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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. letter	Thomas Ehrlich to President-Elect Clinton; re: Voluntary Youth Service (1 page)	12/14/1992	Personal Misfile

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Clinton Presidential Records
National Service
Rick Allen
OA/Box Number: 2147

FOLDER TITLE:

State Files - Michigan

2013-0661-F

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RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

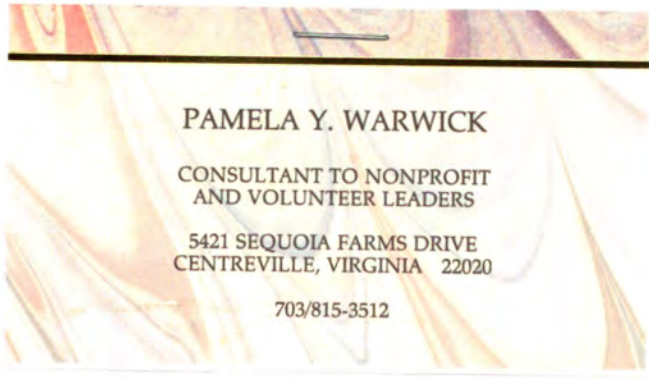
C. Closed in accordance with restrictions contained in donor's deed of gift.

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- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]



PAMELA Y. WARWICK

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A MICHIGAN MODEL FOR THE NATION

Michigan's Campaign for Volunteerism will pave the way for the nation. No other state has obtained the bi-partisan support necessary to elevate its importance beyond partisanship. No other state has obtained the broadbased statewide private leadership support of all sectors. The Michigan Campaign for Volunteerism will establish a pattern for other states.

Our successes and our challenges in the coming year and beyond will serve as a model for the nation.

* * * *

For additional information, or to find out how you can help in your community, contact:

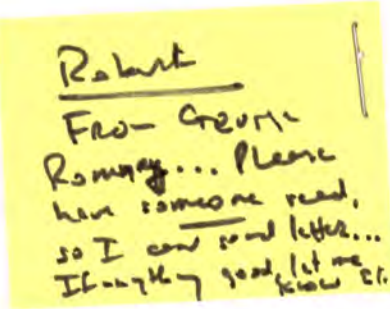
The Michigan Campaign for Volunteerism
c/o Michigan Nonprofit Forum
34 Kellogg Center
East Lansing, MI 48824-1022
(517) 353-5038

CAMPAIGN COMMITTEE

- AFL-CIO
- Association of Independent Colleges & Universities of Michigan
- Congress of Michigan Black Churches
- Cooperative Extension Service
- Council of Michigan Foundations
- Council of Michigan Urban Leagues
- Department of Social Services, State of Michigan
- League of Women Voters of Michigan
- Michigan Association of Broadcasters
- Michigan Association of Non-Public Schools
- Michigan Association of School Administrators
- Michigan Association of School Boards
- Michigan Association of Volunteer Administrators
- Michigan Campus Compact
- Michigan Catholic Conference
- Michigan Chamber of Commerce
- Michigan Community Action Agency Association
- Michigan Community College Association
- Michigan Community Service Commission
- Michigan Corporate Volunteer Council
- Michigan Council for Arts & Cultural Affairs
- Michigan Council of Junior Leagues
- Michigan Ecumenical Forum
- Michigan Health Council
- Michigan League for Human Services
- Michigan Nonprofit Forum
- Michigan Partners in Education
- Michigan School Volunteer Programs
- NAACP
- National Society of Fund Raising Executives/ Michigan Chapter
- Neighborhood Associations of Michigan
- Presidents Council, State Universities of Michigan
- PTA of Michigan
- Retired Senior Volunteer Programs of Michigan
- Rotary Clubs of Michigan
- United Way of Michigan
- Volunteer Centers of Michigan

MICHIGAN

Campaign for Volunteerism



The Michigan Campaign for Volunteerism
c/o Michigan Nonprofit Forum
34 Kellogg Center
East Lansing, MI 48824-1022
(517) 353-5038

A MESSAGE FROM FRANK POPOFF

President and Chief Executive Officer
The Dow Chemical Company

Everyday, communities across this state and throughout America face unprecedented social problems and challenges. While these countless problems vary from neighborhood to neighborhood, we all recognize them. We see their effects on the faces of too many hopeless, disenchanted youth. We hear the cries of fear from citizens victimized by violence. We feel the impact of a society losing its most important battle.

As a business leader, I understand the interrelatedness between our social problems and our future ability to compete in domestic and global markets. Without an adequately educated workforce, we will be unable to advance equality of economic opportunity, a foundation of America's social stability.

There is no "magic bullet." These problems have taken decades to develop and will not be solved overnight. We cannot rely on money or any single sector alone to address our social issues; it will require human determination and long-term commitment only available through the "people-power" mobilized by all—from the largest corporation to the smallest neighborhood group.

In Michigan, we are launching the first bi-partisan statewide Campaign for Volunteerism, an initiative I am proud to co-chair. This Campaign will work to create or enhance Volunteer Centers and other systems that support volunteering and its impact on problem-solving; and it will challenge and motivate citizens to take actions that benefit our communities and people in need.

THE IMPORTANCE OF VOLUNTEERING

By George Romney

The purpose of the Year of the Volunteer is to assist every citizen and organization in doing what they can do for their country, state and community. The most serious threat we confront is our vitally serious social problems. They are crippling children's readiness to learn, overburdening teachers, denying businesses educated employees, further reducing competitiveness, eliminating economic growth, shrinking employment and adding to social instability.

We know they cannot be solved primarily by government or by money, but only by people helping people voluntarily. In urban communities most people need help doing this meaningfully. This requires a local volunteering infrastructure. Its key component is a Volunteer Center, as well known as the Post Office, that has local government, business and community leadership support.

Creating such infrastructures and Volunteer Centers throughout the state will be the focus of the Campaign. Success will make Michigan the first state with a statewide volunteer network, a pattern for other states and a model for the nation.

Next year, during National Volunteer Week in April, and throughout the Campaign, we will report to you on our progress in meeting these objectives.

THE CAMPAIGN LEADERSHIP

Knowing that something must be done now to combat Michigan's vitally serious social problems, leaders from all over the state have joined together to form Michigan's Campaign for Volunteerism.

The Campaign is led by Co-Chairs Frank Popoff, President and CEO, The Dow Chemical Company; Michelle Engler, First Lady of Michigan; and Janet Blanchard, former First Lady of Michigan; and Honorary Chair George Romney, former Governor of Michigan. Governor Engler and all former Michigan Governors and First Ladies are supporting the Campaign.

The Campaign will be staffed by The Nonprofit Forum under the direction of Maryellen Lewis, Executive Director. Pam Warwick, consultant to nonprofit and volunteer leaders and former executive director of The National VOLUNTEER Center, will provide campaign guidance and professional support. To supply needed funding, The W.K. Kellogg Foundation is providing \$226,000 over two years. The Dow Chemical Company, Ford Motor Company Foundation, Michigan Bell and individuals are contributing over \$100,000 in the first year.

Already, 37 statewide networks of organizations and citizens have made a commitment to embrace the goals of the campaign, offer their assistance in ways that reflect their areas of expertise or mission, and encourage their members or affiliates to get involved. For example, the Volunteer Centers of Michigan will serve as an information and assistance hub for communities seeking to strengthen their local volunteering infrastructure and link Michigan citizens to quality, rewarding volunteer experiences.

CAMPAIGN GOALS

The Campaign's mission, adopted in December 1991, is:

To promote volunteerism across the State of Michigan and to create a climate of commitment to volunteering which permeates Michigan's leadership, its institutions, its communities and citizens.

To achieve this mission, the Campaign will:

- Build or enhance the community infrastructures that support volunteering, especially Volunteer Centers; thus, increasing the community's long-term capacity to surmount social problems.
- Seek to increase the level of volunteering, motivating individuals to action, especially those who have never volunteered before, but have expressed interest.

The Campaign also will work to boost the degree of volunteer commitment from leaders and institutions already engaged in combatting social problems in their communities.

Coalition/Consortium

Today the United States is more threatened by its internal human and social problems than it is by any external enemy. Disintegration of families, teenage pregnancy, drugs, crime, illiteracy, public education that doesn't educate are almost universal. Our chronic inability in our disintegrated communities to solve problems of poverty and inequity is creating an underclass, the needs of which are dangerously disrupting the traditional institutions of our disintegrated communities - families, churches, small businesses and voluntary organizations - and overwhelming our schools and human service agencies. In the process, whole generations of people are being relegated to marginal citizenship, denied basic rights of safety and equal opportunity. At the same time, business is being denied the talent and energy of people who are needed to compete successfully in domestic and global markets.

If we were threatened by external forces, our response would be swift and sure, centered around a full-scale mobilization of the entire nation. Our domestic problems demand no less of a response than that same full-scale mobilization of all of our creative resources - from the largest corporation to the smallest neighborhood group. Each of us, individually and within the groups of which we are a part, must contribute to finding permanent solutions to the problems that increasingly have a stranglehold on our society.

Our response must begin with a serious, honest assessment of the terrible nature and scope of the problems which we face. No longer can young people turn with confidence to stable families, churches or neighborhood organizations for the support they require. Nor can the schools carry a double burden. Their very ability to educate increasingly is overwhelmed by the lack of parental guidance and problems of substance abuse, neglect, malnutrition, substandard housing and poverty that children bring into the classroom. Under such circumstances, there is no way that they can develop the skilled, creative thinkers required in our increasingly technological world.

Second, we must recognize that these problems transcend partisan boundaries. No one is to blame and everyone is to blame. Let us agree on that much and then move on, together, to seek solutions. Responding with compassion to the needs of our people and building for a future that benefits all are issues common to all Americans, not the province of political parties.

Third, we must avoid reliance on a "magic bullet." These problems have taken decades to develop. They will not be solved overnight. Success will require determination and long-term commitment. Nor can they be solved by reliance on any single

segment of society. There are roles for government, business, education, religion, professionals, civic organizations, youth for each and every American. All must bring to bear their distinctive competencies in focused attention to our most serious social problems.

Fourth, we require transformational leadership that calls each of us to a higher level of concern and commitment, motivating us to take actions that benefit those in need, the community as a whole and volunteer cooperative individuals.

Only the President of the United States can cause to happen the transformative mobilization of our nation that is needed to rebuild the social fabric in our communities. He can do this only by calling to active service the most effective, respected leaders of each segment of American society, gaining their commitment to mobilize their people for volunteer community service and to recruit their peers to do likewise.

To launch this mobilization nationwide the President, jointly with Congressional leaders, heads of the mayors and governors national organizations and next year's Democratic candidates or nominee (depending on date of the convening) should convene a meeting of the top leaders of every segment of our society. It should include the chairs and CEOs of business, nonprofits, education, religion, labor, race, youth, senior citizens, professional, ethnic, service and national fraternal organizations.

The purpose should be fourfold: 1) to convince them of the urgent need to surmount our vitally serious social problems through mobilizing community service, if we are to remain competitive with adequately educated employees; 2) inform them of the Points of Light Foundation and Commission on National Community Services strategy for doing this; 3) ask them to arrange for their members to become familiar with the strategy, especially establishment in communities nationwide of inclusive community leadership coalitions and essential volunteer community service infrastructures; 4) guidelines specifying the help needed from them to make the above strategy successful.

A consortium of private foundation heads, the wealthiest families and individuals should be invited to the same meeting. They should be asked to give priority in their giving to the financial requirements of both the national and local leadership infrastructure and organizations.

Only with such cooperation can the people be mobilized in time to preserve the "last best hope of earth." It is a war in which "we the people" must be engaged to win it.

George Romney
12/13/91

PRESIDENT CLINTON'S CHALLENGE AND OPPORTUNITY

- *Weakening morality;
- *Disintegrating families;
- *Exploding teenage pregnancies;
- *Crime;
- *AIDS;
- *Racism;
- *A growing underclass;
- *Pockets of extreme poverty;
- *Public education that doesn't educate;
- *A crippling growing deficit;
- *Declining competitiveness;
- *Sexual misconduct;
- *Drugs;
- *Urban gangs;
- *Fragmented communities;
- *Welfare dependency;
- *Exclusionary health care;
- *Homelessness and Hunger;
- *Equal opportunity denied to millions;
- *Shrinking job opportunities; and
- *It's horrendous competitive and social burden.

These problems confront the nation with its gravest crisis since the civil war. It is an economic, social, and moral crisis.

Much of the electorate's anxiety stemmed from worries about our faltering economy. You were right to make this the dominant theme of your campaign and will be right to make economic revitalization the top priority of your presidency.

But you also confront another set of problems. While social problems may not appear to be as immediately worrisome as the economy, they may actually be more serious for the future. Our serious social problems are destroying communities and ruining lives to an unprecedented degree. Our social problems are jeopardizing our economic future.

In the past there was always a sense that better days were ahead, that with effort our problems would be solved. That can-do sense has declined in the face of social troubles that grow more complex and entrenched by the day. Yet it is this social dilemma, at least as much as structural weaknesses in the economy, that blots the horizon.

Today's serious social problems, unlike those of the past, are too deeply embedded and interrelated to be uprooted by economics alone. Today's social problems have been working their invidious way into people's lives and communities for a third of a century. Extracting them will take more than fiscal policy.

Indeed, unless the tide of social distress can be turned, and turned within the next few years, there is probably no economic policy that can salvage the future for our children.

The Basis for a New Social Strategy

As a new President, you have a unique opportunity. Your emphasis on the reciprocal obligations between government and citizens distinguishes your social policy interests from the immoderate liberalism often ascribed to your party. The challenge will be to make this distinction the center of a more fully articulated social strategy. Such a strategy must include not only government, but the not-for-profit and for-profit sectors, since only by combining forces can our society achieve the scale and depth of effort required to reverse the processes of social decay now at work.

Republicans have tended to act as if there is little that government can or should do about social problems. Democrats have tended to celebrate public intervention over private action. Ideological rigidity has obstructed both sides to the possibilities for needed collaboration among the three sectors.

The Complementary Strengths of Each Sector

Each sector brings special strengths. Government has the greatest potential of the three for delivering standard services and benefits and building national consensus. When a problem requires a flexible approach, the nonprofit sector is better. Nonprofits, too, are usually more connected to the grassroots and thus, are in touch with community and human needs. The business sector shares in lesser degrees the advantage of both the government and the nonprofit sector. It has broad influence on culture and community, can apply business problem-solving strategies, offer cutting-edge technology and loaned expertise. The business sector can mobilize large numbers of employees as volunteers.

Although each sector has strengths, these strengths today represent enormous lost opportunities because they are not being joined in action. The failure is not chiefly due to deep-seated antipathies or insurmountable institutional barriers. It is simply leadership's failure to unite all three sectors to build consensus about what needs to be done and subsequently challenge them to act.

The Opportunity for Leadership

The avenue open to you is to enlist the leadership in the three sectors and create a common framework and agenda that they can follow to mobilize the people and private institutions against the social leviathan engulfing our people and communities. Calling on other political leaders and leaders in the other two sectors to join with you, you can employ the unrivaled influence your position to mold a consensus about what must be done. There is no other way. Only the President can mobilize the nation and only a mobilized American can repel the scourge of our social afflictions.

The need to mobilize the nation to curb our social problems through voluntary service is an issue above partisanship. It will require bi-partisan, non-partisan, national, state and local government leadership. Obtaining the commitment of a non-partisan coalition of government leaders is the best way to persuade business and community leaders at all three levels to provide the leadership essential for success. An invitation to your predecessors to join you in your leadership will emphasize the importance of nonpartisan leadership in solving our social problems.

People must be mobilized within their own communities to work alongside government to wage a personal battle. Fortunately, we do not have to start from scratch. In every community, volunteers are finding ways to make a difference in the lives of those who need them.

Many more Americans are needed to volunteer for direct and consequential service. But numbers alone are not the answer. People need to know where they are needed and how they can help. They must be sustained in their efforts by their employers, by the other organizations to which they belong, and by those community institutions on the frontlines in the fight against social decay. They need national bi-partisan leadership, but above all, local and community leadership.

They need leaders who:

- *have a vision of how our social problems can be solved by volunteer initiative;
- *have the ability to formulate intelligent strategies for moving the people they can influence toward that vision; and
- *can elicit and shape the community cooperation, volunteer infrastructure and teamwork needed to execute those strategies.

You are ideologically well positioned. As a baby boomer committed to change, you can credibly seize the initiative to forge a working partnership with nonprofit and business leaders. You have the chance to do what no other modern President has attempted or thought to do.

Starting Points for Common Action

The organization of collaboration need not compete with the more specific social policies you would like to institute. You can use the first year of your Presidency to push ~~his~~ ^{YOUR} proposals through a sympathetic Congress, while the groundwork is being laid for this collaboration. The time will give you the opportunity to build the new policies that will be required to fit this bill.

Conclusion

Under normal circumstances, it seems unlikely that any President would want to contend with the difficulties which would attend any effort to hammer out a national collaboration of the kind described above. But the times are not normal. Pulling this policy lever or that at the federal level, as has been the wont of every President during the past thirty years, simply isn't adequate to the task now facing us. The necessary equation is more complicated than that--it must engage the other leaders of society, or all we are likely to end up with is a lot of policy and not much change in material or social conditions. You have the opportunity to break the mold that has constrained the vision and impact of your predecessors--bridging policy with an engaged public representing all sectors, for a changed America.

The Community Leadership Coalition

Introduction

The Community Leadership Coalition is a collaboration of leaders--of individuals, institutions, and organizations--which agree to work together to accomplish a common mission. Effective coalition-building requires a commitment to participate in shared decision making and the allocation of resources to activities responding to mutually identified needs.

As described in the previous chapter, one role of the Community Leadership Coalition is to ensure that programs and services receive the financial and human resources necessary to effectively serve the community. The creation of an effective Community Leadership Coalition may benefit the community also by helping to:

- *Achieve greater visibility about the need to increase human and financial resources to address the community's serious social problems;
- *Engage a broader range and higher level of leadership, including the media, key individuals, and institutions in building a strong community infrastructure;
- *Mobilize more individuals and institutions to effect needed change in the community;
- *Improve communications among organizations within the infrastructure and with the community;
- *Avoid unnecessary duplication of efforts and services;
- *Reduce conflict and competition issues among agencies and their leadership;
- *Obtain diverse perspectives from inclusive coalition membership, enhancing problem-solving opportunities;
- *Expand the community's vision about the vital roles volunteers play in addressing local problems; and
- *Develop or enhance the image of the community's Volunteer Center as the primary resource and catalyst for organizing people and institutions around effective volunteering.

Just as each community's own unique needs and strengths vary from community to community, the composition and objectives of each Community Leadership Coalition will be uniquely determined by its members. However, most successful coalitions and collaborations usually have the following elements:

- * a clearly defined mission or purpose which is mutually agreed upon by participants;
- * active involvement of participants in the establishment of goals, objectives, and activities;
- * clearly defined operating procedures and a clear definition of members' roles;
- * a communication system, which includes regular information sharing and planned discussion of issues; and
- * a sense of "common ground" where participants find a common agenda and feel the collaboration is their enterprise. (1)

Drafting an Initial Purpose Statement

In most cases, it is likely that a small group of individuals or an organization will take the lead in exploring the idea of forming the Community Leadership Coalition. This group may begin to determine the goals of the coalition and draft a written statement of purpose and mission for later review and discussion with the entire Community Leadership Coalition.

If you are creating the Community Leadership Coalition as a part of the Michigan Campaign for Volunteerism, you may adopt or adapt the Campaign's vision for local implementation:

To engage citizens and institutions in seeking short and long range solutions to the community's serious social problems by obtaining their involvement, support and commitment to volunteerism and the structures which sustain its success.

The working group may determine that a more narrowly defined purpose will be more beneficial to the community. Leaders may determine that the focus in its first year may be to adopt or adapt a specific objective of the Michigan Campaign such as:

To build or enhance the community infrastructure that supports volunteering, especially the Volunteer Center; or

To increase the level of volunteering in the community, motivating individuals and institutions to action.

Once a draft mission and purpose statement is agreed upon, the initial group may begin to:

- * test out its ideas on community groups or with specific key leadership;
- * gather data about the needs or problems in the community and about its organizations;
- * determine the structure necessary to accomplish objectives;
- * develop membership criteria and brainstorm a list of possible members; and
- * issue invitations to potential members and plan a first meeting.(1)

Needs Assessment

The initial group forming the Community Leadership Coalition may want to conduct some kind of community needs assessment related to the scope of the community's problems, current organizations and services, and the need for increased volunteer involvement in the addressing community problems. The assessment should be simple and informal. If other needs assessments have already been done by other organizations, there is no need to duplicate efforts.

POTENTIAL DATA SOURCES:

1. Local and regional planning councils
2. Local schools
3. United Way
4. Volunteer Center
5. Television and radio stations
6. Chambers of Commerce
7. City or County Health and Welfare Departments
8. Foundations
9. Colleges and Universities
10. Nonprofit Organizations (1)

The initial group may also review reports from its community organizations. If the Community Leadership Coalition's primary goal is to enhance the services and visibility of its local Volunteer Center, the needs assessment should include a review of the Center's long range plan or service plan, indicating what resources, activities, or leadership is needed to accomplish its objectives.

It may also be beneficial to interview individual or organizational leaders, conduct focus groups in a key area (i.e. convening nonprofit organizations to determine the need for increased volunteers), conduct informal surveys of public opinion or choose to host a public forum for all organizations and citizens to discuss the community's needs.

One Model

The Volunteer Center of Greater Orange County, California

The Volunteer Center of Greater Orange County, a Points of Light Foundation network model grantee, identified over 350 leaders in the Greater Orange County area with the help of a top corporate president who agreed to chair the Coalition. The leaders gathered for a breakfast meeting about how to mobilize more individuals and institutions to address the community's social problems.

Following the meeting, a letter from the Coalition Chair was mailed to identified leaders asking for one-half hour of their time to participate in personal follow-up interviews. Over 100 leaders granted interviews and were asked the following questions:

1. What are Orange County's most serious social problems?
2. What are Orange County's strengths and weaknesses?
3. What are Orange County's threats and opportunities?
4. What would you like to see accomplished through the coalition's efforts?

Four focus group meetings were then held with agencies and organizations in the community to discuss the aforementioned questions. Thirty-five key leaders from this group were asked to form a Community Council Subcommittee to begin logistical arrangements for strategic planning.

Results of the one-on-one interviews and focus group discussions will be used to ensure that a top-down, bottoms-up approach builds a realistic agenda for the Coalition. Five goals were identified as central to the community's capacity to address its serious social problems through enhanced volunteer involvement.

Getting bogged down in a needs assessment can be dangerous. Keep in mind that the data collected from your needs assessment should be used to:

- *build a case for the need for the Community Leadership Coalition;
- *affirm your purpose as originally defined or help you revise your purpose;
- *provide the data necessary to determine more specific short and long-term goals;
- *identify potential leaders or organizations which may be helpful to the Coalition; and
- *serve as a vehicle for broad, inclusive community support and participation.

Determining the Structure of the Community Leadership Coalition

Different stages in coalition building may require different structures and decision-making processes. Structural options may include:

Ad hoc vs. Ongoing (1): The ad hoc structure is usually viewed as a time-limited or project-specific process. Usually there is well-defined end product expected from the group, with a time limit on completion. For example, the Community Leadership Coalition may determine that its objective will be to start a local Volunteer Center if none exists in the community. Although the original commitment is time limited, they may opt to continue the work of the coalition once the initial end result is achieved. Ongoing coalitions imply a long-term commitment from the participants at the outset.

It may be particularly helpful to define the coalition as an ad hoc or ongoing coalition when recruiting additional leadership or coalition members.

Informal vs. Formal (1): Coalitions usually begin informally (a group of leaders come together to enhance an existing Volunteer Center), or they are initiated as formal groups (the mayor appoints a Community Leadership Coalition to create a plan to increase volunteering aimed at its community's social problems).

As coalitions and collaborations mature, they tend to move toward a formal, more permanent structure because both characteristics add credibility within the community and stability to the coalition. This too, may be a necessary element to determine prior to recruiting additional leaders or coalition members.

An on-going, formal process is recommended if systemic change and long-term growth is to be effective. Addressing social problems, creating public understanding of the role and need for volunteers in addressing social problems, etc., are all challenges which will require a long-term commitment.

Optimally, the creation of a Community Leadership Coalition should be viewed as a new way of instituting positive change and a new way of doing business.

Leadership: Numerous leadership options are available to coalitions. The structure of the coalition and the natural style of the chosen leaders all affect the coalition's composition and decisions. A leader or leader(s) may be:

- * elected by the Community Leadership Coalition;
- * invited by the initial group of leaders; or
- * appointed by an organization or individual.

To raise the public awareness of the importance of the coalition's work and to build long term support of the coalition's efforts, recruiting a top business, government, or community leader is advisable.

Leadership Models

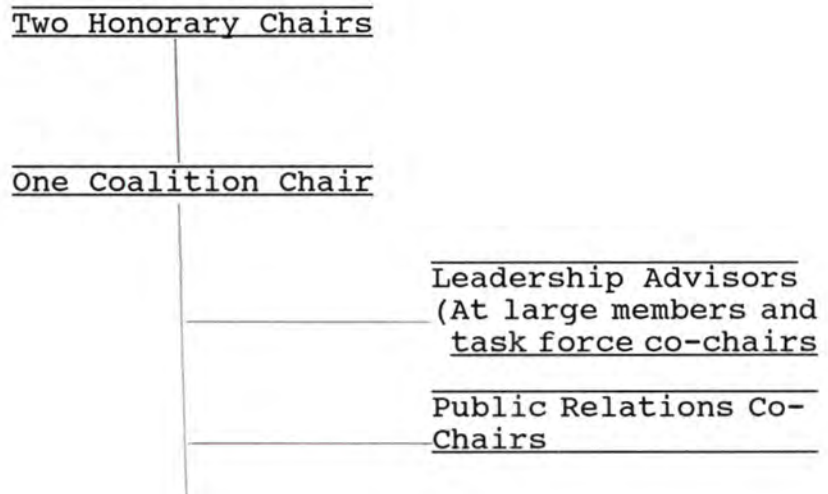
In Houston, Texas, the Volunteer Center recruited the President of a College, the President of Shell Oil Company, and the President of Exxon Company, USA to serve as co-chairs of a partnership to increase volunteerism, increase the visibility of the Volunteer Center and improve volunteer management of community organizations. The President and Chairman of a Houston-based Foundation also served as Honorary Chair. (2)

Honorary Chair

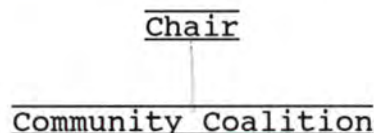


Three Co-Chairs

In Memphis, Tennessee, the Volunteer Center recruited the President of a local corporation, the City Mayor and the County Mayor to serve as honorary chairs of a partnership to expand volunteering by sector. (2)



In Pittsburgh, Pennsylvania, the Volunteer Center of the United Way recruited a Chairman and used the Chairs of Five working task forces as part of the Leadership Structure to create a culture within volunteer suppliers and volunteer users that promotes and enhances volunteerism; and to get urgent, priority community needs out in public in way that allow them to be impacted. (2)



Leadership Characteristics

Characteristics and skills that good coalition leaders possess include:

- *ability to guide the group toward the coalition's goals, while seeking to include and explore all points of view;
- *belief in the coalition's mission and purpose;
- *wide-respect and recognition as a leader in the community;

- *knowledge about the community and organizations in the community;
- *skill and persuasiveness in oral and written communication;
- *access to other community leaders;
- *leadership experience and
- *time to commit to leadership. (1)

Creating an Inclusive Leadership Coalition

To successfully mobilize the entire community around your mission and purpose, it is important to be as inclusive as possible. Successful coalitions seek to include as many segments of the community as possible, including members of different cultural, racial, ethnic, age, and income groups. Individuals or institutions not likely to be involved need to be brought into the coalition.

Strive for top leadership of institutions or organizations who have access to, communicate regularly with other members of the same sector or represent interests which are important to the accomplishment of your mission. If you have identified a chairman or president of the coalition, that leader should be involved in identifying other key top leadership to involve in the coalition.

Potential members of the coalition could include members from the following sectors:

Education: School administrators, superintendents, teachers, school board members, PTA Presidents, College or University Presidents or Leaders;

Business & Labor: Corporate CEOs, Small Business Owners, Executives with particular expertise in areas of the coalition's needs, i.e. public relations, finance, Union Leaders, and employee volunteer program administrators.

Government: City or County Officials, State Representatives, Public department officials, i.e. Department of Social Services, Bi-partisan political leadership.

Civic Organizations: Presidents of Rotary, Jaycees, Junior League, Kiwanis, and Professional Organizations.

Foundations: Community, Corporate, and Private Foundation leaders.

Media: Local television, radio, and print executives.
CEOs of local advertising firms.

Religious Organizations: Pastors, church leaders,
youth group leaders, outreach directors.

Associations & Groups: Senior citizen groups, youth
groups, ethnic leaders, President of local directors
of volunteers in agencies, and trade associations.

Volunteers: Community leaders, parents, youth, seniors,
and other interested citizens.

Entrepreneurs: Small business starters, consultants,
volunteer leaders of grass-roots movements.

Organizations of the community infrastructure like United Way, Volunteer Center, and Information and Referral Services should be included through the involvement of board or staff leadership.

The Michigan Campaign for Volunteerism's Campaign Committee comprised of over 40 networks of organizations may serve too, as a resource lists for local links. This committee is listed in the preface.

Once every prospective participant is listed, the initial Coalition and its leadership narrows the number down to a workable coalition size and a final list of invitees to attend to a first meeting. Composition of the coalition should include a good balance of male and female participants, diversity in age including youth and senior representation, and a multiplicity of ethnic or cultural backgrounds. Those not invited to serve on the coalition may be later invited to serve as additional objectives are added or as a part of an ad hoc committee structure.

Hosting the First Meeting

The agenda of the first meeting should be structured to allow time for presentation and discussion of the proposed mission; group discussion as to the specific focus or objectives of the coalition and implementation of next steps.

Attention should be given to structural or operational considerations such as how often the coalition will meet and other logistical issues.

It may be helpful to appoint a subcommittee to define and or refine the mission, goals and objectives, as well as roles and responsibilities of the coalition members. This subcommittee should also recommend possible priority activities of the coalition.

This planning subcommittee will also explore what human, in-kind, and cash resources will be necessary to accomplish the coalition's goals and begin identification of where those resources may be secured.

Developing A Plan

The planning subcommittee or task force assigned to develop a plan, will use the results of the needs assessment, focus groups, key leadership interviews, and other data to determine the key objectives which support your overall mission. It may be necessary to brainstorm all the possible objectives or directions in which the coalition's purpose can be accomplished and build consensus around the top three to five goals. Taking on more than five objectives may create an unfocused, unmanageable agenda.

Once you have identified three to five key objectives, the coalition may want to develop subcommittees which will work on the management, accomplishment, and evaluation of those objectives.

- 1) From The Community Collaboration Manual, The National Assembly of National Voluntary Health and Social Welfare Organizations, 1991.
- 2) From Local Area Network Pilot Cities, 1991 Initiatives, The Points of Light Foundation, 1992.

Steps to Establishing The Community Leadership Coalition

- _____ Build support for the need to build a community leadership coalition
- _____ Draft an initial statement of purpose
- _____ Conduct an informal needs assessment to gather data which substantiates the need for the Coalition and the objectives it may undertake
- _____ Determine the Structure for the Coalition, including what leadership is needed
- _____ Create a target list of individuals, organizations, and institutions which is inclusive of all segments of the community for possible membership
- _____ Host the first coalition meeting
- _____ Revise the Coalition's mission and purpose if necessary based on member's or the community's participation
- _____ Develop a plan
- _____ Establish evaluation methods or measures of success
- _____ Celebrate Success

THE PROBLEM: TO KEEP AMERICA GREAT BY KEEPING IT COMPETITIVE

What To Do In Your Community

By George Romney

America is the "last, best hope of Earth." No other nation can do what we must do. But our ability to do what we must do is slipping away unless we do what no great nation in history has ever done. John Steinbeck wrote, "No great nation has ever achieved plenty, comfort and leisure and remained great."

In my youth I resided in London when the British Navy ruled the world and the sun never went down on its flag. It's gone through the historical great nation cycle in my lifetime. America is on the same path. It will not get off without committed leadership at national, state, and local levels. It will not get off without that leadership enlisting and organizing people in volunteer community service. It will not get off without changing the behavior, attitude and relationships that are creating two societies including an underclass in communities throughout the land. It will not get off until its declining competitiveness is reversed.

In his "A Call to Economic Arms", Senator Paul Tsongas writes: "The Nation must address the non-statutory needs of our fellow countrymen and countrywomen. It's not just money...Not just government programs. It's one-on-one, human being to human being, volunteerism and private institutional outreach."

"Mentoring in the public schools...is an example but it's more than that. It is a way of thinking. It's white, male America truly pondering what it is like to be a woman or a person of another color and trying to break through to acceptance. It's recognizing that...equal opportunity...is not possible for those who every day cannot rest in the assurance that they are automatically esteemed.

That esteem must be established.

If it is not, we will always have a lesser society. We will also always have an underclass. And it will be increasingly alienated. It will be an unending source of violence to itself and to others. And it will serve as a monstrosly heavy burden on our society as we seek to compete with societies free of such turmoil. Indeed, it will preclude any hope of competing successfully."

In his latest book, Seize the Moment, Richard Nixon points out, "The only way to lift people out of the underclass is to change their behavior. This requires national leadership. But above all, it depends on local and community leadership."

The seriousness of our declining competitiveness extends beyond those in the underclass. Yankelovich points out, "Our faltering competitiveness is undermining the foundation of America's social stability: the ability of the society to offer genuine equality of opportunity through the mechanism of economic growth. The success of the traditional American strategy - advancing equality of opportunity - depends on the broad-based growth in manufacturing as well as services. ...If the American dream becomes a mockery for tens of millions of Americans, not just inner-city minorities, the nation can expect rising levels of violence, crime, drug addiction, rioting, sabotage, and social instability. The stakes for addressing the nation's competitive flaws are broader than economics. They go to the heart of America's viability as a democratic society."

Business leaders and others support the judgment that a major reason for declining competitiveness is public education's failure to educate.

Business leadership generally has recognized the inter-relationship between competitiveness and education but has not yet recognized the inter-relationship between education, our vitally serious social problems and the monstrous underclass burden. In the case of education, there is a helpful exception and that is the Minnesota Business Partnership chaired by James Renier, CEO of Honeywell. In their last report, they conclude that "Education - as currently viewed - is really the sum of two elements: the academic program and the learning readiness requirements for that program. Instead of one crisis, the large educational system is suffering from crises on two fronts. To meet society's demands for improved educational achievement, our children must surmount a myriad of social and family problems. Teachers are finding themselves performing nontraditional and unfamiliar tasks formerly performed by the family. The schools are not equipped to respond to both priorities at the same time."

"Students are increasingly in need of social services and programs to attain learning readiness. Knowledge cannot be injected into students. Children cannot learn until and unless they are ready to learn."

While Yankelovich accurately states the importance of competitiveness to social stability and viability of democracy, and the Renier Minnesota Study accurately states the necessity of surmounting social problems to achieve learning readiness on which successful education depends, neither proposes fully effective "how-to" strategies.

Renier only says "employers should enlist employee volunteers to assist in school readiness programs" but he doesn't tell how. Yankelovich does stress the need for public judgment but not as it relates to learning readiness on which successful education depends. However, both stress the magnitude of action that is needed. Yankelovich says, "The global competitive battle is a matter of what the entire society does - government, managers, employees, unions, educational institutions, consumers, and taxpayers." Renier says, "To get education back on track, our whole society sooner or later must participate. This includes families, government, social agencies, business and schools. All segments of society must cooperate."

All segments of society cooperating in a community depend on committed, inclusive, community leadership. Most of all on local government, business, community leadership. The purpose of the Michigan Year of the Volunteer Campaign is to assist you in organizing all segments of your community in "one-to-one, human being to human being, volunteerism and private institutional outreach." The attachments tell how this can be done and how the campaign organization will help you in your community.

America's Future



Ann Wilson, the mother of a murdered son, said, " I'm not in trouble, we're all in trouble." We now widely recognize we are in economic trouble, but we have not yet recognized the inter-relationship between our economic troubles and our social troubles. This has occurred despite unprecedented levels of teenage murders, teenage pregnancies, teenage crime, teenage substance abuse, teenage suicide and teenage dropouts. We have teachers trying to educate children who because of social problems are not ready to learn. We have fragmented communities creating two Americas-- inner city America and suburban America. We have rare racial and religious diversity, racism, and a growing underclass.

Senator Tsongas in his "message" points out the underclass is an "horrendous economic burden" that will "prevent us from ever being competitive." Our gender, racial and social problems cannot be overcome he concludes, "just with money, or just with government programs, but only by one-to-one, human being to human being, volunteerism and private institutional outreach." That's because our social problems are largely behavioral. They are also largely local.

We have another vital problem. America became great not primarily as a result of what government did for the people, but primarily because of what people did for themselves. Up until the early part of this century, as the people face problems too big for individual solution, they did not turn first to government. They said, " What can we do about it?" and organized voluntarily and cooperatively. In recent decades faced with such problems, people have begun first asking, "What's the government going to do about it?" As a legacy from the earlier attitude, we still have the greatest structure in the world of people helping people. But even though adult volunteers gave 21 billion hours and teenagers contributed 2 billion dollars last year helping others without pay, our social problems have continued to explode. Unless they are reversed, we will not be competitive or have economic growth. If we don't have economic growth and greater job opportunities, our social problems will continue to increase.

The social problems we face cannot be reversed without greater leadership, nor can they be addressed without many more people helping people. Helping to solve them is a responsibility of every citizen and the three sectors of our society-- government, profit, and voluntary. Above all it will require bi-partisan, nonpartisan leadership nationally, and especially in states and in local communities. The President is our most influential leader and he should establish the pattern for such leadership by inviting his predecessors to join him as the Commission has urged and persuade Governors and Mayors to do the same.

What should be the focus of their leadership? To persuade business, labor and inclusive community leadership to join in organized battling of our social problems in every community led by an inclusive community leadership coalition. Each community leadership coalition should see that its community is benefitting from two things: 1) the proven infrastructure needed to mobilize people, resources, and media support; and 2) to make sure its community is using successful problem solving methods employed anywhere in the nation. That's because somewhere in the nation every social problem is being solved.

For this to be successful, we must end the confusion being created by indiscriminate use of undefined labels for the three generic segments of the voluntary sector.

At present, national service, community service, and volunteer service are used interchangeably. For meaningful communication and dialogue, it is important to define each one.

To me, national service is a voluntary service program, compensated or uncompensated, but funded and administered by the federal government. Volunteer service is voluntary unpaid service. Community service is all other forms of voluntary service including the one funded but not administered by this Commission. The most extensive, least costly and most effective form of voluntary service in solving social problems is volunteer unpaid service. Our most honored citizens in peace time should be those who give time and money because they care. It should be the objective of the other two forms of voluntary service to become bridges for their participants to become lifetime unpaid volunteers.

A volunteer is doing what genuine citizenship requires. President Eisenhower said, "To blend without coercion, the individual good with the public good is the essence of citizenship in a free society."

Helen Keller said, "Not until we can refuse to take without giving can we create a society whose chief activity is the common welfare."

Even if the government had the money our problems could not be overcome with, "just money or good programs." When we did domestically, we largely squandered it. They can only be overcome with "one to one, human being to human being, volunteerism, and private institutional outreach."

GOVERNMENT

THE FOUR CHALLENGES

Essentials For Competitiveness and Economic Growth

George W. Romney

The problem is that the United States is losing the strength required to remain the "last best hope of the earth" both by example and power. It is losing it because its global competitiveness economically is declining, especially in manufacturing.

How serious is this domestically? Yankelovich writes: "Our faltering competitiveness is undermining the foundation of America's social stability: the ability of the society to offer genuine equality of opportunity through the mechanism of economic growth. The success of the traditional American strategy -- advancing equality of opportunity -- depends on the broad-based growth in manufacturing as well as services. ...If the American dream becomes a mockery for tens of millions of vigorous young Americans, not just inner city minorities, the nation can expect rising levels of violence, crime, drug addiction, rioting, sabotage, and social instability. The stake's for addressing the nation's competitive flaws are broader than economics. They go to the heart of America's viability as a democratic society."

There are many cases for the nation's weakening competitiveness but the public, experts and business leaders support the judgment that a major one is public education's failure to educate. Business leaders are providing leadership and money to improve education. The President is giving it his active leadership and educators are asking for help.

However, to avoid failure to recognize a cause, we must remember that education could be both a symptom and a cause. In fact, it is both.

The President's education strategy is to ask both business and government to supply hundreds of millions of dollars to build model schools. This should be of some help but it will not accomplish what needs to be done to make necessary improvements in education. That will require both the Commission on National and Community Service and the Points of Light Foundation to collaborate and succeed.

Business leadership generally has recognized the inter-relationship between competitiveness and education but has not yet recognized the inter-relationship between education and POLF's mission. There is a helpful exception and that is the Minnesota Business Partnership. In their last report, they conclude that "Education -- as currently viewed -- is really the sum of two elements: the academic program and the learning readiness requirements for that program. Instead of one crisis, the large educational system is suffering from crises on two fronts. To meet society's demands for improved

educational achievement, our children must surmount a myriad of social and family problems. Teachers are finding themselves performing nontraditional and unfamiliar tasks formerly performed by the family. The schools are not equipped to respond to both priorities at the same time."

"Students are increasingly in need of social services and programs to attain learning readiness. Knowledge cannot be injected into students. Children cannot learn until and unless they are ready to learn"

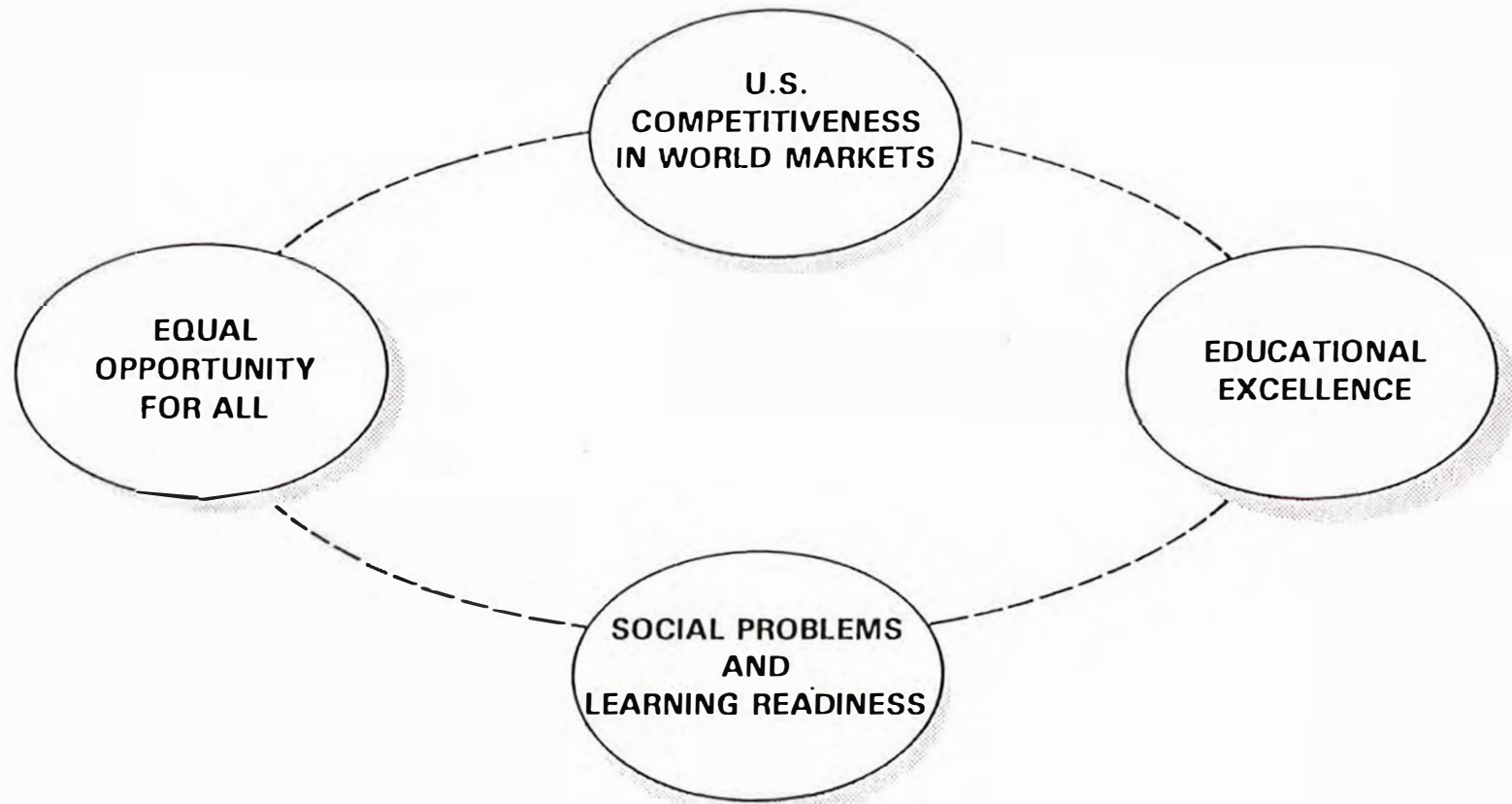
For learning readiness, social problems must first be surmounted, and surmounting the nation's vitally serious social problems is the mission of the Points of Light Foundation.

While Yankelovich accurately states the importance of competitiveness to social stability and viability of democracy, and the Renier Minnesota Study accurately states the necessity of surmounting social problems to achieve learning readiness on which successful education depends, neither proposes fully effective "how-to" strategies.

Renier only says "employers should enlist employee volunteers to assist in school readiness programs" but he doesn't tell how. Yankelovich does stress the need for public judgment but not as it relates to learning readiness on which successful education depends. However, both stress the magnitude of action that is needed. Yankelovich says, "the global competitive battle is a matter of what the entire society does - government, managers, employees, unions, educational institutions, consumers, and taxpayers." Renier says, "to get education back on track, our whole society sooner or later must participate. This includes families, government, social agencies, businesses and schools. All segments of society must cooperate."

It will take joint and separate action by the Commission on National and Community Service and the Points of Light Foundation to mobilize "all segments of society" in communities across the nation.

Essentials for Competitiveness and Economic Growth



The Inseparably Linked Circle
STARTS HERE

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. letter	Thomas Ehrlich to President-Elect Clinton; re: Voluntary Youth Service (1 page)	12/14/1992	Personal Misfile

COLLECTION:

Clinton Presidential Records
National Service
Rick Allen
OA/Box Number: 2147

FOLDER TITLE:

State Files - Michigan

2013-0661-F
jp4919

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

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RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]



THE UNIVERSITY OF MICHIGAN

OFFICE OF THE VICE PRESIDENT FOR GOVERNMENT
RELATIONS AND SECRETARY OF THE UNIVERSITY

2014 FLEMING ADMINISTRATION BUILDING
ANN ARBOR, MICHIGAN 48109-1340
313 763-5553 FAX 313 936-0775

9 April 1993

Ms. Susan Stroud
Senior Advisor to the Director
Office of National Service
Room 145
OEOP
Washington, D.C. 20500

Dear Ms. Stroud:

I regret that you and Mr. Segal were unable to visit our campus last week, but was delighted that you could work in some time to meet with Maureen Hartford, Walt Harrison and Tom Butts at Metro Airport. I am also pleased to know that Mr. Segal has accepted the invitation of Dean Bollinger to speak at the Law School's Commencement this May.

I worked with Congressman Bill Ford's office on some of the arrangements for the visit, and we had planned to give both you and Mr. Segal one of the University's SERVE Week t-shirts. I am enclosing the t-shirts - we hope you like them.

Thank you again for spending time with my colleagues, and we all look forward to welcoming you to Ann Arbor very soon.

Sincerely,

Lisa Baker
Director of Public Affairs

enclosure

U-M students hear pitch for service

Invoking idealism of Peace Corps, U.S. director urges involvement

By STEPHEN CAIN
NEWS STAFF REPORTER

When President Clinton's director of the Office of National Service returned to his alma mater on Saturday, his handlers couldn't resist setting up a "photo op" on the steps of the Michigan Union to echo John Kennedy's announcement of the Peace Corps during the 1960 presidential campaign.

After all, Eli J. Segal hopes to draw on the same wellspring of idealism that Kennedy tapped, but use it to build a program of service that would be nearly 10 times larger than the Peace Corps at its peak.

Segal also played the Kennedy card in a Saturday afternoon University of Michigan Law School commencement address at Hill Auditorium with a call that the soon-to-be lawyers adopt service as their highest value.

"Some things are too important to leave to the law, including justice itself," said Segal, a 1967 U-M Law School grad. "The law frequently allows conduct that is wrong. For example, it is against the law to run a red light but not to let a Somali child starve."

However, the real business of his excursion to Ann Arbor may have transpired in a packed second-floor room of the Michigan

Union when Segal and U.S. Rep. William D. Ford, D-Ypsilanti Township, met with the U-M's Task Force on Community Service Learning.

Segal challenged the task force to help him shape a still undeveloped piece of the proposed national service program, one that would allow students to earn money for their education by performing community service while still in college.

'...Wherever he (President Clinton) talked about national service, there was a resonance with the audience, even though we've gone through three decades of cynicism about the possibility that government can make a difference in communities.'

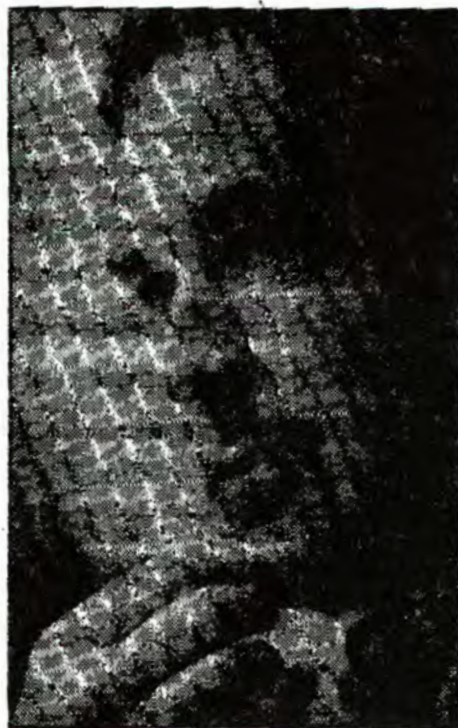
— Eli J. Segal

Task force head Barry Checkoway and U-M Vice President for Student Affairs Maureen Hartford will be testifying in Washington on Wednesday when the House Education and Labor Committee — headed by Ford — has its hearing on the 350-page national service bill the administration introduced only last week.

Clinton campaigned on the economy, deficit reduction and health care reform.

"But wherever he talked about national service, there was a resonance with the audience, even though we've gone through three decades of cynicism about the possibility that government can make a difference in communities," said Segal, who had served as Clinton's chief of staff and finance director at various stages of the campaign.

The first major piece of the national service plan — the establishment of direct stu-



NEWS PHOTO • LINDA WAN

Eli Segal listens to comments on volunteerism Saturday.

...SERVICE, 83

MI
file UMichigan

SERVICE, from B1

Task force challenged

dent loans for college students that bypass the banks and make funds available at lower interest rates — was approved by Ford's committee last Wednesday.

Ford said Saturday that the measure, which would save an estimated \$4.3 billion during the next five years, has just been slipped into a Senate budget reconciliation package in such a way that it is immune from filibuster and thus assured of passage.

Now, the task is to shape the national service program itself. The concept is that young people could earn up to \$5,000 toward college or technical training for each of two years of service in meeting community needs in education, health, human services, the environment and public safety.

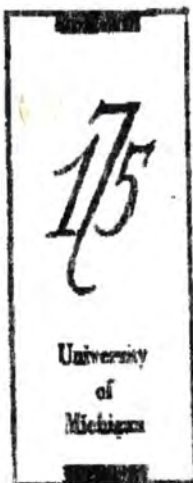
Segal said he hopes to see the legislation passed this summer, to be in business by Oct. 1 and to have 150,000 people working to help meet community needs ranging from tutoring to immunization to environmental cleanup by the end of Clinton's term. "The Peace Corps was never more than 18,000 and now is only 6,000," said Segal. "National service is at the heart and soul of

the president's agenda. If we're smart and we don't over-promise, it can be done."

Segal said he has good models around which to build programs involving young people who will be attending college or technical school with the help of the money they earn, and additional programs through which college grads can pay off their student loans.

He asked the U-M's task force — which works with some 4,400 undergraduate students and several thousand graduate students already doing community service work — to help with the design of national service programs for students while they are in college.

"We have programs in community service learning that involve both meaningful education and meaningful service," said Checkoway, a professor of social work and urban planning. "Everyone will win if we are able to integrate this type of thing with a national service program that would help students pay for their education. National service is a great investment for society to make, and Segal will have our active collaboration."



THE UNIVERSITY OF MICHIGAN

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*file: M1
Inghen-ed*

Date: March 5, 1993

No. of Pages to Follow: 2

To: Susan Stroud

From: Laurie Fenlason

Regarding: Research supporting academic
benefits of service.

Please call at the number

above if you have questions.

News and Information Services

March 5, 1993 (4)
Contact: Diane Swanbrow
Phone: (313) 747-4416

412 Maynard
Ann Arbor, Michigan
48109-1389

All study, no service, makes college students
duller in class, U-M study shows.
Good deeds not only their own reward,
but also help students achieve academic excellence.

ANN ARBOR--College students who take part in community service end up earning better grades than students who spend all their time cracking the books, a University of Michigan study shows.

The study, conducted by political science Prof. Gregory B. Markus, a researcher at the U-M Institute for Social Research, is one of the first to link good deeds in the community with good grades in a college course.

Jeffrey Howard, director of the U-M Office of Community Service Learning, and David King, an assistant professor at the John F. Kennedy School of Government at Harvard University, collaborated on the study with Markus.

For the study, the 89 U-M undergraduates enrolled in Markus's semester-long course on "Contemporary Political Issues" were randomly assigned to one of two sections: the traditional group, which prepared a term paper requiring 20 hours of library research, or the service group, which provided 20 hours of service with one from a list of community agencies.

There were no significant differences in background characteristics between the 52 students assigned to do library research and the 37 assigned to community service. All the students attended the same lectures, were assigned the same course readings, and took the same mid-term and final exams.

(more)

At the end of the semester, Markus found clear-cut differences between the two groups in grades and class attendance. Students who did library research earned an average grade of 6.42 (B to B+), while students who worked in the community averaged 7.47 (B+ to A-).

On average, 78 percent of the students who did library research attended the biweekly discussion sessions of the course, compared with 85 percent of the students doing community service. At class lectures, the pattern was similar, with 58 percent of the library researchers and 65 percent of the community activists attending. "Lectures were held at 9 a.m.," Markus notes.

Students engaged in community service also were more likely than others to feel that their course performance was up to their potential, that they had learned to apply principles from the course to new situations and that they had developed a greater awareness of societal problems, Markus says.

Markus regards his study as a good example of President Clinton's idea that "community service enriches education" by helping students "not only take lessons they learn in class out into the community, but bring the lessons they learn in the community back into the classroom."

Markus hopes that other professors will replicate the study in their own courses. Still, he notes, the current results suggest that students serving others may also be serving themselves by increasing the odds they'll get good grades.

Markus also has a few suggestions about how to maximize the academic value of student participation in community service. "It's important that the service not be a stand-alone activity," he says. "Instead, it should be integrated into the course, through regular discussions that give students a chance to reflect upon what they're learning in the field and how it relates to what they're reading or hearing in lectures."

####

(GMarkus;PolSci;ISR;LSA) (R1-3;Ed1-3;Rtsp;ISR;D1,2)
(TC/1-8) [markus]

**Task Force on Community Service Learning
University of Michigan**

file: *University of Michigan*
higher ed

Task Force Charge

Established in February 1993, the Task Force has been charged to:

- * review the University's current community service learning efforts
- * propose new directions and initiatives for these activities
- * identify and deconstruct any institutional impediments or barriers to having community service learning be more prominent at the University
- * insure the University's national leadership in community service learning

University Successes

- * 30 year-old community service learning office
- * 20 year-old service-learning course (Project Community)
- * 400% increase in the last five years in student involvement in community service learning
- * funding from the National Commission to publish three volumes on community service learning (including a faculty casebook)
- * research that concluded that involvement in community service as part of an academic course enhances academic learning
- * establishment of a Faculty Award for Distinguished Student Community Service Learning

Questions for Mr. Segal

1. What is your vision for the long-term national service program?
2. What are some exemplary community service efforts at other universities?
3. How can we be of help to the national service office?

Task Force Members

1. Barry Checkoway, Professor of Social Work and Urban Planning (Task Force Chairman)
2. Maureen Hartford, Vice President for Student Affairs
3. Walter Harrison, Executive Director of University Relations
4. Thomas Butts, Associate Vice President Government Relations
5. Mark Chesler, Professor of Sociology
6. Sharon Sutton, Associate Professor of Architecture
7. Frank Cianciola, Associate Dean of Students
8. Jeffrey Howard, Director, Office of Community Service Learning
9. Anita Bohn, Director of Project S.E.R.V.E.
10. Jennifer Bastress, Senior, School of Nursing
11. Carolyn Stone, Rackham Graduate Student

MEMORANDUM

4/2/93

TO: Gloria Johnson

Tuesday, 3-2-93

FR: Mike Russell-(202) 225-5306
Education and Labor Committee

RE: Proposed Ann Arbor, MI service site visit, photo opp
Chairman Ford and Mr. Segal
Friday, April 2, 1993

The University of Michigan Project Serve program has a project located in the Michigan Union (the campus student union building) that would lend itself perfectly to a site visit/photo opp for Mr. Segal and Chairman Ford.

Students from the University, under the sponsorship of the Internal Revenue Service, assist local senior citizens in preparing and filing their income taxes. The seniors come in by appointment to meet with their individual student "tax preparers".

We could time the visit for when the students are busy with the seniors. This would give Mr. Segal and the Chairman an overview of the program, the students would be available to exchange views, as well as some of the senior citizens. The local press could tag along for the visit to cover the various q-and-a's, and would be happy to talk with our principals afterwards.

Several ingredients make this a good hit: volunteer students doing a needed public service, senior citizens benefitting from the service—AND—this is taking place in the very same building where JFK announced the Peace Corps in 1961. We could do a very nice photo opp with Mr. Segal, Mr. Ford, and some students viewing the plaque on the very steps where JFK stood.

I can generate good news coverage for the event.

The event could take place over the Noon hour or very early afternoon after travelling to Ann Arbor from East Lansing. The Detroit Metropolitan Airport is 1/2 hour away so you could catch an afternoon plane to DC or your next destination.

1:30-2



Adrian College
Dr. Stanley Caine, President

Albion College
Dr. Melvin L. Vulgamore, President
Co-Chair, MCC

Alma College
Dr. Alan Stone, President

Calvin College
Dr. Anthony J. Diekema, President

Grand Valley State University
Mr. Arend D. Lubbers, President

Hope College
Dr. John H. Jacobson, Jr., President

Kalamazoo College
Dr. Lawrence D. Bryan, President

Lake Superior State University
Dr. H. Erik Shaar, President

Lansing Community College
Dr. Abel B. Sykes, Jr., President

Michigan State University
Dr. John DiBiaggio, President
Co-Chair, MCC

Northern Michigan University
Dr. James B. Appleberry, President

Oakland Community College
Dr. Patsy J. Fulton, Chancellor

University of Michigan
Dr. James J. Duderstadt, President

Wayne State University
Dr. David W. Adamany, President

Western Michigan University
Dr. Deither H. Haenicke, President

AN OVERVIEW

The Michigan Campus Compact (MCC) is an action-oriented coalition of colleges and universities whose mission is to illustrate, by word and deed, a clear commitment to community service and the development of a life-long service ethic. The MCC promotes "education for citizenship" by encouraging service and internship experiences which develop a student's sense of civic responsibility. MCC members believe that direct student contact with complex social problems and efforts to solve them provide students with experiences that ask them to reflect critically on the world around them and to take an active role in their community. These real world experiences introduce students to civic involvement and lay the foundation for a lifelong ethic of public responsibility and community service that enables them to become committed, compassionate citizens.

The development of such an ethic serves both the general community and the student. Skills gained by students through participation in community service activities are applicable far beyond their college years. Through these activities

students develop the following skills: leadership, problem solving, the ability to collaborate, listening, and self discipline. Students learn to take initiative and responsibility. Such involvement helps students gain a greater understanding of the issues which face our nation, increases their commitment to addressing these problems and prepares them for the increasingly multi-cultural society in which we live.

Formed in 1989, the coalition is currently composed of fifteen private and public, four year and two year institutions of higher learning in the state of Michigan. Through its membership, the Compact has worked to strengthen existing community service projects, to encourage the creation of others, to promote academic programs and public policies that encourage and support student community service and to foster cooperation and mutual discovery between the public and private educational sector.

Membership in the Michigan Campus Compact gives institutions access to:

- **Venture Grants** - Financial awards ranging from \$500 to \$5,000 which are awarded to individuals or groups from member institutions to encourage the development of innovative public and community service projects. Funded projects may include, but are not limited to, direct service activities, research, curriculum initiatives and the testing of model programs. In the last two and half years MCC has provided \$144,000 in Venture Grants to its member institutions.
- **Technical Assistance** - Assistance is provided in a variety of forms by the MCC. *Consultant Service* - The executive director consults with each member institution about ways to improve or strengthen its community service program. In addition, members receive at least one on-site visit a year from the executive director. *Survey* - As each member institution joins the MCC a survey of student attitudes towards volunteerism is conducted. This survey helps to establish baseline data on the number of students involved in community service and the kinds of community service opportunities available. It also explores the quality of existing programs and student motivation for initiating and continuing community service, as well as documenting reasons for student non-involvement.

Such information should allow member institutions to pinpoint commonalities and differences among member campuses and make it possible for MCC to encourage collaborative efforts between member schools. *Seminars / Workshops* - In the last two years MCC has sponsored a number of workshops, including those held at Alma College, Albion College and Michigan State University on a number of issues of interest to member schools, including the integration of service in the curriculum.

- **Educational Enhancement Opportunities** - MCC provides support for students, administrators and faculty members to attend conferences and workshops around the state and country. In 1989 MCC provided assistance to 30 individuals from member institutions to attend conferences and workshops; in 1990 this number grew to over 100; and in 1991 the number reached over 130.
- **Opportunities for Networking and the Development of Leadership Skills** - Member institution presidents and other key administrators, staff, faculty and students are brought together on a regular basis. MCC hosts an annual statewide conference and holds committee meetings, seminars and workshops throughout the year to facilitate the discussion and exchange of ideas.
- **Resource Materials** - MCC functions as a state-wide clearinghouse, providing resource materials from a variety of sources to its member institutions. A resource bibliography details academic, technical and practical information which are available in the office. MCC also distributes materials from the national Campus Compact, and other affiliates, including Campus Outreach Opportunity League (COOL) and Youth Service America. In addition, MCC publishes a quarterly newsletter, Spotlights (short how-to pamphlets), a summary of funded Venture Grants, an informational overview, and an annual report.
- **Internships** - MCC is in the process of developing nine internships within the area of community service and the nonprofit arena. The Compact has set aside \$22,500 to fund its first cycle of internships.

- **Student Community Service Awards** - Three students are chosen annually by MCC for their outstanding contributions to public service in their community and awarded \$1,000 to be used on a community service project of their choice.
- **Membership in the Campus Compact: the Project for Public and Community Service** - The Michigan Campus Compact is one of three state-wide coalitions affiliated with this national organization, which seeks to create public service opportunities for college students and to develop an expectation of service as an integral part of student life and the college experience. As a state compact, Michigan receives technical assistance and support, has access to a national clearinghouse of information on campus service activities, participates in national conferences and regional meetings, is kept informed of relevant state and national legislative activity, and participates in special projects to research student service, to link service with the curriculum and to involve students in mentoring youth at-risk. MCC member institutions also have access to a number of Campus Compact programs including "Going Global," a Peace Corps Internship program, and the Student Humanitarian Awards program.

The Michigan Campus Compact endeavors to utilize the collective expertise and experience of its participant campuses in establishing a common base of knowledge from which to build a more effective community service network. It seeks to initiate new projects and to enhance those already in existence. It works to generate new ideas, to build consensus on issues, to assist collaborative efforts, to foster public awareness, to encourage greater communication and to provide new program incentives, all with the larger objective of encouraging life-long commitment to community service.

The Michigan Campus Compact, 32 Kellogg Center, East Lansing, MI 48824
Phone: (517) 353-9393 Fax: (517) 353-1872

The Michigan Campus Compact is funded in part by a grant from the W.K. Kellogg Foundation of Battle Creek, Michigan.

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AWAKENINGS

AGENDA

Friday, April 2, 1993

8:00-8:00 a.m.

REGISTRATION & CONTINENTAL BREAKFAST
Lincoln Rooms A & B

8:00-5:00 p.m.

RESOURCE ROOM featuring displays from state, national and regional community service organizations. Lincoln Room.

9:00-10:00 a.m.

GENERAL OPENING SESSION AND KEYNOTE ADDRESS.
Lincoln Room.

Guest Speaker:

10:00-10:15 a.m.
BREAK

10:15-11:30 a.m.

FIRST CONCURRENT SESSIONS

1A: Curriculum Development - Faculty Involvement and the Search for Shared Perspectives. Dr. Myron Levine, Albion College. Room 101.

1B: Pedagogy, Principles and Semantics of Service Learning. Dr. Arden Moon, Chris Hammond, Gail Hilleke, Michigan State University. Room 104.

1C: National Service or National Diservice? Steve Conn, Empty the Shelters. Room 105.

1D: Grassroots Activism: Working on the Front Line - Clementine Barfield, Save Our Sons and Daughters - SOSAD. Room 106.

1E: Service Strengths of Non-Traditional Campuses - Lyvian Conner, Campus Compact Center for Community Colleges. Conference Room 62.

11:45-1:30 p.m.

MCC FACULTY/STAFF AND STUDENT COMMUNITY SERVICE AWARDS

Award Presentations by MCC Co-Chairs: Dr. Gordon Guyer, President of Michigan State University and Dr. Melvin Vulgamore, President of Albion College.

1:45-2:45 p.m.

SECOND CONCURRENT SESSIONS

2A: Scholars Forum - Recipients of the MCC Faculty Community Awards share their visions and strategies for integrating service and academic study. Room 104.

2B: National and State Resources for Community Service - Diana Algra, Michigan Community Service Commission, Julie Busch, Michigan Campus Compact, Octavia Vaughn, MCC/COOL, and Maria Marinoldes, Michigan K-12 Service Learning Center. Room 105.

2C: Beyond Critical Thinking to Action Skills: A Model for Citizen Action - Deb Roe, Oakland Community College. Room 101.

2D: How To Do Service Learning from a Community Development Perspective - Rhonda Berg, Calvin College. Room 106.

2E: Facing the Challenges of the Non-Traditional Campuses - Vince Mathews, Wayne State University; Kurt Stanley, Lansing Community College; Tim Cooper, Oakland Community College and Harvey Burnett, Andrews University.

2:45 - 3:00 p.m.
REFRESHMENT BREAK
Lincoln Room.

3:00 - 4:00 p.m.

3RD CONCURRENT SESSIONS

3A: Poster Sessions. Experts from across the state share their latest initiatives. Topics include:

- Alma College: A Service Learning Model
- Volunteer Centers & College/University Partnership Models
- Teacher Education and Service-Learning
- Into The Streets
- Venture & Generation Grants
- Alternative Spring Breaks
- Service Weeks
- Phi Theta Kappa
- Service Clubs
- Student Coalitions
- Mentoring Collaboratives
- Mentoring
- Science Literacy
- Linking Leadership & Service
- Gerontology

3B: Scholars Forum Continues
Room 104.

4:00-4:30 p.m.

WAKE UP CALL

Special Guest Speaker: Steven Conn, Co-Founder of Empty the Shelters and Graduate Student in History at the University of Pennsylvania.

STUDENT EMPHASIS

The remainder of the conference focuses on the student and youth experience. Activities will be based in the South Baptist Church of Lansing.

6:00 p.m.

Ice Breakers and Pizza
Barry Stearns and Kurt Stanley lead this interactive session.

8:00 p.m.

Discussions with Neighbors United in Action and Fabulous Acres Neighborhood Association

9:00 p.m. - Student Networking

10:00 p.m.

Games and Relaxation

Saturday, April 3

8:00 a.m. Continental Breakfast
Michigan Room

9:30 a.m.

Orientation to Service Experience
Presentation and discussion with the Lansing Area Homeless Persons Union, the Lansing Area Rotating Sanctuary, Habitat for Humanity, Neighbors United in Action, and the Fabulous Acres Neighborhood Association.

10:30 a.m.

Service Experience at a Habitat Site and at Lansing Area Rotating Sanctuary



31 KELLOGG CENTER
MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN 48824
(517) 353-9393

147

Post-It™ brand fax transmittal memo 7671		# of pages > 2
To	Gloria Johnson	From
Co.	Office of National Service	Co.
Dept.	Public Liaison	Phone #
Fax #	202-456-2461	Fax #
		517-353-9393
		517-396-1327

February 14, 1993

Ms. Gloria Johnson
Office of National Service
Public Liaison
FAX: 202-456-2461

Dear Ms. Johnson:

Many, many thanks for all your efforts to arrange for Mr. Segal to speak at our Third Annual Conference. A copy of the program is attached for your review. I apologize for the small type - we have it formatted as a tabloid and were trying to run a copy for the FAX machine.

Please call if you have any questions or if further information would be helpful.

Best wishes as you move forward on a very important agenda!

Sincerely,

Chris Hammond

Christine Hammond

Michigan Campus Compact
32 Kellogg Center
Michigan State University
East Lansing, MI 48824-1022
Telephone: (517) 353-9393
Facsimile: (517) ~~353-1327~~ 336-1327

FACSIMILE TRANSMITTAL FORM

DATE: February 19, 1993

TO: Ms. Gloria Johnson

ADDRESS: National Service Office

FAX NUMBER: (202) 456-2461

NUMBER OF PAGES: 2
(Including this page)

MESSAGE:

Per our discussion this afternoon. Please advise if
you should need more information. We are very pleased
Mr. Segal's schedule permits him to come and join with
us and the young people of Michigan.

FROM: Nancy S. Ironside, Assistant Director



Post-It™ brand fax transmittal memo 7671		# of pages > 1
To	Gloria Johnson	From
Co.	Office of National Service	Co.
Dept.	Public Relations	Phone #
Fax #	502-456-2461	Fax #
		517-353-3393
		517-336-1927

March 2, 1993

To: Ms. Gloria Johnson
Public Liaison
Office of National Service

From: Ms. Julie Busch *Julie Busch*
Executive Director

RE: Michigan Campus Compact Spring Conference
April 2, 1993

Congratulations on all the fine work you and the other members of your staff have been doing initiating the national service program. We have all been following the speeches and press reports. The press release you sent yesterday afternoon was most appreciated.

As you know, we are still hoping to receive your final confirmation of Mr. Segal's presentation to our annual conference on Friday, April 2, 1993. I believe you will be pleased to know that we have contacted the office of Congressman William Ford and have invited him to provide an overview of congressional efforts on National Service and to introduce Mr. Segal to his Michigan constituents. At this point, Mr. Ford's schedule will permit him to participate and we look forward to his confirmation as well.

We understand the tremendous workload your office must be facing in these initial weeks yet we continue to hope that you will find it possible to confirm Mr. Segal's participation as soon as possible.

Many thanks for your efforts on behalf of the Michigan Campus Compact. I hope that we will have the opportunity to meet in person at some future date.

cc: Mr. Eli Segal
Ms. Susan Stroud



31 KELLOGG CENTER
MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN 48824
(517) 353-9393

January 25, 1993

Mr. Eli Segal
Office of National Service
Old Executive Office Building
Washington, D.C. 20500

55 minutes

Dear Mr. Segal:

It gives me great pleasure to extend this formal invitation requesting that you provide the keynote address at the annual conference of the Michigan Campus Compact, Friday, April 2, 1993.

As the enclosed information indicates, Michigan Campus Compact (MCC) is an action-oriented coalition of colleges and universities dedicated to fostering and supporting the service ethic in higher education. Chartered by five colleges in 1988, we were among the first of the state compacts to develop from the national Campus Compact - The Project for Public and Community Service. Today, 19 post-secondary institutions have joined MCC and we anticipate further growth in the years to come.

The theme for the 1993 conference is *Awakenings*, - an appropriate title for those wishing to respond to the clarion call issued in President Clinton's inaugural address. Conference participation extends beyond Michigan to include institutions from the surrounding Midwest region; registrations are expected to number approximately 200.

Mr. Segal, we know that our members, and educators throughout the Midwest, are anxious to learn more about the vision and the direction your administration will bring to community service. Furthermore, I doubt that you will find a more committed and more energized audience than the one which would welcome you to East Lansing, Michigan. We do hope that you will be able to join us.

January 25, 1993

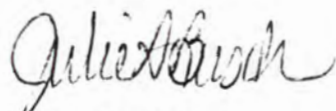
Page 2

As is usually the case with service-centered organizations, we cannot offer much in the way of monetary reward for your efforts. Your travel, accomodations and conference fees would, of course, be provided and we could offer a modest honorarium as well. Please alert us to your requirements in this regard. The conference will be held at the Kellogg Center of Michigan State University in East Lansing, Michigan. The keynote address is scheduled for 9:00 a.m. - 10:00 a.m.

I do hope that the enclosed information is helpful and that we will soon have the opportunity to meet personally. A member of my staff will call you assistant, Karen, in the coming week to answer any additional questions you might have and, we hope, to confirm your participation.

With every good wish as you begin your new responsibilities.

Sincerely,



Julie Busch
Executive Director

Hammond
Chris 117 353 97
Nancy Ironside

JB/ch
Encl.

NEWS RELEASE

COMMITTEE ON EDUCATION AND LABOR

William D. Ford (Michigan), Chairman

U.S. House of Representatives
Washington, D.C. 20515

2181 Rayburn House Office Building
(202) 225-4527

FOR IMMEDIATE RELEASE
Monday, March 1, 1993

Contact: Mike Russell

CONGRESSMAN FORD PRAISES CLINTON'S NATIONAL SERVICE PROGRAM

Congressman William D. Ford of Michigan, chairman of the House Committee on Education and Labor, today applauded President Clinton's national service proposal. Accompanying Clinton to Rutgers University for the announcement of the program, Ford said, "The proposal has the double value of making a college education affordable and nurturing a more compassionate, public-spirited consciousness among our young people that will spread throughout the country."

Ford, whose committee will have responsibility for approving the national service program when it is sent to Congress, said he looked forward to working with the Administration to develop the program.

The president's proposal initially would involve 30,000 young people in 1994, increasing to at least 100,000 in 1997. Those who enter the program upon completion of college would receive a minimum-wage stipend, health and child care benefits where necessary, and student loan forgiveness of up to \$10,000 for each of the two years of their service. The federal government would fund state, local and private initiatives and existing programs. All federal funds would be leveraged with public and private matches.

Participants -- to include a diverse group of recent college graduates, college students and high school graduates -- would be placed in youth corps, non-profit organizations and college service programs that address pressing national and local problems. The participants will, for example, teach and assist in public schools, staff health clinics, join the police, and work on pollution cleanup and recycling projects.

"We have an opportunity to build a new, domestic Peace Corps, based on the successes and failures of the social programs we enacted in the 1960s," Ford said. "I am gratified that the president shares my commitment to making a college education available to every young person who wants one. Whatever endeavor our participants may choose in their lives, their perspectives will be broadened, and perhaps their career paths changed, by helping to rebuild our country after the neglect of the past decade."

TO Shirk
From Jack Lee