. Criterion #3 in the Colorado Request for Proposal document and Quality Indicator #10.5 in the program design specify that local projects should provide opportunities for public and private elementary and secondary schools to work together on service projects. We anticipate that private educational leaders will participate as partners on each local project’s management

team. Evidence of private-public educational collaboration in specific service activities will be requested from each project as a part of the reporting process.

f. Assistance to Be Provided by Non-Participant Volunteers. As a part of the RFP process applicants will be asked to describe the major components of their program design (Section C) including “the ways the program will utilize other community services to accomplish goals—including the use of non-participant volunteers”. The use of non-participant volunteers is also listed as a “Quality Indicator”—(Figure 4, #10.1). Information regarding each project’s use of non-participant volunteers will be requested from each project as a part of the reporting process.

5. State Efforts to Increase Involvement of Students and Out-of-School Youth in Community Service.

This project is publishing a resource book listing individuals qualified to provide training and technical services to local projects regarding ways to expand student and out-of-school youth involvement in service activities (See Appendix G for a draft of this publication). Also, as a part of the services to this project to be provided by the University of Northern Colorado’s Interdisciplinary Unit Bank, a talent bank of human resources will be maintained. Both talent lists will include information regarding the services of qualified and experienced individuals employed by the state, or by experienced youth service resource organizations. Referrals of talent and services will also be made by members of the Commission on National Community Service and by members of the state’s consolidated projects management team. Locally-based leaders will have the opportunity to meet these resource persons personally at state-sponsored workshops, conferences, and semi-annual youth service seminars.

Community grant recipients will be encouraged to contract with experienced youth service resource organizations and to use non-federal assistance to expand service opportunities for students and out-of-school youth. The state will also provide direct staff assistance to funded school-based and community-based programs in identifying and organizing youth to work on public service projects in urban, suburban, and rural areas, such as rebuilding homes, caring for the elderly, working in homeless shelters, and building paths and maintaining forest areas.

6. Expected Impact of the Grant Program on the Community and Participants. This project's objectives (Figure 3) define, in measurable terms, the expected impact of the grant program on the communities served and on the participants. The evaluation plan, described in the section which follows, details how this impact will be assessed and reported.

As a part of each local project director's evaluation commitment, he or she will describe and assign a dollar value to each service project completed. We anticipate that the aggregated dollar value of all projects sponsored by this project will compare favorably with the cost of the overall program.

The evaluation process will also produce information regarding the impact of the projects on participants. This portion of the evaluation effort is being designed to produce impact information related to the extent to which project participants improve key "Learner Competencies" and "Foundation Skills" identified by the SCANS Report of the Department of Labor as needed by today's youth for future employability. These skills and competencies are identified in Figure 5. SCANS- recommended skills and competencies to be evaluated by this project (Interpersonal Relationships, Acquiring and Using Information, Reading and Writing Skills, Thinking Skills, and Selected Personal Qualities) are those deemed most likely to be impacted by participation in service learning. We anticipate that participants in service learning will demonstrate significant growth in each of these skills and competencies.

7. The Evaluation Plan.

a. Designated Person Responsible for Managing Data Collection and Evaluation. The designated person responsible for managing data collection and evaluation will be Dr. Richard Kraft, Professor of Education at the University of Colorado, Boulder. His resume is included in the appendix of the consolidated proposal. Dr. Kraft is nationally recognized as an expert in experiential and service learning. He and his colleague, Dr. Bob Lynn, have agreed to coordinate the evaluation of all projects funded as part of this consolidated proposal. They will be assisted in this task by Mr. Eugene R. Howard, an expert in program design and program evaluation. The University's Laboratory of Educational Research and the Colorado Department of Education's Planning and Evaluation Unit will both be utilized in data collection, data analysis, and reporting activities. In performing his evaluation duties, Dr. Kraft will be responsible to Elaine Andrus, the Director of the Consolidated Projects and the State Plan for Service Learning.

b. Cooperation with the National Commission re: Evaluation Activities. Consolidated Projects

National Director Elaine Andrus and the Coordinator of Evaluation, Dr. Kraft, are committed to cooperating with the Commission in collecting, analyzing, and reporting of required data; in designing, implementing, and

Figure 5. Competencies, Skills, and Personal Qualities Needed by Today's Youth for Employability in the 90s and Beyond (Summarized)

Five "Learner Competencies"

1. **Resources.** The ability to identify, organize, plan, and allocate time, money, material, and human resources.
- 2*. **Interpersonal Relationships.** The ability to participate as a team member, teach others, serve clients/customers, exercise leadership, negotiate, and work with diversity.
- 3*. **Acquiring and Using Information.** The ability to acquire, evaluate, organize, maintain, interpret, and communicate information. The ability to use computers to process information.
4. **Understanding Complex Interrelationships of Systems.** The ability to understand social, organizational, and technological systems, monitor and correct performance of systems, and improve or design systems to improve performance.
5. **Working with Technology.** The ability to select technology, apply technology to tasks, and maintain and troubleshoot equipment.

(1) Source: Secretary's Commission on Achieving Necessary Skills, *What Work Requires of Schools: A SCANS Report for America 2000*, Washington, D.C., U.S. Department of Labor, June, 1991.

* Competencies and skills to be evaluated in this project.

A "Three Part Foundation" of Skills and Personal Qualities

1. **Basic Skills:**
 - * Reading
 - * Writing
 - Arithmetic/Mathematics
 - Listening and Speaking
- 2*. **Thinking Skills:**
 - Creative Thinking
 - Decision Making
 - Problem Solving
 - Conceptualizing, i.e., seeing things in the mind's eye
 - Knowing How to Learn
 - Reasoning
- 3*. **Personal Qualities:**
 - Responsibility
 - Self-esteem
 - Sociability
 - Self-management
 - Integrity/Honesty

operating the basic evaluation system; and in participating in in-depth evaluation of this program. The Commission's evaluators' suggestions for strengthening the evaluation design outlined below would be welcomed.

c. Plan for Using Evaluation for Management and Improvement of the Program. The evaluation design is focused on five outcome objectives, defined in Figure 3, page 5.

A detailed plan for evaluating these objectives is submitted as Appendix D. For each of the objectives,

key evaluation needs and questions to be answered are defined, the type of data to be collected is described, and the types of data analyses to be performed are indicated. All except one of the project objectives are focused on the behavior of participants. The one which is not (#2) is related to the quality of programs.

Project evaluation results will be used in two ways: to provide direction for project leaders as they develop action plans for improving the quality of their programs, and to provide information for potential adopters of this program design. The evaluation information will be especially valuable to service-learning program leaders in the four states who have expressed an interest in learning from Colorado's experiences and who are willing to share their ideas and successful practices with others. We intend to organize an informal cluster of states with approaches to service-learning which are compatible with our own. (1)

Three unique characteristics of this evaluation plan are:

(1). The Source of Criteria for Evaluating the Quality of Service-learning Programs. The criteria on which we will base our instruments have been recommended by the National Society of Internships and Experiential Education as an outcome of the recent Wingspread Conference on combining service and learning, and by the Rules as set forth by the Commission on National and Community Service.

(2). The Source of Criteria for Evaluating the Impact of the Project on Participants. The source of these criteria is the Department of Labor's SCANS Report. (The Secretary's Commission on achieving necessary skills), and

(3). The Commitment of Project Evaluators to Gather Cost Data. This data will facilitate the adoption by other states, schools, and communities of concepts demonstrated in Colorado.

We anticipate that , when program description data, impact data, and cost data from this project are interrelated, the conclusions will be significant for national and state policy developers as well as for potential local adopters.

(1) State leaders expressing an interest in establishing such a cluster are Indiana, Minnesota, Mississippi, Pennsylvania, Washington, and Alaska. Three additional regional states will be identified once funding decisions have been made.

Appendices

Appendix A
GOVERNOR'S COMMISSION ON YOUTH COMMUNITY
SERVICE AND MENTORSHIP

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Colorado Dept. of Education
Denver, CO 80203

Cecilia K. Ortiz

National Prevention Center
Denver, CO 80204

Yvonne B. Parker

Past President of P.T.A.
Aurora, CO 80011

Ray E. Peterson

State Senator
Colorado Dept. of Education
Denver, CO 80203

Kathy L. Polhemus, Volunteer Coordinator

Cherry Creek School District
Englewood, CO 80111

Robert D. Ridgeway

Mile High United Way
Denver, CO 80211

Dwight J. Steele

Dept. of Local Affairs
Office of Rural Job Training (ORJT)
Denver, CO 80203

Karen K. Trujillo
School District 11, Teacher
Colorado Springs, CO 80918

Toni Worcester
Independent Higher Education of Colorado
Denver, CO 80202

ADVISORY COMMITTEE

Dick Kraft
University of Colorado
Boulder, CO 80303

Faye McQueen
School District 11, Elem. School Teacher
Colorado Springs, CO 80911

Thomas Metz
Student Advisor
Youth Service America Board
Boulder, CO 80303

Lynne Montrose
Regis University
Denver, CO 80221

Clark Newman
Regis University
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Wayne Olson
ACTION, Agent 8
Denver, CO 80202

Yulanda Rivera
Ute Mountain Ute Tribe
Tourac, CO

Billie Rollins
Colorado Dept. of Education
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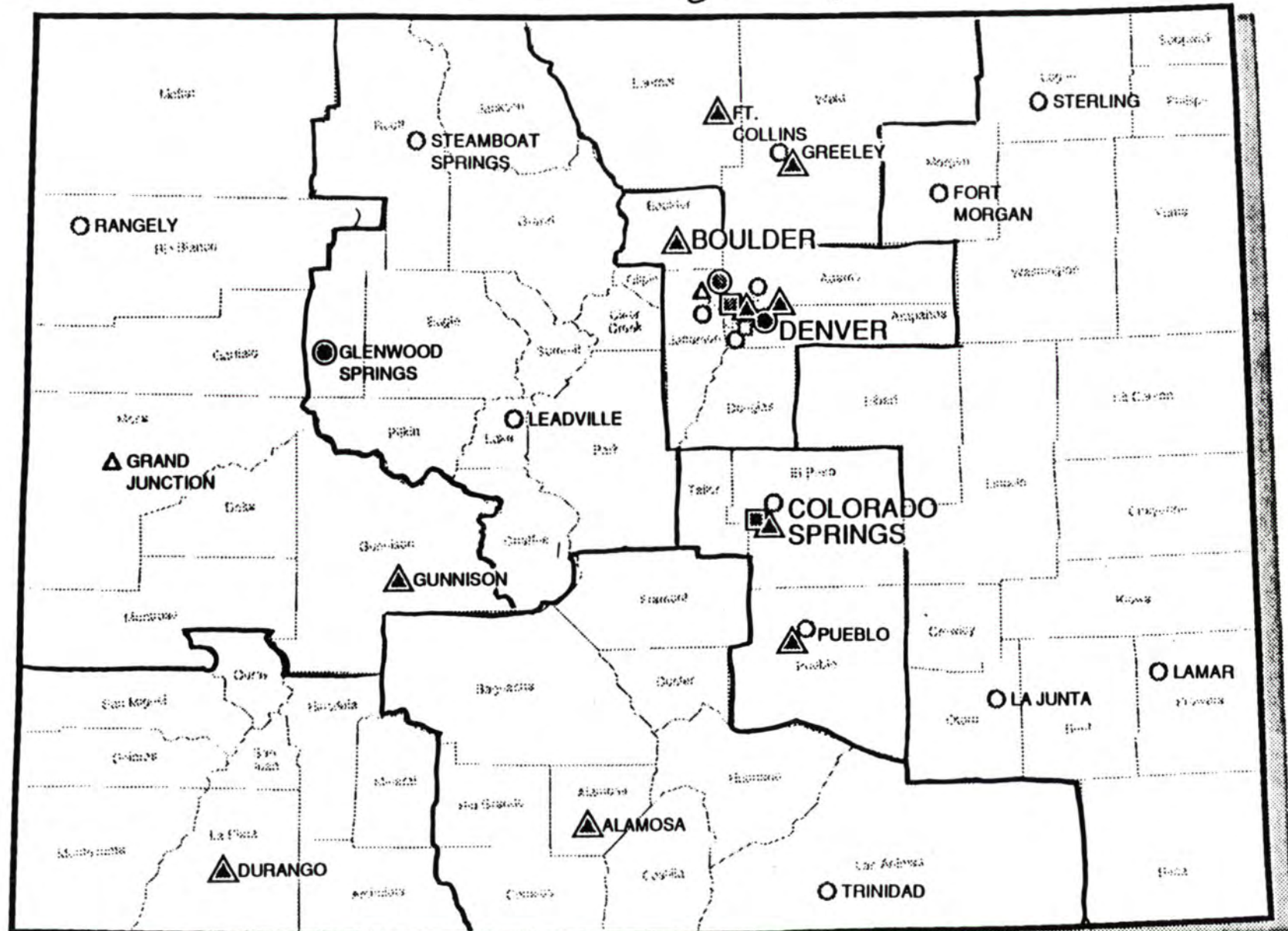
Ivo Roospold
Office of Rural Job Training (ORJT)
Denver, CO 80203

Carolyn Schaefer
Warren Village
Denver, CO 80218

and

Bill Stout
PARTNERS
Denver, CO 80202

Serve-America Eight Regions



Legend

- 2-Year Community Colleges
- △ 4-Year Public Institutions
- 4-Year Private Institutions
- ▲ ■ Colorado Campus Compact Member Institutions



RICHARD LAUGHLIN
DEPUTY COMMISSIONER OF EDUCATION
STATE OF COLORADO

Dr. Laughlin was appointed Deputy Commissioner for the Colorado Department of Education September 1, 1989. He is charged with organizing, coordinating, and directing day-to-day operation of the Department; reviewing programs, procedures, and components of the Department to improve its operational efficiencies and delivery of services; acting with full authority of the Commissioner in his absence; representing the Department with principal state government departments; and assisting the Commissioner in the development of Departmental goals and objectives. He has 25 years experience in teaching, management, administration, and governmental relations as well as inclusive knowledge of Colorado's educational community.

He holds a Bachelor of Science Degree in Social Sciences; an interdisciplinary Masters Degree in Personnel Management; and a Doctor of Education Degree with an emphasis in higher education and organizational theory from the University of Colorado at Boulder.

Laughlin's professional experience includes:

- Associate Director of Admissions, University of Colorado, Boulder;
- Dean of Student Personnel Services, Aims Community College, Greeley;
- President of Aims Community College, Greeley;
- Deputy Executive Director, Colorado Commission on Higher Education;
- President of Consortium of State Colleges in Colorado;
- Director of Teacher Certification and 2+2 Project, Colorado Department of Education; and
- Superintendent of Platte Canyon 1 School District, Bailey, Colorado.

Dr. Laughlin was awarded a W.K. Kellogg Fellowship at the University of Colorado at Boulder. He is currently involved with organizations such as the American Association of School Executives, the Colorado Association of School Executives, and the Association for Supervision and Curriculum Development.

Elaine M. Andrus
 15385 Pleasantview Drive
 Colorado Springs, Colorado 80921
 Work Phone: (303) 866-6897 Home Phone: (719) 488-2138

Educational Background

1987 - 1988	Type D Certification completed May, 1989 University of Colorado Colorado Springs, Colorado
1987 - 1988	M.A. Degree - Secondary Educational Leadership University of Colorado Colorado Springs, Colorado
1968 - 1970	B.A. Degree - Sociology and Education University of Iowa Iowa City, Iowa
1966 - 1968	A.A. Degree - Liberal Arts Eastern Iowa Community College Clinton, Iowa

College Activities: Vice President of Student Board, Debate Team, College Newspaper Editor, Drama Productions, Volunteer for Children's Hospital

Experience

1990 - Present	Project Coordinator Carnegie Corporation Middle School State Initiative of Colorado Office of Federal/State Programs and Services Colorado Department of Education 201 East Colfax Denver, Colorado 80203
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Coordinator of Colorado State's Carnegie Grant to further the Turning Point's recommendations throughout the State.

1986 - 1990	Enrichment/Resource Coordinator H.U.G.S.S. Program Director Challenger Middle School Academy School District Twenty 10215 Lexington Drive Colorado Springs, Colorado 80920
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Coordinator of community volunteer programs and business partnerships, help to facilitate parent committee, Director of H.U.G.S.S. Program, curriculum assistant to faculty, provide enrichment activities for entire student body, member of advisor-advisee committee, formulated alternative education program for at-risk students, sponsor of National Junior

Committees

1991- present	Governor's Commission on Youth Community Service and Mentorship - Chairperson
1991 - present	Middle Level Task Force - Jefferson County School District
1991- present	Resolutions Committee - National Middle School Association
1990 - present	Metro Denver Steering Committee for Service Learning
1989 - 1990	Committee to Facilitate a Conference on Youth Community Service - Colorado Department of Education
1987 - 1988	National Middle School Conference Committee
1984 - 1985	Academy District Twenty Core Committee to Establish and Implement Middle Schools

Awards/Honors

Oct., 1990	H.U.G.S.S. Program receives recognition from President Bush as a " Point of Light" for community service
April, 1990	Nominated for the U.S. West Outstanding Teacher Award
March, 1990	Received the Outstanding Middle School Service Learning Award for the H.U.G.S.S. Program
Oct., 1989	NBC News taped the H.U.G.S.S. Program in action. Segment televised nationally in December, 1989- Charles Karault narrator.
Feb., 1989	Senator Ted Kennedy selects H.U.G.S.S. Program as model program for Youth Service Act of 1989.
March, 1989	Meeting with President Bush concerning H.U.G.S.S. Program
Nov., 1988	Carnegie Foundation - spotlighted Youth Service and Challenger Middle School in <u>Turning Points</u> publication Author - Tony Jackson interview
Sept., 1987	Governor's School Volunteer Award - H.U.G.S.S. Program
1975	Outstanding Secondary Educator of America Nomination

Presentations

- Feb., 1992 Ketchikan and Sitka Middle School Staff Members and Parents
Ketchikan and Sitka, Alaska
Topic: Transformation to Middle Level Philosophy
- Feb., 1992 Grand Junction Middle School Conference
Grand Junction, Colorado
Topics: Team Teaching
Service Learning
- Nov., 1991 National Middle School Association Conference
Louisville, Kentucky
Topics: H.U.G.S.S. and Partnerships
Parental Involvement
- Oct., 1991 Colorado Association of Middle Level Education Conference
Boulder, Colorado
Topics: Turning Points
H.U.G.S.S. and Partnerships
- Oct., 1991 Wichita Middle Schools
Wichita, Kansas
Topic: H.U.G.S.S. Program
- Aug., 1991 Sitka Middle School Staff
Sitka, Alaska
Topic: Middle Level Philosophy
- July, 1991 National Resource Center for Middle Grades Education -Second Annual
Symposium
Boulder, Colorado
Topics: Advisory, Teaming, Assessment and Grouping, Creating the Total
School Team, Connection Schools with Communities, Transition to Middle
School, Turning Points for Middle Level Education
Facilitator for this week-long symposium
- July, 1991 1991 Summer Symposium - Interdisciplinary Instruction and
Curriculum
University of Northern Colorado
Greeley, Colorado
Facilitator for this week-long class
- June, 1991 Partnerships for Youth Leadership National Conference
Boulder, Colorado
Topic: Service Learning - The H.U.G.S.S. Program

Feb., 1991	Middle Level Education Symposium Grand Junction, Colorado Topics: Keynote Address to 750 Educators Teaming and Advisory The H.U.G.S.S. Program
Feb., 1991	Western Regional Middle School Consortium Las Vegas, Nevada Topic: Connecting Schools with Communities - Service Learning
Nov., 1990	National Middle School Association National Conference Long Beach, California Topic: Connecting Schools with Communities - Service Learning
Oct., 1990	Farmington Middle Schools Workshop Farmington, New Mexico Topic: Team Teaching Community Partnerships
Oct., 1990	Rocky Mountain Regional Middle School Conference Breckenridge, Colorado Topics: <u>Turning Points: Preparing Youth for the 21st Century</u> - An Overview Positive Partnerships with Parents Connecting Schools with Communities
Oct., 1990	Colorado State Accountability Conference Fort Collins, Colorado Topic: The Colorado State Carnegie Middle School Grant Initiative
Oct., 1990	St. Clair Middle Schools, All Day Workshop - Consultant St. Clair, Michigan Topic: Advisor/Advisee Programs Community Service Learning
July, 1990	The National Resource Center for Middle Grades Education, First Annual Symposium Boulder, Colorado Topics: Advisor/Advisee Programs, Community Service Learning, Special Days That Make Schools Special, Parent Partnerships, Teaming
June, 1990	1990 Summer Symposium - Preparing Youth for the 21st Century University of Northern Colorado Greeley, Colorado Facilitator for week long symposium focusing on Carnegie Foundation's <u>Turning Points: Preparing Youth for the 21st Century</u> General Session Presentation: Connecting School and Community

June, 1989	Middle School Institute Dillon, Colorado Topics: Marketing Your Middle School H.U.G.S.S. Program
April, 1989	Colorado Association of Middle Level Education Conference Colorado Springs, Colorado Topic: Challenger Pride
Nov., 1989	National Middle School Association 15th Annual Conference and Exhibit Denver, Colorado Topics: H.U.G.S.S. Program Marketing Your Middle School Prime Time - An Affective Education Program
Oct., 1988	Elizabeth Middle School Elizabeth, Colorado Topic: Transition to Middle School
Feb., 1988	Academy School District Twenty Workshop Colorado Springs, Colorado Topic: Then There Were Two - A Look at Challenger and Eagleview M.S.
Oct., 1987	Colorado Middle Level Education Conference Breckenridge, Colorado Topics: H.U.G.S.S. Program Outstanding Middle Schools Challenger Middle School
Aug., 1987	Canon City Middle School Canon City, Colorado Topics: Teaming in the Middle School Affective Education, H.U.G.S.S. Program
June, 1987	Institute of Middle Level Education Dillon, Colorado Topics: The H.U.G.S.S. Program Affective Education
May, 1987	Colorado Association of Middle Level Education Conference Denver, Colorado Topic: H.U.G.S.S. Program
March, 1987	Alamosa Middle School Alamosa, Colorado Topic: Teaming in the Middle School

II. Appendix E. Resumé of Education and Experience

Eugene R. Howard

1. Present Positions

- Member, Management Team, Colorado Strategic Options Institute -- Consultant to the Cole-Mitchell (Denver) Neighborhood Educational Campus
- Consultant to the Colorado Department of Education: "The Colorado Carnegie Middle School Initiative".
- Consultant to the National Association of Secondary School Principals: "The Comprehensive Assessment of School Environments' Project"
- Member, Board of Directors, The Alliance for Children's Trust Foundation, Toluca Lake, California.

2. Home and Office Address and Telephone

6901-A East Girard, Denver, CO 80224. 303/758-7785.

3. Education

Advanced Certificate in Educational Administration (M.S. plus one year), University of Illinois, and additional courses at San Francisco State, Western State (Colorado), University of Colorado (Boulder), and the University of San Diego.

4. Recent Consultant and Writing Assignments (A Partial List)

- National Association of Secondary School Principals, Consultant--School Change Processes, Innovations, and Environments for Learning.
- Colorado Springs School District #11, Consultant--Staff Developer to four Re:Learning (Coalition of Essential Schools) schools and three schools implementing futures-oriented planning and climate improvement, 1990-91.
- State of Colorado, The Governor's Task Force on Science-Mathematics-Technology, Assist with Project Planning, 1990.
- Rocky Mountain Center for Health Promotion and Education, Arvada, Colorado, Consultant, Planning and Evaluation of Comprehensive Health Programs, 1989-90.
- Westminster and Littleton (Colorado) school districts and Adams State College, Director, Classroom 2001 (Futuristic Planning) and Adjunct Faculty Member, 1988-90.
- Colorado Department of Education and Council of Chief State School Officers, Research Consultant, Project Success (At Risk Children and Youth), 1988-89.
- The Peoples' Republic of China: Consultant to the Education Department, Liaoning Province, the Liaoning Institute of Education, and two experimental schools, 1986.

5. Administrative and Teaching Experience

- Colorado Department of Education, Denver: Director, Accountability and Accreditation; Director, School Improvement and Leadership; and Director, New Projects, 1975-87.
- Urbana (Illinois) School District 116, Superintendent of Schools, 1972-75/
- San Francisco Unified School District, Associate Superintendent, Instruction, 1971-72.
- Other Administrative Positions including: President, International Learning Corp. and Director, Nova University Laboratory School, Fort Lauderdale; Director, Innovation Dissemination, Kettering Foundation; and Director, Nicaraguan-American Cultural Center (Managua).
- Teaching Experience: junior and senior high school English, social studies, Spanish, and dramatics.

6. Recent Speeches and Workshops (A Representative List)

- Association for Supervision and Curriculum Development, Annual Convention, San Francisco, March, 1991, "Using the CASE System to Assess School Effectiveness"
- National Association of Secondary School Principals, Annual Convention, Anaheim, March, 1988, "Making a CASE for Your School" and Pre-Convention Workshop on "Using CASE for Comprehensive Planning", San Francisco February, 1992.
- New York Department of Education, Principals' Academies, Syracuse and Albany, 1987, "School Climate and School Effectiveness"
- Calgary, Alberta, School District, Administrators' Workshop, Fairmont, B.C., 1985, "School Climate Improvement" and "Quality Assessment"
- National Association of Secondary School Principals, Academy for High School Principals (with Ernest Boyer), 1984, Los Angeles, Philadelphia, Dallas, and Chicago.

7. Recent Publications (A Representative List)

- "A Futures-Oriented Change Model", Chapter 5 in Restructuring Education, Colorado Strategic Options Initiative, 1990.
- The CASE-IMS School Improvement Process, and "Interventions Idea Sheets", computer software for the CASE-IMS system, National Association of Secondary School Principals, Reston, VA, 1991.
- The Effective Education Series (Eight Publications), Colorado Department of Education, Denver, 1986.
- Project Success Handbook, (re: At Risk Children and Youth), Colorado Department of Education and the Council of Chief State School Officers, Denver, 1989.
- Handbook for Conducting School Climate Improvement Projects, Phi Delta Kappa, 1987.

Kathryn Milton
Commission on National
and Community Service
National Press Bldg. Ste. 428
529 14th St. N.W.
Washington D.C., 20045

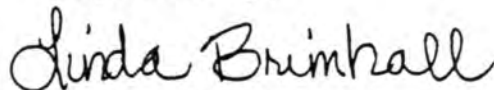
Dear Ms. Milton;

This letter is on behalf of the collaborative plan that the Colorado Board of Education is submitting to you for a comprehensive service plan.

As a parent volunteer who has put together a comprehensive plan for community service at our local elementary school, I have seen multiple benefits derived from such a program. The students have developed a greater appreciation as to their role and contribution in the community. The students are able to participate in "life experiences"; hence, awareness for today's students in the community. Also, student attitudes are improved toward their school.

I strongly urge you to support the Governor's Commission on Youth Community Service and Mentorship grant proposal for the state of Colorado.

Respectfully,

A handwritten signature in cursive script that reads "Linda Brimhall".

Linda Brimhall
5339 S. Kenton Ct.
Englewood, CO 80111