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**YOUTH
SERVICE
AMERICA**

TO: Working Group Members
FROM: Frank J. Slobig
DATE: April 16, 1993
RE: Minutes / Next Meeting

Enclosed are the minutes of both the March 26th and April 2nd Working Group meetings along with the appropriate enclosures.

The next meeting is scheduled for **Friday, May 7th**. The agenda will be mailed to you in advance as the date approaches. If there are any items you would like to see on the agenda, please let Aulani Wilhelm know as soon as possible.

See you at the next meeting!

*file with
other service
organizations*

WORKING GROUP ON YOUTH SERVICE POLICY

April 2, 1993

MEETING NOTES

In Attendance [50 total]: Suzanne Goldsmith (American Alliance of Rights and Responsibilities), Nanine Meiklejohn (American Federation of State, County, Municipal Employees Union), Sam Halperin and Jennifer Cusack (American Youth Policy Forum), Marlene Zakai (B'nai B'rith Youth Organization), Bob Choate (Youth Service California), Kristin Parrish (Campus Outreach Opportunity League), Liz Meitner (Child Welfare League of America), Chris Boyd (City Volunteer Corps), Alan Khazei (City Year), Frank Dirks (Close Up), Catherine Milton (Commission on National and Community Service), Keith Canty, Diane Jackson and Shari Lyons (DC Service Corps), Tess Scanell (Generations United), Carmen Delgado-Votaw (Girl Scouts of the USA), Verna Kuo (Marshall Heights Community Development Corporation), Colleen Akehurst (Maryland Association of Student Councils), Jared Genser (Maryland Student Service Alliance), Ed Block (National Association of Community Action Agencies), Jim Pitofsky (National Association of Partners in Education), Andrew Moore (National Association of Service and Conservation Corps), Jane Robinson Ward (National Council of Nonprofit Associations), Michael Learmonth (National Council of Returned Peace Corps Volunteers), Maria Nagorski (National Crime Prevention Council), Steve Waldman and John Ficara (Newsweek), Sara Hartman (National and Community Service Coalition), Marilyn Smith (National Society for Experiential Education), John Briscoe (PennSERVE), Don Mathis (Pennsylvania Conservation Corps), Laura Citrin (People for the American Way), Chuck Supple (Points of Light Foundation), Lisa Madry (Student Coalition for Adult Literacy Education), Steve Mullen (United States Department of Agriculture - 4-H Extension Service), Stacey Leyton and Deepak Pateriya (United States Student Association), Margie Gilmore (Volunteer Maryland), Kate Frucher (White House Office of National Service), Eden Fisher-Durbin (YMCA of the USA), Nancy Powell (Youth Engaged in Service/ YES!), David Battey and Fran Rothstein (Youth Volunteer Corps of America), and Frank Slobig, Roger Landrum, Vollie Melson, Aulani Wilhelm, Paula Mitchell and Cinnamon Bradley (Youth Service America).

I. Announcements

- A. An upcoming "Summer Challenge-- A Program of Work and Learning" conference co-convened by secretaries Riley and Reich will take place on April 13th and 14th. As part of the conference, a Satellite Town Meeting will take place at 8:30 p.m. on Tuesday, April 13th at the U.S. Chamber of Commerce. Secretary Richard Riley will be joined by Secretary Robert Reich to discuss ways that communities can create partnerships with local businesses, colleges and vocational schools, and other groups to help provide apprenticeships, cooperative learning arrangements, tech-prep programs, and career academies. The Satellite Town Meeting will be an interactive video teleconference featuring panels of in-studio experts.

Communities can view the meetings through downlink sites across the country and can call in with questions via a 1-800 telephone number.

For more information on the Summer Challenge conference call Steve Golightly at the National Alliance of Business, 1 (800) 787-2899. For information about the Satellite Town Meetings, call the Department of Education at 1 (800) USA-LEARN.

- B. The Points of Light Foundation is moving offices this week to a new location on H street. To welcome everyone to the new offices, the Foundation will be holding informational brown bag lunches from 12:30 - 2:00 p.m. on April 14th and 15th. Please contact Chuck Supple for more information.
- C. National Youth Service Day is almost here again! This year National Youth Service Day will take place on Tuesday, April 20th, during National Volunteer Week. The Day is a project of Youth Service America, co-sponsored by the Commission on National and Community Service, the Jefferson Awards, Lutheran Brotherhood, the Points of Light Foundation and the U.S. Conference of Mayors. Fourteen media cities have been chosen to hold big promotional events across the country in support of youth service. In Washington D.C., a rally is tentatively scheduled to take place in conjunction with Public Allies' "Tomorrows Leaders Today" awards ceremony at the White House Rose Garden. It's not too late to participate! For more information, contact Paula Mitchell at 202/296-2992.

II. National and Community Service Coalition Update

Roger Landrum and John Briscoe, co-chairs of the Coalition, gave the Group a brief update on the status of the Coalition. They began by introducing Sara Hartman, the newly hired Project Coordinator for the Coalition. Sara was selected after an extensive search, and interviews by a selection panel consisting of Roger Landrum, John Briscoe, Pronita Gupta, Tracy Sivitz, Andrew Moore, and Aulani Wilhelm.

Sara brings to the Coalition substantial Hill and campaign experience. After working as a staff assistant in Norm Mineta's office, Sara was appointed Personal Assistant to Representative Vic Fazio, acting as liaison between his congressional office and the Democratic Congressional Campaign Committee, which Fazio chairs. Following Bill Clinton's nomination, Sara joined the campaign to do advance work for candidate Clinton. Since the election, she has been working at the U.S. Conference of Mayors, coordinating their lobbying strategy for the President's economic stimulus package.

The Coalition steering committee met before the Working Group meeting with a full agenda. At the meeting, the Points of Light Foundation gave a presentation promoting their legislative extension, \$10 million in federal

funding for fiscal '94 and the establishment by the U.S. Congress of a \$25 million endowment. Subtitle D grantees prepared and circulated a memo of recommendations regarding post-service benefits, seeking greater flexibility in the use of funds to better meet the needs of diverse older participants. The Coalition also discussed a draft position paper outlining a "blueprint" of basic tenets for the national and community service field. The Coalition is in the process of compiling a "target list" of key Members of Congress to tap in support of their efforts. The Coalition urges everyone to contact their constituents and encourage them to utilize the congressional spring recess to invite members of Congress to visit their program, or conduct office visits to talk with members and their staffs.

To join the Coalition or for more information, contact Sara Hartman at 202/296-2992. Membership dues are a minimum of \$25 per organization. Larger contributions are urged.

III. Newsweek Project

Steve Waldman briefed the Group on the long term project he is working on for Newsweek on National Service. Steve has been attending Working Group meetings for four months now, and has also been attending other service meetings and functions, along with meeting with representatives from other groups like labor and education. The stipulation of his assignment is that he will not write anything on national service until some kind of legislation is passed. A photographer from Newsweek, John Ficara, joined Steve this week to take photos of the Group at work.

IV. Service Learning Act of 1993

The Working Group was pleased to have Julia Frifield from Senator Wofford's office and Susan Heegaard from Senator Durenberger's office come to talk about the newly introduced "Service Learning Act of 1993" (S-676). On Tuesday, March 30, 1993, Senators Harris Wofford (D-PA), and Dave Durenberger (R-MN) with the support of Senator Paul Wellstone (D-MN) held a press conference to introduce the bill. The conference was attended by students, educators and administrators from around the country.

[Summary: According to Senator Wofford, the legislation is designed to encourage and support innovative school curriculum reforms that combine classroom teaching with hands-on service in the community. The bill is also aimed to help the President reach his goal of challenging and motivating America's youth through national service, and to elevate the visibility and importance of service-learning, according to Senator Durenberger, who believes that service-learning is a way to "make the whole community a classroom."

The bill defines service-learning as the integration of academic achievement and community service. The Act is designed to accomplish three main objectives: to elevate the visibility and importance of service-learning; to improve the ability of teachers to use service-learning as part of the K-12 curriculum; and to encourage links between education programs and institutions and youth service programs, including ones funded under the National and Community Service Act of 1990. A unique feature of the legislation is that title I of the Act encourages educators to integrate service-learning into the curriculum by using funds from existing federal education programs. It does that by adding service-learning to "allowable uses" of funds under a number of different programs authorized by the Elementary and Secondary Education Act (ESEA), and adding service-learning language to the existing law.]

Julia Frifield said that they felt this year would be a good time to introduce this kind of legislation given the activity surrounding elementary and secondary education with the Elementary and Secondary Education Act up for reauthorization. One goal of the bill is to formally link the Department of Education and the Commission on National and Community Service via the clearinghouse portion of the legislation (see additional summary attached).

Susan Heegaard added that integration of service-learning into education is crucial and is an idea that the President supports. Under title I, \$20 million would be earmarked for state secretaries of education to award comprehensive service-learning grants to school districts. Another \$300 million over 3 years would be directed towards teacher training modeled after the Eisenhower Math and Science program. The women asked for the Group's help in leveraging support for the bill, and urged everyone to contact their members of Congress. At this point they hope to have a House companion bill compiled in the next few weeks. As yet, there is no sponsor in the House.

The staffers then fielded questions from the Group. Jim Pitofsky asked what opposition the bill has received. As the bill is brand new, and a "Dear Colleague" letter hasn't even been sent out to solicit support, no opposition has yet been voiced. Frank asked how the bill fits into national service. The bill is intended to encourage young people to start serving their communities at an early age, and build a foundation to teach people to serve for a lifetime. There are other ties to the National and Community Service Act as well, and more linkages will be made as the bill progresses.

Julia Frifield also announced that "as we speak", Senator Wofford is introducing a bill which would extend the life of the King Holiday Commission and make Martin Luther King Holiday into National Service Day. The bill would authorize \$500,000 per year for National Service Day activities in conjunction with the Commission on National and Community

Service. How this legislation will be coordinated with the current National Youth Service Day is unclear.

V. Report on COOL conference and Road Scholars Program

Kristen Parrish gave the Group a brief summary of the "National COOL Conference: Listen to the Voices, Make the Connections" which took place on March 25 - 28th at the University of Illinois, Champagne-Urbana. Eli Segal and Kate Frucher from the White House Office on National Service attended the conference and conducted the plenary on National Service. The conference focused on developing community service programs in Higher Education and touched on a variety of issues facing young people and the service field today. The conference was attended by approximately 1,500 students, educators, practitioners, and others in the service field. Issues facing various "identity groups" within the service field, like Pan-Africans, Women, Gay/Lesbian and Bi-sexuals, Asian/Pacific Islanders etc. were addressed in group meetings throughout the conference and will help shape the future direction of COOL and define the focus of the COOL Summit later this year.

At the conference, three new programs were introduced, The Road Scholars Program, COOL's on-the-road teams of trainers/consultants who provide low cost technical assistance site visits to colleges and universities wishing to develop or start community service programs; the Pan African Student Alliance, a developing network of African-American college-based programs and individuals focusing on community problem-solving in African-American communities; and From the Hip, a documentation of youth service programs from across the country. For more information about any of these programs, contact COOL at 612/624-3018. A special Working Group meeting was also held at the conference, and was attended by a number of interested new faces who want to be more involved in policy.

VI. Report on USSA National Conference and National Service Forum

Stacey Leyton provided the Group with an overview of the USSA National Conference which took place on March 19 - 22nd. USSA holds two conferences a year, and one is always held in D.C. with a main focus on lobbying efforts. Over 400 students representing 80 - 100 different schools participated in the conference. At the conference, there were lots of opportunities to educate participants on national service. The kickoff of a series of National Service Forums was held at the conference which was televised by C-SPAN. The forums are being sponsored by Young People for National Service along with the United States Student Association, Stanford Project on National Service, and the Campus Outreach Opportunity League (COOL). Planned entirely by young people, the forums are designed to provide a vehicle for young people across the nation to provide input on the direction of the President's national service initiative.

At the Forum, Stacey got the feeling that there is a strong demand for national service among students. Many participants voiced their concerns, however, over the potential barriers to service that were reflected in the ONS summary outline, and in presentations made at the conference by representatives of the White House. Differential benefits, access for non-traditional students, income contingency, and the role of the IRS in the collection of loans were all issues that were raised by testifiers at the forum. Videos of the forum are available. For more information, contact USSA at 202/347-8772.

VII. Young People for National Service Update

Diane Jackson gave an update of Young People for National Service. She began by saying that YPFNS is currently working on a pro/con questionnaire outlining different aspects of the very controversial differential benefits issue of Clinton's national service initiative. The questionnaire will be disseminated to the members and the feedback will be compiled and given to ONS.

YPFNS is looking to rapidly expand over the next few months. Right now, there are over 1,000 members, and the number probably doubled as a result of the COOL conference exposure. Jared Genser mentioned that he is working hard to work with High School networks to increase the involvement of high school students in YPFNS.

Currently YPFNS is working to raise money to start and staff a resource office from which to conduct business. They are also looking to assign a steering committee to take on the tasks of the organization. YPFNS will be having weekly meetings with Kate Frucher from ONS. For more information about YPFNS, contact Diane Jackson at 202/234-2057 or Malkia Lydia at 202/659-8475.

VIII. Discussion of Administrative Options for National Service

Frank Slobig opened up the floor to discuss what the administrative agency for national service should look like. Is the potential relationship between the Commission on National and Community Service and ACTION wise? Is there a middle ground that can be reached?

Roger mentioned that the Coalition will be looking closely at this issue and will put together a consensus piece on basic principles the Coalition would like to see in any administering agency. Sam added that the field has been generally lucky to have had a geographically and politically diverse Commission that has operated in a fairly open manner. He expressed concern that the service movement may become identified as a Bush or Clinton initiative and ignore the work that has been going on for many years.

Therefore, he felt that the independent status of the Commission needs to be maintained. Any "superagency" that is closely tied to the White House automatically sets itself up for criticism. Sam also urged the Working Group to follow the Coalition's lead and go on record in support of the Commission.

Sam's comments spurred other reactions from the Group. Keith Canty was concerned that the Commission has gained expertise in its last year or so of operation, and shifting of responsibilities will have serious consequences. Alan Khazei, former vice-chair of the Commission's board, felt the Commission has tried to do a good job and be responsive to the field. Its limitations lie in its limited staff size relative to the tasks at hand, and relative lack of flexibility in the things it is able to do. By lack of flexibility, Alan meant in its grant making ability which is required to go through state lead agencies in most cases. Its strength, however, is in the hardworking and dedicated staff. Jim Pitofsky asked Alan if he recommends that all subtitle applications should be directly submitted to the Commission? Alan said, no, that would require too big a bureaucracy, but the Commission could expand its areas of grant-making to include different types like continuation grants, venture capital grants, and others. In some of these areas, it makes sense to have applicants apply directly.

Frank steered the Group to look at the governance structure of the Commission. It has a 21 member board with 7 ex-officio members. The current trend in ONS feedback is to reduce the number of members. Is this too big? Some felt that it would depend on who the members were and what they do. There is an advantage in having a multitude of diverse opinions which ensures that the board is not easily swayed. The Commission also can gain wider support by having a larger representation. Jared Genser felt that the board should remain large, but there should be two slots reserved for young people who are "active" participants and will work to increase the visibility of young people in service. Roger observed that there seems to be a growing governmentalization of the field at all levels to control money and centralize efforts through government centered language and direction. In his view, the the national service initiative should be an independent sector program, and the issue at stake is larger than simply who sits on the board.

John Briscoe added that the field needs to make explicit that the National Service Trust is not the National Service Movement and in thinking about government, the two must remain separate. Maybe there shouldn't only be one agency. Would having the Commission and the Trust be so bad?

A few other comments were made by various members. In short, however, it seems that the consensus of the Group regarding the government agency is that it is seeking a flexible, independent, bi-partisan, community focused agency that is not federally dominated, but has mechanisms built in to prevent fraud.

Sam then moved to have the Working Group develop a statement. Sam Halperin, Frank Dirks, Nanine Meiklejohn and Fran Rothstein volunteered to work on the statement.

IX. Summer of Service Update and other CNCS Activities

Catherine Milton reported to the Group that the Commission received between 450-470 applications for Summer of Service grants. Some of the applicants had up to 30 partners for a summer program. Reviewers are coming in to review the applications starting next week. The target date for announcing the grantees is April 16th.

The Commission is also working hard to plan the training components of the the summer initiative as well as the plans for the August summit. There are few details to report at this time, but more information will be relayed soon.

The Summer of Service initiative is a part of the President's economic stimulus package which has passed in the House, but is being held up in the Senate. *[Last months minutes stated in error that the stimulus package passed Congress.]* The package is scheduled to be reconsidered on Tuesday April 20th (National Youth Service Day).

Catherine emphasized that whoever the grantees are, they must understand the huge responsibility they have to conduct a successful program, as all eyes will be watching. Sam added that quality is the key to ensure that the summer of service doesn't become a winter of discontent.

Frank Slobig asked if the Boren bill money had been transferred to the Commission yet. Not yet, Catherine replied, but a target date of April 10th has been set for the transfer. Margaret Gates has been hired to organize the Boren bill programs.

[You may recall that as part of the Defense Appropriations bill (PL 102-396) passed on October 6, 1992, \$40 million in FY'93 was appropriated to the Commission on National and Community Service to support youth corps and youth service programs as part of the military phasedown. Of that amount, \$20 million was provided to administer a newly established federal youth corps. The other \$20 million is for programs, that give special consideration to linkages with military facilities or involve active duty or exiting military personnel in the operation of programs. An additional \$30 million was authorized to the National Guard to establish a pilot Civilian Youth Opportunities Program. The measure was scored by OMB as a legitimate defense expenditure, and the Commission has been waiting for the transfer of funds before beginning its grant-making process.]

From this discussion, several questions were posed, many of which were unanswerable at this time. A roundtable discussion followed, which illustrated the concerns being felt as these legislative initiatives loom.

X. Next Meeting

The next Working Group meeting will be held on:

Friday, May 7, 1993 from 12:30 to 3:00
at Youth Service America,
1101 15th Street, NW, Suite 200.

The steering committee of the National and Community Service Coalition will meet at 10:30 a.m. immediately prior to the Working Group.

SUMMARY OF THE "SERVICE LEARNING ACT OF 1993"

General context and purpose

The "Service Learning Act of 1993" is designed to accomplish three main objectives:

First, to elevate the visibility and importance of service learning as a teaching and learning methodology within existing K-12 education programs authorized by the Elementary and Secondary Education Act;

Second, to support programs that improve the ability of teachers and others to effectively use service learning as part of the K-12 curriculum;

And, third, to encourage more direct links between education programs and institutions and youth service programs run by others, including programs funded by under the National and Community Service Act.

The proposal was drafted following extensive consultation with the Alliance for Service Learning, a new national coalition of individuals who are leaders in integrating youth service and education, and with a number of other education and youth service organizations nationally.

Its chief authors are Senators Harris Wofford (D-PA) and Dave Durenberger (R-MN). Both Senators represent states that have been leaders nationally in linking youth service and education.

Elevating the visibility and importance of service learning in existing K-12 education programs

TITLE I of the Service Learning Act of 1993 takes an entirely new approach to using federal policy to encourage service learning as a teaching and learning methodology.

Rather than creating new programs or authorizing significant additional spending, this title is intended to integrate the concept of service learning into a number of existing federal education programs. The goal, in other words, is to get educators to think of service learning as a potential component of every program and every course -- not as an "add-on" or extra-curricular pursuit.

It does that by explicitly adding service learning to "allowable uses" of funds under a number of different programs authorized by the Elementary and Secondary Education Act (ESEA). In some cases, support for service learning projects is also included among specific program funding priorities.

Program authorizations in the ESEA into which specific

service learning language is added include:

- * Local Targeted Assistance programs
- * Law Related Education programs
- * Blue Ribbon Schools program
- * Eisenhower Math and Science Critical Skills

Improvement Programs (both elementary and secondary and post-secondary programs)

- * Magnet Schools program
- * Secretary's Fund for Innovation in Education
- * Drug Free Schools program

In addition, Title I:

* Directs the Secretary of Education to carry out a program of grants and contracts to encourage state and local education agencies and others to establish and conduct service-learning programs; an authorization of \$20.0 million is included in this section.

* Requires the National Diffusion Network within the Department of Education to coordinate with the Commission on National and Community Service in identifying and disseminating information regarding innovative service-learning programs.

* Authorizes the Secretary of Education to develop materials, provide assistance and make grants to strengthen and expand service learning by infusing service learning into core academic curricula.

A major new national commitment to teacher training in service learning

TITLE II of the Service Learning Act creates a new service learning teacher training grant program. This program is intended to expand and improve the training and retraining in service learning of K-12 teachers, school leaders, other school personnel, and other community members who are engaged in "team" service learning projects with teachers.

Under this Title, the Secretary of Education is authorized to make competitive grants to states, with the size of grants determined by the number of children ages 5-17 in each state.

Each state's grant is to be divided as follows: 75 percent going on a competitive basis to elementary and secondary education programs; and 25 percent -- also on a competitive basis -- to post-secondary programs. In each case, no more than five percent may be reserved for administrative expenses at the state or local level, or by the grant recipient.

Proposed funding authority for the teacher training programs is as follows: For FY1994: \$75 million; for FY1995: \$100 million; for FY1996: \$125 million; for FY1997-98: "such amounts as may be necessary." Actual funding levels will be determined each year by appropriations.

The K-12 section of this Title authorizes grants to be made to local school districts on a competitive basis by the state department of education. Funds may be used for other teacher training programs or for grants to individual teachers to undertake projects to improve their teaching ability. At least five percent of the funds in each state are intended to be reserved for demonstration and exemplary programs and the dissemination of information within the state on those programs.

In awarding grants, special consideration is to be given to service learning projects for historically underrepresented and underserved populations of students, including females, minorities, individuals with disabilities, individuals with limited-English proficiency, and migrant students.

The higher education section of this Title also reserves up to five percent of the funding each state receives for state-level administrative expense and requires that at least 5 percent be used for competitive grants to both public and private higher education institutions.

Grant recipients are to use the funds to establish trainee-ship programs for new teachers, retraining, and inservice training for teachers to learn and improve teaching skills in service learning, and retraining of higher education faculty in service learning methodology and techniques.

These programs must be run under agreements with one or more local school districts to provide training for their teachers, including teachers at private schools in those districts.

A priority in awarding grants is given to higher education institutions conducting cooperative programs that involve a local school district and a non-profit organization.

Applications for grants to states are to cover three years. The proposal spells out a number of items that must be included in each state's application including an assurance that federal funds will not be used to supplant existing state and local service learning funds and that funds received under this program will be coordinated with other similar programs, especially those funded under the National and Community Service Act, and linked to other school reform plans.

Applications for grants to local school districts are also to cover a three-year period and may be initiated by consortia of school districts or school districts and one or more higher education institutions. The applications must include information on current levels of participation in service learning projects, the needs of current teachers in service learning, how funds will be used, how funds will be coordinated with other service learning programs, and how progress toward stated objectives will be monitored.

A special provision is included to ensure that there will be equitable participation of teachers and other school personnel in private schools.

At the national level, the Secretary of Education is required to provide technical assistance and develop procedures for state and local evaluation of the teacher training programs authorized and funded. The Secretary is also required to report every two years to the Congress on activities assisted under this program. And, in conjunction with state and local education agencies and the Commission on National and Community Service, the Secretary is required to develop model reporting standards to encourage comparability of data required in evaluating funded projects.

Ties between education and service learning also added to other federal laws/programs

In addition to the links to service learning added to programs authorized by the Elementary and Secondary Education Act, TITLE III makes similar links to programs authorized by two other laws.

First, the regional clearinghouses authorized by the National and Community Service Act are specifically authorized to provide and collect information regarding school-based service learning.

A specific funding authorization of \$4.0 million per year for the regional clearinghouses receiving grants from the Commission is also included in this Title of the proposal.

And, second, the Office of Education Research and Improvement (OERI) within the Department of Education is given the additional assignment to conduct research on experiential based methods of instruction, such as service learning.

NATIONAL SERVICE PROGRAM

I. OBJECTIVES

- A. To instill in American youth a spirit of service and commitment to country and foster a sense of responsibility toward the betterment of our nation through service to oneself and to others.
- B. To provide an experience which affords American youth not only the values and rewards concomitant with serving others but also the opportunity to acquire leadership, organizational and other practical skills beneficial to success in future endeavors.
- C. To provide meaningful volunteer assistance to organizations seeking to accomplish objectives beneficial to individuals, communities, states and the nation.

II. REQUIREMENTS AND TERMS OF SERVICE

- A. Every resident of the United States between the ages of 18 and 25 shall be required to perform a minimum of 6 months (1,000 hours -- 25 weeks x 40 hrs./week) of service to his/her country.
 - * This requirement will become effective 36 months from the month of enactment.
 - All residents who have not attained the age of 15 on the day of enactment will be considered as required to fulfill this obligation.
 - * Personal discretion is allowed in determining the time increments of service (it may be done hours or days at a time or all at once).
 - * Individuals may, at their own discretion, commence service once they have attained the age of 16, however, registration requirements do not apply until the age of 18.
- B. Every resident of the United States is required to register with the appropriate state office within three months of attaining the age of 18.
- C. Waivers of requirements (other than those provided for in Sec. VII) will only be granted at the discretion of the Director of National Service.

III. ELIGIBLE TYPES OF SERVICE

- A. Non-Profit and local volunteer organizations
- B. Existing and Newly-Created State and Federal Programs
- C. Job-Training

IV. NON-PROFIT/LOCAL VOLUNTEER ORGANIZATIONS

- A. State and local volunteer organizations will apply to their respective State Office of National Service to receive accreditation as an eligible provider of national service.
- B. These organizations will have their names included in a state catalogue of eligible providers of national service.
- C. Volunteers will be paid \$1/hour of service by the sponsoring organization.
 - * Payment will be made on a time schedule consistent with payment of its salaried personnel and payment will be exempt from taxation.
- D. Sponsor organizations will assist in the recording of volunteers service either through filing of a W-2 form, providing a voucher for service performed or such method as The Director establishes to record volunteers' service.

V. EXISTING AND NEWLY CREATED TYPES OF SERVICE

Individuals who complete service in one of the following organizations will have that service counted as their national service requirement.

A. Peace Corps

- * Will be expanded to provide such sums as are necessary to increase the number of Peace Corps Volunteers to 8,000 in 1st Year, 10,000 in the 2nd year, 12,000 in the 3rd Year, 14,000 in the 4th Year and 15,000 in the 5th Year after enactment.

B. VISTA

- * Expanded to provided such sums as are necessary to increase the number of volunteers to 4,000 in the 1st Year, 5,000 in the 2nd Year, 7,000 in the 3rd Year, 15,000 in the 4th Year and 30,000 in the 5th Year.

C. Urban Elementary Literacy Corps

- * Established and administered by the Department of Education (DOEd).
- * DOEd. will award grants for states to establish literacy programs of between 3 months and 1 year for volunteers with high school diplomas and such skills as the states shall determine.
- * Programs should provide both summer and school year opportunities to enhance literacy.
- * Grants will be sufficient to provide a stipend of 105 times the poverty level, health coverage, transportation costs and training costs (identical to benefits/payments provided to VISTA volunteers).
 - Total appropriation will be sufficient to allow for 3,000 volunteers in the 1st Year, 4,000 in the 2nd Year, 5,000 in 3rd Year, 10,000 in 4th Year and 20,000 in the 5th Year.

D. Commission on National Service

- * American Conservation and Youth Corps
 - Increase the amount of grant money available for this program to \$30 million in 1st Year, \$60 million in 2nd Year, \$120 million in 3rd Year, \$240 million in 4th Year and \$480 million in the 5th Year after enactment.
- * All other Commission operated programs will qualify

E. Armed Services

- * Active, Guard, or Reserve

F. Law Enforcement

- * Examples include: Police officer, Drug Enforcement Agency agent, Border Control official

G. Firefighter

H. National Health Services Corps

I. Teacher Opportunity Corps/Paul Douglas Teacher Scholarship Corps

- * as provided for in the Higher Education Authorization Act of 1992.

J. Those programs established through the interagency task force (Sec.III).

K. Any other programs established by the Director.

VI. JOB-TRAINING

- A. Any child of a family dependent on welfare assistance who enrolls in and completes a job-training program of at least 6 months shall have that counted as their national service requirement.

VII. OFFICE OF NATIONAL AMERICAN SERVICE

- A. Within three months of enactment, the President shall select a Director of National Service (The Director), to be confirmed by the Senate. The Director will report directly to the President.
- B. Following confirmation, the Director will take the necessary steps to have the National Service System operational within 36 months of the month of enactment. These steps will include but not be limited to:
 - * Establishing a system to track and record individual service. The Director shall consider the following two options and such as others as appropriate to establish the most efficient and cost effective system.
 - the Director will examine the existing Selective Service System to determine the extent of possible integration of record keeping with this existing database.
 - work with the Administrator of the Internal Revenue Service to explore the possibility of establishing a system of tracking service through tax-return system.
 - a. since participants will be paid \$1/hour, hours of service could be tabulated through the W-2 form.
 - * Establishing an interagency task force composed of representatives from each Cabinet office and such other agencies as the Director may determine appropriate to make recommendations about the creation of new federal programs to provide service.
 - Such programs, once established, will be under the control of the relevant Cabinet or Agency Director and service stipends (\$1/hour) will be paid from the operating budget of the department or Agency.
 - * Drafting and disseminating a report introducing individuals to the idea of National Service and specifically outlining the requirements and the method/process for fulfilling this obligation.

- Arranging for dissemination of this information through the school system in a manner which provides individuals with the necessary information about their obligation prior to reaching age 16.
 - * Consulting with local non-profit and service-related organizations on the effective means for implementing a National Service program.
 - * Coordinating with the Governor of each state, to oversee the establishment of state offices.
- C. Appropriation for national and state bureaucracy:
- * Upon enactment - \$20 million; 2nd Year - \$40 million; 3rd Year - \$80 million; 4th Year - \$160 million; 5th Year - \$160 million.

VIII. STATE OFFICES

- A. Each state is required to establish an office of national service and such local offices as necessary (with a minimum of one office per congressional district) to administer and oversee participation.
- * State offices will have listings (contact names and phone numbers etc.) of where people can apply to complete their service.
 - State offices will provide 1-800 telephone service to enable volunteers to call for information.
 - * employees of state offices will serve as counselors and caseworkers to assist individuals in identifying areas of service compatible with their interest and in performing this service.
- B. Each state will provide public notice to advise potential sponsor organizations of the program and the opportunity to apply for accreditation, no later than the end of the second year following enactment.
- C. Each state will also establish a process to review applications of potential sponsor organizations.
- * Organizations wishing to become eligible providers of national service will apply to the state office and upon approval be included in a list of eligible providers.
 - * Criteria should be sufficient to allow a broad range of types of service.

IX. ENFORCEMENT PROVISIONS

A. People not completing their 6 months of service by their 26th birthday (unless having approved notification from state official that service will be complete in one month) will receive the following penalties:

- * Ineligible for federally administered welfare assistance.
- * Ineligible for any federal education grants or loans.
- * Ineligible for a government job.
- * Ineligible to participate in a program which receives federal grant funding.

**WORKING GROUP ON YOUTH SERVICE POLICY
SPECIAL SESSION 1993 COOL CONFERENCE
March 26, 1993
MEETING NOTES**

In Attendance: Kelly Griggs (Active Students for the Community), Malkia Lydia (Advocacy Institute), Lyssa Whiren (Albion College), Jerry Schearer (American Humanics), Roger Nozaki (Campus Compact), Chris Murray, Brian Trelstad (Campus Green Vote), Megan Hoyt (Carleton College), Tony Barrancotta, David Kaelber (Case Western Reserve University), Kevin Probst, Sarah Greenfelder (C.A.U.S.E.), Kathy Sheehan (City Volunteer Corps), Hugh Bailey, Chris Murphy (Commission on National and Community Service), Jamie Daves (Democratic National Convention), Diane Jackson (D.C. Service Corps), Jennifer Schaeffer (Earlham College), Steve Haddad, Lena Juarez (Florida's Office of Campus Volunteerism), Stephanie Miller (Frontier College), Peter Konwerski (George Washington University), Jean Gaznier (The Giraffe Project), Leslie Samuelrich (Green Corps), Kerri Heffernan (Lasell Center for Public Service), Robyn VanRiper (LEAD, USA), Angie Davies (Literacy Volunteer Corps), Julie Busch (Michigan Campus Compact), Jennifer Coken (National Student Campaign Against Hunger and Homelessness), George Tocco (Northeastern University), Daniel Gardner (Ohio Campus Compact), Kelly Tores (Ohio-West Virginia YMCA), Kerry Conroy (Outreach), David Crowley, Darin Day, Jared Genser, Nicole Tembrock (Points of Light Foundation YES Ambassadors), Chris Drake (Princeton Student Volunteers Council), Sean Smith (Project Serve), Jason Scott (Public Allies), Michael Mack (Rutgers College), Hillary Zacknoff (SAVE-American University), Lisa Madry (SCALE), Ted Allen (Scrub Oak Educational Center), Wendy Krieg (Student Leader Fellowship Program), Mörk Murdock, Eileen Yeh (Stanford University), Carolyn Corne (Student Action with Farmworkers), Catherine Hottenrot (Teach for America), Theresa Zoro (UCAN-Wingate College), Pronita Gupta, Vaughn Thompson, (United States Student Association), Chantelle Allen (University of Illinois), Kristen Knudsen, Kevin Schantz (University of Texas), Harriet Neiel, (University of Toledo), Jason Parker, Virginia Pace, Julie Reinbold (Vanderbilt University), Liz Baumgarten, Tim Holtz (Virginia COOL), Kate Frucher (White House Office of National Service), Trabian Shorters (Young People for National Service), Karen Stultz (Youth Action), Kris McVey (YSA's Regional Action Council), Bob Giannino, Sung Moon (YSA's Youth Action Council), Cinnamon Bradley, Paula Mitchell, Aulani Wilhelm (Youth Service America).

I. Opening

Aulani Wilhelm opened the meeting by stating the primary goals of the gathering:

- Give history and overview of the Working Group on Youth Service Policy.
- Better integration of youth voice into policy arena.

II. Current vehicles to engage in policy discussions

A. Pronita Gupta discussed the National and Community Service Reauthorization Coalition which is now the National Service Coalition. Pronita stressed the importance of getting involved, due to the lack of youth input in the Coalition.

B. Chris Murphy gave a brief overview of the structure and grant award areas of the Commission on National and Community Service. Chris mentioned that as the youth voice program officer his major focus is to solicit more youth involvement. He also added that the National Commission encouraged states to set up similar commissions to sub-grant money.

Cinnamon asked if the sub-granting process could be further explained to the group.

Chris added that Washington doesn't always know best when it comes to local programs. Therefore, a good number of local programs are funded through states for K-12, Corps, and demonstration models. Chris stressed that this process enables more players to get involved.

C. Young People for National Service

Trabian Shorters spoke on the initial task of YPFNS, which was to present to the Clinton Presidential Transition Team a proposal for what a National Service Corps should look like. Trabian added that the model "Americorps" was presented to the transition team, and YPFNS has been working on outreach efforts to involve other young people.

D. Office of National Service

Kate Frucher familiarized the group with her work at the Office of National Service, explaining how important it was to ONS to get feedback and ideas from young people. Kate said that Eli Segal is open to youth voice.

Darin Day asked how do we make sure that the vehicles being used are effective.

Kate Frucher responded that ONS wants to hear debate on the issues.

Pronita responded that the USSA is another effective vehicle. They are currently organizing a letter writing drive and a major lobbying day. The USSA is encouraging students to meet with their representatives congressional staff to express their views on national service.

Chris Murphy from the Commission added that CNCS was not looking for individuals to "sign-on", but to discuss and critically think about the issues.

A YPFNS representative further added that they are about getting youth voice heard--by asking and answering questions.

Kate Frucher from ONS updated the group on the post-service benefit issue, but stressed that National Service isn't meant to solve the "access to education" problem. And further stated that financing education should not be the focus.

David Crowley added the the financial aid (access) crisis considerably blurs the issue.

Jared Genser asked how we could or would legislate/mandate that young people are meaningfully involved in planning at all levels.

Pronita Gupta stressed that it was important to "remember students"

Kate Frucher responded that the goal is really to "make service affordable."

III. Key Questions and Issues

Karen Stultz asked how the National Service program would be used for "non-students." She added that in many cases those are the individuals we should be looking to reach.

Darin Day stressed that we should be sure to make the link with community development and the National Service Program. He also asked "How is service defined by the Working Group?"

Jennifer Coken added that the National Service Program should make the tie with technical and professional schools and any other type of education desired by the participants.

Vaughn Thompson asked that we consider the fact that unless there is a "reasonable stipend" you are not going to get a diverse group of individuals.

Kate Frucher responded that there was a real need to be pragmatic and work with the process.

A participant asked if there were provisions for foreign students to participate. Kate Frucher responded that presently there were no such provisions.

The issue of evaluation was then raised. It was stated that this should be looked at at the beginning of the process.

Chris Murphy from the Commission stated that an evaluation process is presently "getting off the ground."

Jennifer Coken commented that there had to be room for the five elements of quality service such as education of trainers and participants, community voice, etc. She asked how "the Trust" would handle these issues.

David Crowley then asked what the current thinking was on the other streams of service. Where do they fit in the scheme of things.

Kate Frucher from ONS responded that the White House would like input on that topic and that the President will be encouraging service-learning on all educational levels.

Jamie Daves stressed that there were some political realities involved and we should look at the "common ground" First, National service is •Clinton's "baby"/ •there is no real political constituency/ •and the fight will be won on Capitol Hill. These things considered Daves suggested that we educate ourselves on where our congressional representatives stand on the issue and then educate our peers.

Jason Scott pressed for a broad definition of service that made the link with social change and advocacy.

Steve Haddad expressed his concern that with the current thinking on the placement system community-based/development organizations would be left out. Because they simply cannot compete with the United Way and the Red Cross from a financial standpoint. Haddad added that this was unfortunate because all programs should be recognized for what they do well.

Chris Murphy stated that another important thing to guard against was national service becoming national servitude. There has to be accountability of programs where individuals are placed. Young people don't want to just do grunt work. Will there be some criterion established for worksites.

Virginia Pace asked that there be some mechanism in place to ensure that those receiving grants allow the community to participate.

Kate Frucher asked the group how they would define community. she stressed that this issue had to be addressed before we could really examine the issue of community participation.

Diane Jackson stressed the importance of this being a bi-partisan effort

Darin Day reminded the group that there must be mechanisms put into place to gauge impact, insuring that the programs are helping those they are meant to help.

IV. Closing

Aulani Wilhelm thanked everyone for attending the meeting and announced that there would be a National Service Forum the following day to continue discussion on the issues which the group addressed.

RECEIVED MAR 11 1993

**YOUTH
SERVICE
AMERICA**

TO: Working Group Members
FROM: Frank J. Slobig
DATE: February 23, 1993
RE: Minutes / Next Meeting / Issue Papers

Enclosed are the minutes of the February 5th Working Group meeting along with the appropriate enclosures.

Remember that the next meeting has been rescheduled for **Friday, March 12th.** The agenda will be mailed to you in advance as the date approaches. If there are any items you would like to see on the agenda, please let Aulani Wilhelm know as soon as possible.

As discussed, the Working Group will be producing three new issue papers in 1993. The topics include Mandatory Service, Service-Learning and Education Reform and Creative Uses of College Work Study Funds. If you are interested in contributing to or reviewing any of the papers, please contact the appropriate YSA staff member:

Mandatory Service	Cinnamon Bradley
Service-Learning and Education Reform	Aulani Wilhelm
Creative Uses of College Work Study Funds	Vollie Melson

See you at the next meeting!

WORKING GROUP ON YOUTH SERVICE POLICY

February 5, 1993
MEETING NOTES

In Attendance: Caroline Allam (Council of Chief State School Officers), David Battey (Youth Volunteer Corps of America), Liz Baumgarten (Virginia Campus Outreach Opportunity League), Chris Boyd (City Volunteer Corps), Michael Brown (City Year), John Buchanan Jr. and Laura Citrin (People for the American Way), Keith Canty and Diane Jackson (DC Service Corps), Andrea Carlson and Cyndi Lein (National Crime Prevention Council), Chic Dambach and Geri Critchley (National Council of Returned Peace Corps Volunteers), Carmen Delgado Votaw (Girl Scouts of the U.S.A.), Kerry Gurtler and Catherine Roach (ACTION), Samuel Halperin and Jennifer Cusack (American Youth Policy Forum), Kathleen Kennedy-Townsend (Maryland Student Service Alliance), Jim Klasen (Public/Private Ventures), Tammy Kutzmark (International City/County Management Association), Stacey Leyton (United States Student Association), Michael Lipsky (Ford Foundation) - by phone, Joe Madison (Massachusetts Youth Service Alliance) - by phone, Catherine Milton, Peg Rosenberry, Michael Camunez, Ruby Anderson, and Chris Murphy (Commission on National and Community Service), Andy Moore and Emilio Williams (National Association of Service and Conservation Corps), Peg O'Brien (Christian Children's Fund), Kristen Parrish (Campus Outreach Opportunity League), Donna Power (Close Up Foundation), Gordon Raley (National Collaboration for Youth), Tess Scannell and Angela Roberts (Generations United), Marilyn Smith (University of Maryland and National Society for Experiential Education), Todd Stephens (Youth Action), Dorothy Stoneman (YouthBuild U.S.A.) - by phone, Susan Stroud (Campus Compact), Chuck Supple (Points of Light Foundation), Tonya Thomas (United Way of America), Steve Waldman (Newsweek), Kathleen Welch and Ponce Tidwell (National Association of Public Interest Law), Frank Slobig, Roger Landrum, Anais Troadec, Jacqueline Lundquist, Aulani Wilhelm, Vollie Melson and Cinnamon Bradley (Youth Service America).

I. Announcements

- A. Sam Halperin announced the completion of "**Visions of Service**", the last publication of the William T. Grant Foundation's Commission on Work, Family, and Citizenship. Copies of the publication were made available at the meeting. For additional copies, contact Sam or Jennifer Cusack at the American Youth Policy Forum, 202/775-9731.
- B. Andrea Carlson invited everyone to attend the National Crime Prevention Council's **National Forum on Youth as Resources**. The Forum will take place on March 8, 1993 at the Vista Hotel in Washington D.C. For more information, contact Andrea at 202/466-6272.
- C. Joe Madison announced (by phone) that the Massachusetts state Senate passed an incentive for economic development package. The incentive package included a job creation bill with \$1,000,000 written in for youth

corps. [Since the meeting, the House version of the bill went to the Ways and Means Committee, which removed the \$1,000,000 corps provision. A vote is expected to take place soon. If passed, a negotiated corps provision could be re-added to the bill in conference with the Senate. Whatever the outcome, the legislative connection between economic development and corps is a breakthrough in itself.]

- D. Kathleen Kennedy-Townsend invited everyone to the kickoff of CivicWorks, a new urban youth service corps in Baltimore. Senators Mikulski and Sarbanes will both be there to celebrate with the corps. The kickoff will take place on Monday, February 22, 1993 at Clifton Mansion at 10:00 am. For more information contact Dana Stein at 410/366-8533.
- E. Liz Baumgarten announced that the Virginia Campus Outreach Opportunity League (VACOOL) will be holding its statewide conference entitled: "**Taking Responsibility for Community and Country: Service-Learning on Campus,**" on March 19 - 20, 1993 at Shenandoah University in Winchester, VA. For more information, contact Liz at 804/289-8963.

II. Legislative Update

- A. Catherine Milton gave an update on the status of the Boren amendment to the Defense Appropriations bill.

[You may recall that as part of the Defense Appropriations bill (PL 102-396) passed on October 6, 1992, \$40 million in FY'93 was appropriated to the Commission on National and Community Service to support youth corps and youth service programs as part of the military phasedown. Of that amount, \$20 million was provided to administer a newly established federal youth corps. The other \$20 million is for programs, that give special consideration to linkages with military facilities or involve active duty or exiting military personnel in the operation of programs. An additional \$30 million was authorized to the National Guard to establish a pilot Civilian Youth Opportunities Program. Before becoming a reality, however, the measure needed to be scored by OMB as a legitimate defense expenditure.]

As hoped, OMB approved the amendment as a legitimate use of defense funds. As a result, the Civilian Community Corps Demonstration Program was added as subtitle H to the National and Community Service Act of 1990. With the \$20 million appropriation, the Commission now has the responsibility of developing two residential programs, the Summer National Service Program and the National Service Program. The Commission will monitor and supervise these programs and hire a national director.

An additional \$20 million is also available to the Commission to develop and expand non-residential urban and rural community service projects to assist in the economic transition of localities affected by military downsizing. The Commission may use the appropriation to fund projects in any of their four subtitle programs.

The details of the grant process have not yet been worked out, as the Defense Department still has to transfer the funds to the Commission. Once the funds are available, a notice of funds availability will be printed. (See attached fact sheet for more information.)

- B. Catherine also announced another source of potential funding for the field. Under the Veteran Affairs, HUD and Independent Agencies Appropriations Act of 1993, the HUD Urban Revitalization Demonstration (URD) Program was created for severely distressed public housing developments. The Act, which appropriates \$300 million in funding for the program, includes a community service component as a program requirement.

The Commission on National and Community Service has been given the responsibility to work with HUD in establishing the guidelines and overseeing the development and implementation of the component. Eligible applicants are the Public Housing Agencies located within the 40 most populous U.S. cities as designated by the 1990 census or those included on HUD's Troubled Housing Authority list. The URD program will award no more than 15 grants with a **maximum award of \$50 million per city for implementation grants, and \$500,000 for planning grants.** Up to 20% of the funds can be used for community service programs. (See attached fact sheet for more information.)

III. National Service Trust

The Working Group was fortunate to have Eli Segal, Assistant to the President and Director of the White House Office of National Service, visit the Working Group to discuss President Clinton's national service initiative. Robert Gordon, Policy Analyst, accompanied him.

Mr. Segal began his presentation by recounting the telephone call he received from then President-elect Clinton asking him to be on the front line in the Administration. He stated that Director of National Service was the only job in the Administration that he would have accepted. He described his first two weeks in office as "extraordinary and exhilarating". He admitted that the favorable press up until yesterday's Washington Post article added to the thrill of his first two weeks.

He assured the Group that President Clinton is as committed as ever to dramatically expand opportunities for young people to pay for college. He said that the direction that the White House Office of National Service takes

will come from advice of the field. He also assured the Group that the Office is committed to supporting all streams of service.

Mr. Segal emphasized that the National Service initiative is at the core of the new administration. The President wants to be able to provide opportunities for all Americans across the country who want to serve their country. The initiative will not translate into a massive federal bureaucracy, however. In keeping with his theme of "reinventing government" the President wants the program to grow out of the already established network of service programs.

Mr. Segal recognized that lots of legislative issues still need to be resolved, and many questions have yet to be answered. He encouraged the group not to be discouraged by the fiscal crunch. He said he was stunned to find out that the Peace Corps was launched with only 500 volunteers in the first year. He guaranteed that the Clinton initiative will be launched with many more.

He closed by saying that he is extremely optimistic about the program and that he expects that the initiative will receive widespread support in Congress. He welcomed future input from members and opened the floor up to questions, some of which are summarized below.

Sam Halperin asked what the plans are for the Points of Light Foundation. Mr. Segal said that he had recently met with Richard Schubert and Robert Goodwin from the Foundation who agreed that something would be worked out between the two offices.

Roger Landrum asked what message the Office wants to get out? Mr. Segal responded by saying that the President never promised that there would be enough slots for everyone. He promised that slots would be made available in accordance with budgetary allowance. He also promised to provide more ways to finance a college education. Two things have to happen in order for this to become a reality. First, legislation has to be passed for the development of a Trust; and second, students must be allowed to pay off loans over a longer period of time and be income contingent.

Chris Boyd asked if there was a set ratio of college and non-college bound slots. Clinton is not just talking about college bound students, Mr. Segal assured. However, the numbers will be left up to the administrative entity chosen to administer the program. Not to worry, he said, Robert Reich is a strong advocate for non-college bound youth in the Administration.

With the Domestic Volunteer Service, National and Community Service and Elementary and Secondary Education Acts all up for reauthorization this year, Frank Slobig asked how he sees those laws progressing. Eli said he has no answer at this time. There are lots of options to explore and all are being considered.

Gordon Raley asked what the timing of the initiative is. Mr. Segal responded that the initiative is on a fast track. There is no set target date, but he predicts the proposal will be hammered out before its time to go swimming this summer.

A few more questions were posed before Mr. Segal left to catch a plane. Robert Gordon stayed to continue the Q&A session. After a few minutes, however, the questioning turned into a large roundtable discussion among all members. Philosophical issues were addressed, and varying viewpoints were expressed. The discussion provided a valuable forum to discuss issues that aren't usually addressed in meetings. Sam Halperin emphasized the need to continue such discussion and create or continue using the Working Group as a vehicle to discuss the varying philosophies of the field.

Robert Gordon closed the agenda item by saying that the Trust fund is only one part of Clinton's larger national service plan to provide many avenues of service. He looks forward to an initiative that leaves an incredible amount of flexibility to the field. That's the difference between a new approach and the old CCC approach.

To reach the White House Office of National Service the phone number is 202/456-6444, and the fax number is 202/456-2461.

IV. Financial Aid Aspects of a National Service Trust

Stacey Leyton, Executive Director of the United States Student Association, gave a brief presentation about the history of financial aid programs and how it relates to the pending national service initiative. She began by reviewing the GI Bill and the introduction of the Higher Education Act of 1965, which were landmarks in what we now consider federal financial aid. The Higher Education Act led to major changes throughout the 1970's in the way students could pay for college. She described the history of the Pell Grant and the various types of loans like the Stafford and Perkins loans and how they could be altered to meet current student need. Originally these programs were designed to balance each other, so that students would be able to receive a manageable mix of both loans and grants. In the 80's, this balance changed. According to recent statistics, 12% of students currently default on loans due to inability to pay.

One of USSA's missions is to create new opportunities for student financial aid. As part of this mission, USSA supports the notion of a National Service Trust and believes that the program can be an important supplement to current federal financial aid programs. USSA has developed a vision for what a national service program should look like. USSA believes that student representation in both the development and implementation of national service is critical in meeting the needs of the current student body. For further details about USSA's recommendations for national service, see attached handout.

USSA's Board of Directors has agreed that national service should be a top priority for its membership. To ensure that the voice of the membership is heard, USSA will be sponsoring a Town Meeting on National Service on Monday, March 22 in Washington D.C., following their Annual Legislative Forum which will take place on March 19 - 21, 1993. For more information about the Forum or Town Meeting, contact USSA at 202/347-8772.

V. National and Community Service Act Update

Catherine Milton announced that applications for FY'93 grants are due February 16, 1993. New grants will be awarded in subtitles B2, D and E only. Leader states and programs will also be designated for subtitles B1 and C.

Catherine also announced the completion of the Commission's report to Congress entitled "**What You Can Do For Your Country.**" Copies were made available at the meeting for all who were interested. To request a copy of the final report, contact the Commission at 202/724-0600.

In regard to the Commission's Board of Directors, Catherine announced that there are seven vacancies on the Board. In response to a question she mentioned that as of that date, Shirley Sagawa was still a member of the Board, but Alan Khazei had chosen to resign. She requested that any recommendations to the Board be given to Robert Gordon at ONS, as soon as possible. The next Board meeting will be at the end of April.

VI. National and Community Service Act Coalition Update

Roger Landrum gave a brief update on the status of the National and Community Service Coalition. From the Coalition's inception in July of last year, the Coalition has aimed to operate in two stages -- gathering input from members on what the amended law should look like, and working to get the Act reauthorized. In the beginning, Shirley Sagawa managed the Coalition. In her interim absence, the chairmanship and staffing responsibilities went to the National Association of Service and Conservation Corps. At the last meeting of the interim steering committee, a recommendation was made to the full membership that the Coalition now be housed at and staffed by YSA as a separate project in coordination with the Working Group, and co-chaired by Roger Landrum and John Briscoe. Members have until Friday, February 11, 1993 to agree or disagree with the recommendation. All comments are to be directed to Frank Dirks at the Close Up Foundation. *[Since the meeting, the full Coalition has affirmed the recommendation.]*

The next steps for the Coalition are to (1) secure funding for the project (If the MacArthur grant that was given to the National Women's Law Center to run the Coalition is regranted to YSA, the Coalition will be able to hire staff.); (2) hire a full-time project director; (3) establish an open steering committee; (4) establish goals and an overall plan; (5) expand the Coalition. Please send any recommendations and resumes to YSA as soon as possible.

Roger also mentioned that in a meeting with Senator Wofford last week, he got the sense that Senator Wofford does not feel that the National Service Trust and the Reauthorization of the National and Community Service Act are guaranteed, especially in the House. It is important, therefore that the field does not take the legislative initiatives for granted. It is essential that Representatives and Senators be educated by local programs about the significance of such programs, and the field as a whole, to gain their collective support.

VII. Brainstorm on New Pennsylvania Legislative Initiative

The last agenda item was deferred to a future Working Group meeting. Cathy Palm, staff member for Pennsylvania State Senator Michael O'Pake, was unable to make the meeting. Senator O'Pake is spearheading an initiative in Pennsylvania which would make PennSERVE a permanent state agency within the Department of Labor and Industry. The initiative would also include a comprehensive service bill which would coordinate state community service efforts. The Senator is looking for creative ideas and wants collective feedback from the field.

In the interim month before the next meeting, an initial draft may be developed, and made available for preview.

VIII. Other Business

- A. Frank congratulated the Maryland Student Service Alliance on the dynamic conference they held last weekend in Annapolis, MD, involving over 900 students. More than 40 workshops were conducted on a wide range of topics including advocacy training, program development and creative student initiatives. The conference was followed by a training of 25 young people who developed a youth council called YouthRISE (youth representatives involved in service-learning education) whose mission is "to inspire and motivate other young people to become involved in service, to advocate for and educate others about service-learning, and to build bridges between young people and adults by opening minds to the power of youth to make a difference."
- B. Frank also announced that recently, an effort by both houses of the Maryland Legislature to rescind the Board of Education high school service requirement passed last year has created a high degree of controversy in the state. On January 27, a hearing was held to receive testimony on the topic. A number of people including Frank Slobig, Chic Dambach, Kathleen Kennedy-Townsend, John Buchanan, Chuck Supple and a vast number of young people from across the state provided testimony in favor of the requirement. *[A vote was expected to take place on January 29th or February 1, but has now been*

postponed. Another hearing in the House is scheduled to take place on February 26, 1993.]

IX. Next Meeting

The next Working Group meeting will be held on:

Friday, March 12, 1993 from 12:30 to 3:00
at Youth Service America,
1101 15th Street, NW, Suite 200.

Hopefully, this change in schedule has not posed a problem for anyone.

Are you getting all the financial aid you need?

I'm getting a grant but it hardly covers my costs...

Federal financial aid funding keeps dropping while tuition costs outpace inflation every year. In 1980 the maximum Pell Grant covered 50% of college costs. In 1991 it only covers 25% of average costs. We need to raise the maximum Pell Grant to \$4500 to keep up with rising tuition and inflation!

They said my parents make too much money...

In 1978 a family making \$25,000 a year was eligible for a Pell Grant - that would be \$49,000 in 1991 dollars. But now families making over \$30,000 are told they are too "wealthy." Middle and lower income families are getting shut out; we need to expand eligibility for Pell Grants with with a more realistic expectation of family contribution.

I had a grant when I started school but this year they say there is no money...

Pell Grants are a discretionary program which means Congress can just decide not to fund them - regardless of how many needy students are eligible. (How about discretionary tuition bills; we'll pay as much as we feel we can!) Making Pell Grants an entitlement would require Congress to find money for every eligible student.

All I can get are loans, how will I ever pay them back...

In 1975-76, grants constituted 80% of financial aid, and Pell Grants were one of the most basic forms of aid. Today grants constitute only 48%, and more and more students can only get loans. Making Pell Grants an entitlement would mean fewer students would be forced to take loans or at least a lot of us could take fewer loans and graduate with less debt.

Work with USSA to:

- Raise the maximum Pell Grant to \$4500
- Expand eligibility for Pell Grants
- Make Pell Grants an entitlement
- Get more GRANTS and real financial aid for students

MAKE EDUCATION ACCESSIBLE TO ALL!

USSA NATIONAL SERVICE RECOMMENDATIONS

The following is a condensed version. For more details USSA members call (202) 347-8772!

The Trust Fund should supplement, not replace, existing student aid programs.

- The Trust Fund should not undermine current grant programs which should regain their position as the primary form of federal financial aid.
- The Trust Fund should be accompanied by a Pell Grant entitlement to guarantee that all students will receive the grant for which they are eligible.
- The current loan programs, which offer subsidized interest rates, should be retained. Any new loans offered under the National Service Trust Fund should also be subsidized.
- Because income contingent loan (ICL) repayment forces a student to pay back a much higher total amount over time, students should only utilize ICL repayment when in danger of defaulting on their student loans.
- The IRS should not collect student loans—it would not offer students adequate counseling and flexibility.

All students should have access to community service as a mechanism to repay student loans.

- The stipend should allow students who are living independently to afford to do National Service. Thus the annual stipend should be no lower than \$10,000 and should be adjusted regionally based on cost of living.
- The stipend should be adjusted for students with children and for students with disability-related expenses to insure access for all students.
- A residential option — including family housing for those who need it — should be available.
- The program meet non-traditional students' needs. In particular we suggest offering the option of doing part-time service and making childcare available.
- Discrimination based on age, race, ethnicity, gender, sexual orientation, disability, religion, socioeconomic class or familial status must be prohibited in the selection and treatment of national service participants.

The program must operate to enhance students' educational access and protect participants' rights.

- Each year of service should earn a student a \$10,000 voucher or loan forgiveness. The voucher should be usable for tuition, fees and books or for vocational education and training.
- Pre-college participation in national service should not affect a student's eligibility for financial aid.
- National service participants should have guaranteed minimum working and living conditions outlined explicitly and should have access to health care coverage.
- Students should have a right to a role in the governance of the programs where they are working.

Service should be directed in a manner that truly meets societal needs.

- Service should be viewed broadly to allow for a wide range of service options, including programs such as battered women or rape crisis centers, youth counseling and mentorship, encouraging young people to go to college.
- National service should take place mainly through locally run service programs to allow for innovation, for programs that truly meet local needs and for decentralization of the bureaucracy.
- Training should be provided to give students the tools they need to perform quality service. Ongoing support and problem intervention should also be provided.

Students should be integral participants in the development and implementation of this program.

As those who will be filling the ranks of national service programs, we should be represented in committees, commissions, advisory boards and other bodies that will be determining the structure and the functioning of national service. This will insure that programs are designed in a manner which is effective in increasing community service and which meets students' needs.

USSA believes that the National Service program can be an important supplement to current federal financial aid programs and provide thousands of students with new opportunities to afford college. The USSA national officers, staff and Board of Directors have worked together to develop a vision of now an ideal National Service program would look. We believe that student representation in both the development and the implementation of National Service is critical in developing a program that meets the needs of today's student body. In this spirit, see the inset for USSA recommendations.

The USSA Board of Directors agreed that this is a top priority for the USSA membership — we must make sure that our voice is considered in the development of this new program! In order to do so, we will do letter writing campaigns, a media campaign, local campus meetings and/or hearings and awareness raising on all of our campuses throughout the country. The Legislative Conference will also include a public forum or hearing on the issue of National Service on the morning of Monday, March 22. Please read up on National Service and prepared to activate your campus next month!

National Leadership Summit Team

David Sawyer, Facilitator

David Sawyer is the director of Students for Appalachia at Berea College, an innovative service program at a unique institution. SFA is considered by many people to be one of America's model youth service programs. In 1992, SFA was honored with a Presidential Points of Light Award, only the second college program to be recognized since the award began in 1978. Part of SFA's philosophy is contained in the phrase coined by David, "the best way to serve 'at-risk' youth is to have them serve." He also believes that a true service program not only helps others and the world...it develops and transforms those who serve.

In addition, Mr. Sawyer helped design the Bonner Scholars Program, a new national initiative involving 22 colleges pioneered by the Bonner Foundation. Bonner Scholars are students of limited means who receive tuition credit while performing community service during the academic year and who engage in special summer projects around the region and around the world. David was the first director of the pilot project at Berea College. In 1990, along with other college officials, he had a rare opportunity to travel to India and meet with The Dalai Lama to design a Tibetan refugee education project for Berea College. David is also an original planner and staff member of the Brushy Fork Institute, a leadership and community development program at Berea College that works with adults who live in the central Appalachian highlands. A new Brushy Fork student leadership program is under his direction. In January of 1992, he co-taught a class at Berea College entitled Leadership for Social Change: Global and Appalachian Perspectives.

David's written works include published articles on the importance of service-learning, reflection, reform in higher education, right livelihood and the critical role young people must exercise to meet the future. He gives speeches on campuses across the country and has spoken, conducted workshops or helped facilitate conferences for Campus Compact, Youth Service America, COOL, The Points of Light Foundation and the National Youth Leadership Council on topics ranging from "Standards for the Service Profession" to "Spirituality and Service." In 1990, he received a national award from COOL as an outstanding community service director and now serves on the COOL Board of Directors.

David began studying world religions as a boy, has been on retreats in both Christian and Buddhist monasteries, and has long explored the possibility of an American contemplative life. Discovering the essential threads that run throughout religion and philosophy and helping others do the same he considers part of his life's work. David is a native Kentuckian with rural roots. He lives, together with his wife Jennifer, on a rugged, secluded farm in the Cumberland Mountains in a log home he hand-built with the help of many friends. He believes in hard work and living close to the land. David graduated with academic and leadership honors from the University of Kentucky in 1973.

AnnMaura Connolly, Project Director

AnnMaura joined the YSA staff in 1989 as Special Projects Coordinator and began a three year reign as queen of National Youth Service Day. In 1991, she was promoted to Director of Communications and Constituent Relations where she directed NYSD, YSA's Affiliates Program and all of YSA's public relations activities. Last month she took on new responsibilities as Director of Planning and Special Projects.

Prior to her arrival at YSA, AnnMaura spent two and a half years as National Coordinator for Field Services and Programs with Very Special Arts, an international organization that promotes and provides opportunities in the arts for people with disabilities. During that time, she directed two national conferences, produced three national award winning plays at the John F. Kennedy Center for the Performing Arts, and served on the management team for the first International

Very Special Arts Festival, an event which brought together more than 1000 artists with disabilities from around the world.

Her commitment to national service is rooted in her experience as a member of the Jesuit Volunteer Corps in 1986-87, following her graduation from the College of the Holy Cross in Worcester, Massachusetts. As a Jesuit Volunteer, AnnMaura directed a counseling program for refugees from Southeast Asia, Eastern Europe and the Middle East in Southern California. She demonstrates her commitment to the Washington D.C. community by serving as a member of the Board of Directors of D.C. Cares, a local nonprofit service organization. Last May, she chaired the organization's first ever citywide servathon.

Connolly was a member of the pioneer class of YSA's New Generation Training Program, and was chosen last spring to be honored by Public Allies' Tomorrow's Leaders Today project. She was an invited speaker at the Harvard Women's Leadership Conference last fall, and has been a featured speaker at several youth service conferences, including the Thomas Jefferson Forum's annual conference, United National Indian Tribal Youth's National Conference, the COOL National Conference and the Maryland Student Service Alliance conference.

John Stanley, YSA Staff

John joined the YSA staff in the fall of 1991 as Assistant to the Executive Director. In this capacity, "Steamer" Stanley's responsibilities have ranged from acting as Roger's "gatekeeper" to assisting on special projects to spearheading the quest for new office space.

John graduated magna cum laude from Harvard College in 1990, where he majored in government and minored in soccer. He spent much of his junior and senior years directing *An Evening With Champions*, a student-run program that organized a series of professional figure skating exhibitions and raised \$200,000 for children's cancer research.

In his first job after college, John worked as a legal assistant at a Wall Street Law firm in New York and volunteered for Advocates for Children, a legal aid organization. He continues his community service work as an active member of the recruitment committee for D.C. Cares' Servathon '93. John is enjoying D.C. immensely, and took advantage of YSA's proximity to the Clinton Campaign's D.C. office (it was next door), moonlighting for the victorious Democrat.

NATIONAL
LEADERSHIP
SUMMIT

SESSION I
JANUARY 14 THRU 17
1993

PARTICIPANT
PERSONAL BIOGRAPHIES
&
ORGANIZATIONAL
FACT SHEETS

COOLFONT, WEST VIRGINIA



The Youth Volunteer Corps of America (YVCA) is the only national youth service program with the express mission of providing volunteer opportunities for youth, ages 11-18. Tapping the talents and energies of young people across the country, YVCA establishes Youth Volunteer Corps programs nationwide that engage thousands of young people in meeting local community needs.

Our History:

As part of his research in 1985 for his senior public policy thesis, YVCA President David Battey visited existing service corps and interviewed leaders in the newly forming youth service field. His research showed that while service opportunities were randomly available through schools, churches and synagogues, a broad-based community organization offering challenging, organized service opportunities to youth of all ethnic and socio-economic backgrounds was not consistently available. Developing a framework for such an organization, Battey returned to his hometown of Kansas City in 1986 and established the Youth Volunteer Corps of Greater Kansas City under the sponsorship of the Heart of America United Way.

The YVC was successful in involving hundreds of diverse Kansas City youth in substantive service projects. In October 1988, as a project of Youth Service America, replication of the Kansas City model began. In May 1990, the W.K. Kellogg Foundation provided a four-year \$1 million grant to expand the Youth Volunteer Corps network nationwide. In May 1992, YVCA became an independent non-profit organization with its national headquarters in Kansas City.

Our Mission:

It is the mission of YVCA to increase opportunities for the nation's young people to participate in organized service programs that directly serve community needs and that develop a lifetime ethic of service. Toward this end, YVCA offers communities a proven, cost-effective youth service program designed to engage diverse groups of young people in service projects designed by local non-profit agencies.

Held throughout the summer and school year, service projects sponsored by Youth Volunteer Corps programs offer young people challenging, rewarding and educational opportunities to serve their community. Reflection activities involve youth in a close examination of their service experience toward the goal of developing a lifetime ethic of service in each volunteer.

Recruited from inner cities, suburbs and rural areas, Youth Volunteers, ages 11-18, reflect the ethnic and socio-economic diversity of the community. This rich mix of participants adds depth to each young person's service experience and enhances his or her understanding of ethnic appreciation, team work and civic responsibility.

Our Services:

YVCA provides affiliates with on-site developmental and technical assistance, operating materials and evaluation guidelines. In addition, YVCA offers local YVC programs recruitment and promotional materials, conferences and training programs, publicity and recognition, network newsletters, and cost savings through bulk purchasing. Additional information on affiliate services is available from YVCA.

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**Youth
Volunteer
Corps** of America

Profile of David W. Battey
President, Youth Volunteer Corps of America

David W. Battey, 29, is the President of Youth Volunteer Corps of America (YVCA), a national non-profit organization headquartered in Kansas City. YVCA is the only national youth service program with the express mission of providing volunteer opportunities for young people, ages 11-18.

The ethnic and socio-economic diversity of the program's volunteers has attracted widespread support for YVCA's national expansion efforts. Since the first program began 1987, young people in Youth Volunteer Corps programs across the country have donated more than 300,000 hours to community service.

As a Political Economy major, Battey initially developed the Youth Volunteer Corps concept in 1985 as part of a senior public policy thesis while attending Williams College in Massachusetts. In 1986 he returned to his hometown to establish the Youth Volunteer Corps of Greater Kansas City. In 1988, as a project of Youth Service America, replication of the Kansas City model began. In 1990, the W.K. Kellogg Foundation provided a four-year \$1 million grant to expand the Youth Volunteer Corps network nationwide. In May 1992, YVCA became an independent non-profit organization with its national headquarters in Kansas City.

Last year, Battey was selected to serve on the national Board of Directors for the 1992 Noxzema Extraordinary Teen Awards. He also was selected as one of 25 recipients for the first annual 1992 Kansas City Up and Comers Award. In addition, he is a volunteer and inspirational speaker, addressing groups of teens and adults alike.

Battey's interest in public policy issues extends beyond U.S. borders. He is the author of Worker Ownership and the Work Experience: Three Case Studies, based on his research in the United States, France and Israel. In 1992, he toured with the Center for Global Education, visiting El Salvador, Nicaragua and Guatemala to study the countries' political and economic climates. In 1989, he was a member of the American Center for International Leadership's delegation to the Soviet Union. He volunteered with Operation Crossroads Africa helping to build an elementary school in rural Kenya, studied abroad at the Chinese University of Hong Kong through the Yale In China Association and lived in France through the Experiment in International Living.

m/profiles.wps 1/93

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A direct path of service

John Briscoe's "carefully planned career development" actually was a serendipitous route to his present post as director of the Governor's Office of Citizen Service — PennSERVE.

He attended a Friends high school in Bucks County and, after graduation from college, taught in Kenya for a year. Later he joined the Peace Corps and spent two years in India.

Returning to Washington, John worked for the Peace Corps doing training programs and working with Harris Wofford, a co-founder of the Peace Corps. In fact, the two men's paths continued to cross over the next two decades.

While in Kenya for its independence day in 1963, Briscoe was standing in the crowd listening to a speech by Pres. Kenyatta when, in the middle of the speech, he switched from English into Swahili. "He cracked several jokes, and I started laughing. The guy behind me tapped me on the shoulder and asked what Kenyatta was saying. The guy was Harris Wofford," laughs Briscoe. "Another example of careful career planning."

After graduate school, John became assistant to the president of Bryn Mawr College — Wofford. "I did special projects from setting up a summer program, to whatever governmental relations we did, to fund raising, to correspondence," he says. He left that post to run for the state Legislature in 1976, having been defeated in 1974.

The same fate befell Briscoe in 1976 and he went to work for Congressman Bob Edgar for the next 10 years. "First I served as district director, then as administrative assistant, sometimes I was campaign manager or finance director," he says with good humor.

Briscoe began "looking around for something fun to do next," following Edgar's defeat by Sen. Arlen Specter. To John's good fortune, he came to Harrisburg for Wofford's swearing-in ceremony as secretary of labor and industry. They began brainstorming how to initiate citizen volunteer service in Pennsylvania, one of the charges the governor had asked Wofford to implement. And Wofford asked Briscoe to head up the PennSERVE office.

"It's been fun," he says. "I've always said that where I wanted to be was the place where research and policy meet, but I also wanted to be part of the 'fun' of making things happen."

And with characteristic enthusiasm and good humor, John Briscoe is having fun making things happen.

The advocates of community service want to be a part of the debate because they believe they can help improve the schools.

PennSERVE:

The Governor's Office of Citizen Service

Commonwealth of Pennsylvania
Robert P. Casey, Governor

To Ask and Enable

We have the means and the obligation to make community service the common expectation and experience of all Pennsylvanians. I am creating PennSERVE to ask and enable all Pennsylvanians to serve their communities.

--Governor Robert P. Casey

Young people have learned only half of America's story.... Although they clearly appreciate the democratic freedoms that, in their view, make theirs the "best country in the world to live in," they fail to perceive a need to reciprocate by exercising the duties and responsibilities of good citizenship.

--Democracy's Next Generation

PennSERVE supports the entire range of community service and volunteer programs, but its special focus is to encourage community service by young people. PennSERVE believes that the habits of service, once established, will continue throughout life, and that young people are an overlooked resource in the development of strong communities and a healthy environment.

Located administratively in the Department of Labor and Industry, PennSERVE reports to an ad hoc Committee of the Cabinet headed by the Secretary of Labor and Industry and the Secretary of Education. It is guided by an advisory board, the Citizen Service Project of Pennsylvania. In 1990-91 PennSERVE had a total budget of \$6,990,000 and a staff of seven. Through PennSERVE and associated programs the Commonwealth invests more than \$10 million in youth service. PennSERVE:

- o provides competitive grants to schools, colleges, local governments and non-profit agencies
- o offers technical assistance and training
- o administers the Pennsylvania Conservation Corps
- o assists summer corps and full-time local corps
- o is an advocate for volunteering
- o serves as an information exchange for volunteer initiatives
- o publicizes and recognizes successful model programs and individuals
- o serves as Pennsylvania's designated point of contact for the National and Community Service Act of 1990

Students as Resources: School- and College-Based Community Service

I'm helping people instead of sitting in class. If I were in class, I probably wouldn't be listening right now. . .

--Mike Ristine, Student Literacy Tutor
Lincoln High School, Philadelphia

Traditionally, education and youth development programs have focused on the problems of youth, such as ignorance, irresponsibility and immaturity. Service-learning takes a different view: it builds on the capacities, skills and abilities of youth. It views youth as resources--as workers and citizens rather than as clients and victims.

PennSERVE's goal is to make community service an integral part of every school in Pennsylvania. PennSERVE promotes school- and college-based service-learning through:

1. Minigrants: PennSERVE, on its own and in cooperation with Project Success, an award-winning drop-out prevention program of the Department of Education, provides three-year, \$15,000 mini-grants to support community service programs in 85 schools.

2. Training: PennSERVE has worked closely with the Philadelphia School District and the Citizen Service Project of Pennsylvania to launch a statewide community service training institute, The Pennsylvania Youth Service Institute. PennSERVE also offers in-service programs, regular regional workshops and summer teacher institutes.

3. Literacy Corps: PennSERVE administers the Pennsylvania Literacy Corps, which provides grants and technical assistance to 16 colleges. It also works closely with the 12 colleges in Pennsylvania that have received federal Literacy Corps grants. Through these programs, more than 840 college students provide literacy tutoring to over 2,100 Pennsylvanians.

4. Advocacy: PennSERVE sponsors joint workshops with the 27 school districts involved in Pennsylvania's school restructuring project, "RE: Learning." PennSERVE helped launch the Pennsylvania Campus Compact, an agreement among 37 college presidents to encourage student community service on campus.

Service-learning has shown promising results. Chestnut Ridge School District raised its post-secondary enrollment rate from 28 percent to 68 percent in five years. Philadelphia's Overbrook High School raised attendance among its most at-risk students from 75 percent to 89 percent after adding a service component. Pittsburgh's OASES program for at-risk 8th graders places nearly 20 percent of its participants on the Honor Roll.

Service-learning is spreading. The proportion of schools offering academic credit for service has increased from 5.6 percent to 13.5 percent in two years; six districts in Pennsylvania now require community service for graduation. In all, it is estimated that some 25,000 Pennsylvania students are involved in intensive and well-organized school-based community service.

Youth as Resources: Conservation and Service Corps

The qualities of a productive worker are the same as those of a good citizen.

--Governor Robert P. Casey

Many youth seek a more intensive, full-time community service experience. At the same time, there is much community work that needs the concentrated effort that a well-organized team of young people can provide. Environmental improvement, housing rehabilitation, cabin and park headquarters construction and elder care are just a few of the types of work undertaken by the more than 10,000 young Pennsylvanians who have served in Pennsylvania's various conservation and service corps in the past 6 years.

Youth corps offer young people the chance to develop the skills of citizenship and employability. Working in groups under the direction of skilled crew leaders, youth corps members learn to work as a team, to be punctual, to show initiative, to carry out instructions and to shoulder responsibility. By completing needed, substantial and highly visible projects, corps members develop self-confidence and know--perhaps for the first time--how it feels to have accomplished something of importance and to have it recognized by others.

PennSERVE's goal is to have a year in a corps become the expected pattern of growing up in Pennsylvania. In the near term we aim to provide opportunities for 10,000 young Pennsylvanians to serve each year. PennSERVE's current efforts include:

1. Pennsylvania Conservation Corps: PennSERVE administers the Pennsylvania Conservation Corps (PCC), the second-largest statewide corps program in the country. Since 1984, 9,000 PCC corps members have undertaken some 450 conservation, recreation and historical projects throughout the Commonwealth. PCC has improved 18,000 acres of forest lands, 30 miles of streams and 2,500 acres of wildlife habitat; built or renovated 4,600 miles of trails, 349 state park cabins and 417 picnic areas; rehabilitated 22 historic buildings and a nineteenth-century sailing ship; and planted 150,000 trees. Every dollar invested in the corps produces over \$1.30 in completed projects. But the larger value of the Corps lies in lives given dignity and purpose. All corps members were unemployed when they joined the Corps; nearly 50 percent had not completed high school; nearly 20 percent were on public assistance.

2. Local Corps: PennSERVE has provided financial and technical assistance to eight municipalities for the creation of new, locally operated youth corps that will serve as integral parts of youth development in their communities. It is expected that 400 youth will serve in local full-time corps in 1991-92.

3. Summer Corps: PennSERVE has worked closely with the Bureau of Job Training Partnership and the Pennsylvania Service Delivery Areas to restructure the Summer Youth Employment and Training Program into the Summer Youth Service Corps, an effort attracting national attention and emulation. During the summer of 1990, more than 1,000 young people were enrolled in 100 summer corps.

All Pennsylvanians

Everybody can be great because everybody can serve.

--Dr. Martin Luther King

PennSERVE devotes much of its time and resources to youth, but its mandate is to "ask and enable ALL Pennsylvanians to serve." PennSERVE works closely with like-minded organizations, including the Pennsylvania and National Volunteer Centers, the Pennsylvania Association for Volunteerism, the United Way of Pennsylvania and the Citizen Service Project of Pennsylvania. PennSERVE functions as an advocate for volunteering and as an information center for volunteer activities in the state. PennSERVE co-sponsors an annual statewide conference on volunteering with the Pennsylvania Association for Volunteerism, and distributes information through newsletters, articles in journals and through phone contacts.

PennSERVE invites your comments, suggestions and criticism. We want to hear your story and share it. For further information contact:

PennSERVE: The Governor's Office of Citizen Service
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Background on Michael Brown

Michael Brown is co-director and co-founder of City Year, a youth community service corps Boston, Massachusetts. City Year's mission is to demonstrate, promote and improve the concept of voluntary national service as a means of building a stronger democracy.

In the spirit of an urban peace corps, City Year unites a remarkably diverse cross section of young people, ages 17 to 23, for a year of full-time community service. The corps represents all income, educational, racial and geographic (city and suburban) backgrounds. Corps members begin each day with calisthenics and then fan out in teams to schools, homeless shelters, food banks and playgrounds to meet pressing community needs. Learning leadership skills as they serve, City Year corps members receive a weekly stipend of \$100 and a \$5000 Public Service Award upon graduating the program.

Founded in 1988 and growing each year, City Year has more than 200 young people in the 1992-93 program, selected from more than 800 applicants. Launched entirely by private sector contributions and now a private-public partnership, City Year is seeking to raise the financial resources to grow the corps to 500 participants by 1994.

Michael's interest and excitement for youth service began in 1982 when he worked as a legislative assistant to Congressman Leon Panetta of California, whose youth service legislation pioneered what would later become the National and Community Service Act of 1990, sponsored by Senator Edward Kennedy and signed into law by President Bush. In 1985, Michael worked at New York City's youth corps, the City Volunteer Corps, during its first year of operation.

As roommates in college and law school, Michael and his colleague Alan Khazei formalized plans for starting a City Year as an "action tank" for the idea of voluntary national service — a combination think tank and program— that could contribute to moving the idea of national service forward through direct program experience.

In 1989, City Year developed the country's first "serve-a-thon," a day of community service and fundraising for the general public inspired by Dr. Martin Luther King Jr.'s vision of the "Beloved Community." In October 1992, for City Year's fourth annual serve-a-thon, 8000 people volunteered 48,000 hours of community service at more than 200 non-profits, and raised money to support City Year by asking friends and colleagues to sponsor their hours of service. Today, many cities across the country have established serve-a-thons.

Michael grew up in Belmont Massachusetts and was graduated from Harvard College, *Magna Cum Laude*, in 1984. He received his J.D., *Cum Laude*, from Harvard Law School in 1988, and clerked for Federal Judge Stephen Breyer of the First Circuit.

Together with Alan Khazei, Michael is a recipient of the Reebok Human Rights Award, the Jefferson Award for Outstanding Public Service, and the Public Service Award of the Boston Bar Foundation.

10-30-92

In the Spirit of an Urban Peace Corps



Designed as a model national service program, City Year unites young adults from diverse backgrounds for a rigorous year of full-time community service. The name City Year reflects the idea that young people, following their high school years, should be challenged to devote a "City Year" tackling the pressing needs of their community.

Uniting Young People from All Backgrounds

The corps reflects the diversity of the Greater Boston community — middle, upper and lower income, urban and suburban, African-American, Asian, Caucasian, and Hispanic, recent high school graduates, high school drop-outs working on their G.E.D., and college students. More than 50 Boston neighborhoods and towns are represented in the corps, as well as an increasing number of communities nationwide. City Year is open to any young person between the ages of 17 to 23. More than 1000 young people applied for the 200 spots in the 1992 - 1993 corps.

Meeting Critical Community Needs

After morning callisthenics, the corps fans out in teams to non-profit organizations and government agencies across Greater Boston to operate after school programs for the city's children, serve as teachers' aides in Boston schools, salvage donated food, operate recreational programs for senior citizens, repair and paint shelters, community centers and hospitals, build hunger relief pantries, work with physically and mentally handicapped children and adults, and restore playgrounds and parks.

Thinkers and Doers

City Year helps corps members gain the skills and confidence to become actively engaged in their community as both thinkers and doers. Overlaying the daily service projects is an experiential educational curriculum designed to teach corps members community building skills and promote critical thinking. Corps members participate in workshops and lectures featuring business and community leaders, serve on committees which govern the corps, develop special service projects, and share and reflect upon their service experiences in corps wide meetings. During the month of January corps members work on individual internships which they help to create.

Helping Themselves While Helping Others

Serving full-time from September to June, corps members receive a \$100 weekly stipend and, upon graduating City Year, a \$5000 Public Service Award, in the form of a college or vocational training scholarship, or a cash readjustment and a savings certificate, both payable over two years. City Year also provides G.E.D. and basic education classes, and college and career advising.

Private-Sector Public Service

City Year is the first youth service corps to be launched entirely through private sector support, both financial and in-kind, from corporations, foundations, professional communities, labor unions, civic organizations, and individuals. Major grants have been provided by Apple Computer, Bain & Company, Bank of Boston, The Boston Company, The Boston Foundation, The Boston Legal Community, The Boston Wharf Company, Echoing Green Foundation, The Equitable, Fleet Bank of Massachusetts, Liberty Mutual, W.K. Kellogg Foundation, New England Telephone, KPMG Peat Marwick, The Reebok Foundation and The Timberland Company. In 1992, City Year was named a "national demonstration" program by the Commission on National and Community Service and awarded a major grant which will account for 25% of its budget over four years and leverage greater private-sector involvement.

The City Year Serve-A-Thon

Each fall City Year conducts an annual serve-a-thon called The City Year Serve-a-Thon. The 1992 event attracted more than 7000 volunteers, who contributed more than 55,000 hours of service at 216 community organizations and raised more than \$700,000 for City Year.

Voluntary National Service

Voluntary national service has long been proposed as a means of tapping the idealism and energy of young people to meet community and national needs, and develop a strong sense of civic responsibility among young people. Designed as a national model, City Year is dedicated to advancing and improving the concept of voluntary national service.

An Entrepreneurial Public Service Project

Developed as an entrepreneurial public service project, City Year operated a nine-week pilot program for fifty young people in the summer of 1988 and launched its first year-round youth service corps in September 1989 with 50 corps members. 70 corps members served in the 1990-91 program, 100 served in 1991-92, and 200 are enrolled in the 1992-93 program. City Year is a tax exempt, 501(c)3 not-for-profit corporation.

© City Year 1992

Bio of Michael Camuñez

Michael Camuñez is a founding staff member and Program Officer for the Commission on National and Community Service in Washington, D.C. Michael manages the National Service Demonstration Program, a \$45 million program created under the National and Community Service Act of 1990 to test potentially large-scale models of National Service. Michael has been actively involved in promoting national and community service for several years. He began as an undergraduate working as part of the start-up staff of ACCESS: Networking in the Public Interest in 1987, encouraging college students and recent grads to pursue public-interest careers. An ESL tutor and after-school volunteer, he later served as the campus director of Harvard's House and Neighborhood Development Program, which places nearly 500 Harvard undergraduates in community service assignments in Cambridge elementary schools. Michael was also actively involved in the implementation of the Human Corps service legislation in his home state of California, where he worked with Operation Civic Serve to encourage California universities to make service an integral part of the academic experience.

COMMISSION ON NATIONAL & COMMUNITY SERVICE

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The Commission on National and Community Service has one core mission: to renew a spirit of civic responsibility and national unity by weaving community service into the fabric of every American's life. Through its support of programs in primary and secondary schools, higher education institutions, youth corps, and other models of national and community service, the Commission is building a system of service designed to empower our people and strengthen our communities. At the heart of the Commission's work is the belief that every American has the capacity and responsibility to reach out to fellow citizens and, in so doing, enrich society and make a difference.

A COMPREHENSIVE APPROACH TO NATIONAL AND COMMUNITY SERVICE

The U.S. Congress established the Commission on National and Community Service in 1990 to engage Americans of every age and background in service to their country. An independent federal agency, the Commission operates much like a public foundation in supporting innovative service programs at the national, state, and local levels.

The Commission has focused its strategies initially on school-age children and their families, college and university students and recent graduates, and out-of-school youth to build a tradition of service among young Americans that will carry over to all segments of our society.

The three principal Commission strategies are to:

CREATE MODELS

Encourage and evaluate promising pro-

grams of community service, recognize and disseminate proven models, and encourage widespread replications.

DEVELOP INFRASTRUCTURE

Encourage and support talented community service leaders and stimulate and guide the development of the infrastructure needed to build a strong, diverse, innovative national movement.

INSPIRE LEADERS

Provide and support visionary, coalition-building leadership in promoting the community-service movement.

Congress has appropriated more than \$75 million to the Commission for both fiscal years 1992 and 1993. In 1992, the Commission distributed these funds to 153 new and expanding community service projects in nearly every state.

SERVE-AMERICA

Serve-America grants support programs sponsored by schools or community-based agencies to involve school-age youth in service to the community and to involve adult volunteers in the schools. The focus of Serve-America is to build a sound foundation for service-learning in the curriculum of every school in America.

Service-learning is an innovative concept which educates and empowers students through community service. Students participate in organized service experiences that meet community needs and are supported by a curriculum that allows student research, reflection, and discussion of their experiences.

In fiscal year 1992, the Commission on National and Community Service allocated 57 grants worth \$16.3 million to help fund community service programs in 47 states, Puerto Rico,

and the District of Columbia. Grants range in size from under \$7,000 to over \$1.6 million. In most cases, state education agencies subgrant their funds to local schools and communities. The programs funded include:

Maryland - Training at least 200 teachers and engaging an additional 33,000 students in service-learning projects. Subgrants support student service-learning in 60 schools.

New York - Developing year round service opportunities for youths in school and after-school and for drop-outs, including promoting racial and cultural understanding through teams of high school mentors.

West Virginia - Establishing regional service training sites and forming a national computer database for information sharing.

HIGHER EDUCATION INNOVATIVE PROGRAMS

College and university projects build the overall system of national service by creating a new generation of leaders. Higher education projects will explore new ways to integrate service into the college curriculum and support model community service programs on campus, including those that link college community service with other service programs. In addition, these projects will develop teacher and volunteer training programs in K-12 schools.

In fiscal year 1993, the Commission will use 58 grants worth \$5.2 million to help 175 institutions of higher education launch innovative community service efforts. The grants range in size from \$15,000 for a tutoring program to \$500,000 for a national subgranting program involving up to 50 different schools. Many of the grants go to consortia of colleges and universities to build a strong infrastructure for training, information sharing, and technical assistance.

University of North Alabama - Pairing single mothers in its school of social work with single mothers on public assistance in the surrounding community.

New York City Technical College - Helping low-income residents design and plan public housing improvements and economic development projects.

California Poly State University Collaborating with a community college and a conservation corps to improve a public housing project and tutor children in the complex.

Clark Atlanta University - Incorporating service-learning into core undergraduate and graduate curricula.



OTHER COMMISSION PROGRAMS AND INITIATIVES

In addition to funding models in its four principal program areas, the Commission also provides limited support for projects and initiatives that build national and regional service coalitions, broaden participation in the service

movement, and provide technical assistance to strengthen new and existing service projects. A significant amount of resources are also devoted to evaluate the effectiveness of the programs supported by the Commission.

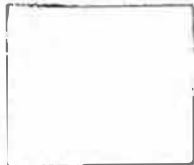
ELIGIBILITY AND SELECTION PROCESS

States, Indian tribes, institutions of higher education, and non-profit organizations are eligible to receive funding from the Commission, though eligibility varies by program area. Projects submitted directly to the Commission for funding are evaluated on the basis of their overall quality, innovation, replicability, and sustainability. These criteria were developed to ensure that the limited resources available to the Commission are used to support the best models and programs in the field. Proposals are evaluated by a combination of outside review panels and Commission staff, while the Board of Directors makes all final funding decisions.

Although the majority of resources appropriated in fiscal Year 1993 will be devoted to renewing existing grants, a limited portion of funds will be available to fund new Higher Education programs and National Service Models in Fiscal Year 1993. In addition, some resources will be available to support coalition-building, technical assistance and training activities as well. Interested applicants should contact the Commission for additional information on eligibility and application procedures.



COMMISSION ON NATIONAL & COMMUNITY SERVICE
1200 Connecticut Avenue NW, Suite 452, Washington, DC 20045



CONSERVATION AND YOUTH SERVICE CORPS

In fiscal year 1992, the Commission helped sponsor youth service corps in 25 states and localities and six Indian tribes with grants totalling \$21.5 million. These programs are laboratories for involving young people from different backgrounds in innovative projects that meet community needs.

The teenagers and young adults involved receive job and skill training, living allowances, and scholarships. The standard corps are non-residential programs that use teams of 5-10 young people between 18-23 years old. Each team usually has a single supervisor or team leader to guide and monitor its work.

Service activities include educational, human, environmental, and public safety projects. The best service corps have clear and

simple expectations, sure discipline, a tough but caring staff, the close attention of one adult, high expectations, and a diverse and tightly-knit group of participants. The corps funded by the Commission include:

Los Angeles Conservation Corps -- Opening a satellite center to engage youths from neighborhoods impacted by the 1992 riots in healing and rebuilding efforts.

YouthBuild Boston -- Involving unemployed youth in renovating abandoned buildings to house homeless youth.

Florida Conservation Corps -- Engaging youth in a wetland plant nursery project to mitigate the reduction of Florida's wetlands.

NATIONAL SERVICE DEMONSTRATION PROJECTS

In fiscal year 1992, the Commission awarded a total of \$20.1 million to seven states and one Indian tribe to test national service programs that will engage individuals ages 17 and older in full- or part-time service to the community and nation. In exchange for their commitment, individuals receive a modest living allowance and earn either educational or housing benefits for each year of participation in the program.

The eight models reflect a diversity of design and approach to national service and all have as their goal the rendering of meaningful service to address unmet social needs. Examples include:

The Delta Service Corps -- A joint initiative of Arkansas, Louisiana, and Mississippi, engages participants in providing critically needed service through community-based organizations to

address the needs of the region. A community development model, the Delta Corps will engage up to 1,000 participants in full- and part-time service in counties throughout the Delta.

City Year -- An extraordinarily diverse urban youth corps in Boston, will engage young people ages 17-24 in service to the greater Boston community, invigorating local schools, community centers and neighborhoods with the idealism and energy of an "urban Peace Corps." With Commission support, City Year will expand to up to 500 corps members, adding innovative "mission-based" service divisions to its already successful program.

The Commission is also supporting innovative models in Georgia, Maryland, New Jersey, Oklahoma, Pennsylvania, and at the Seneca Nation in western New York.



AMERICAN YOUTH POLICY FORUM

SAMUEL HALPERIN, Ph.D.

Biographical Sketch

Samuel Halperin has held a variety of leadership positions in academia, the federal government and non-profit organizations since earning his doctorate in Political Science from Washington University, St. Louis in 1956.

Most recently, as Study Director from 1986-1992 of Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship, he was responsible for development of the Commission's major studies: The Forgotten Half: Non-College Youth in America and The Forgotten Half: Pathways to Success for America's Youth and Young Families (both published in 1988), as well as three dozen additional research reports and monographs on youth development and the school-to-employment transition. Recent publications which he edited are: Voices From The Field: 30 Expert Opinions on America 2000, The Bush Administration Strategy to "Reinvent" America's Schools; States and Communities On the Move: Policy Initiatives to Create a World-Class Workforce; Youth Apprenticeship in America: Guidelines for Building an Effective System; Making Sense of Federal Job Training Policy: 24 Expert Recommendations to Create "A Comprehensive and Unified Federal Job Training System."

Earlier, as a Congressional Fellow of the American Political Science Association, he worked on U.S. Senate and House of Representatives committees dealing with major education legislation (1960-61). As Director of the U.S. Office of Education's Office of Congressional Relations and, later, as Assistant U.S. Commissioner of Education for Legislation, he participated in the development and passage of such significant measures as the Elementary and Secondary Education Act of 1965, the Higher Education Acts of 1963 and 1965, and many others. In 1966, Dr. Halperin joined the Office of the Secretary of Health, Education and Welfare where, as Deputy Assistant Secretary under Secretaries John W. Gardner and Wilbur J. Cohen, he continued work as an "executive branch lobbyist" for passage of scores of Great Society measures in education and the social services. For these efforts, he was twice awarded HEW's Superior Service Award, HEW's Distinguished Service Award, and the National Association of State Boards of Education Distinguished Service Award.

From 1969 to 1981, Dr. Halperin headed leadership training programs at The George Washington University, including the nationwide Institute for Educational Leadership, of which he was the director and first president.

Dr. Halperin is the author, co-author or editor of a dozen books on the political process and on educational policy issues, as well as some 90 articles. He has taught at Wayne State, American, and Duke Universities and Teachers College - Columbia University, and lectured at many others. He has also served on numerous boards and advisory bodies, including those for the Peace Corps, Secretary of the Navy's Advisory Board on Education and Training, National School Volunteer Program, and Jobs for the Future. Currently, he serves on the Private Industry Council of the District of Columbia, is Founder and Treasurer of the D.C. Service Corps, and works with numerous youth development organizations, including Youth Service America, YouthBuild USA, National Youth Employment Coalition, Opportunity Skyway. In 1990, he received the Distinguished Service Award of the National Association of Service and Conservation Corps.

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Vanessa Kirsch, President and Executive Director

Before founding PUBLIC ALLIES, Vanessa worked as the assistant to pollster Peter D. Hart, during which time she founded and chaired the Women's Information Network (WIN). Vanessa managed over eighteen hundred personnel as the Senior Pre-Convention manager for the 1988 Democratic Convention in Atlanta and also worked as field organizer in seven states for the Dukakis for President Committee. Vanessa, a 1987 graduate of Tufts University, was an elected member of the Board of Trustees and was also the Chair of the Tufts chapter of MassPIRG and was the recipient of two awards for community leadership. Vanessa is presently a member of the Board of Visitors for the Center on Philanthropy at Indiana University.

PUBLIC ALLIES APPRENTICESHIP PROGRAM

WASHINGTON, DC

Fact Sheet

WHAT IS PUBLIC ALLIES?

PUBLIC ALLIES: The National Center For Careers in Public Life is a new multicultural organization designed by and for young people who want to make a difference. Through a variety of programs — including the PUBLIC ALLIES Apprenticeship Program — PUBLIC ALLIES will develop the leadership capacity of young people across the country. In doing so PUBLIC ALLIES will bring a new generation into organizations that are working on this country's most pressing public issues. National headquarters are located in Washington, DC, with pilot programs operating in Washington, DC and Chicago, Illinois.

PUBLIC ALLIES is committed to being a multicultural organization. Our staff and board represent many cultures and communities. Similarly, our programs reflect our commitment to providing opportunities for individuals commonly blocked from pursuing careers in public life for financial and/or cultural reasons, and to fostering dialogue and debate that places a value on understanding, respecting and working with people's differences.

WHO ARE PUBLIC ALLIES?

"Public Allies" are individuals between the ages of 18 and 30 who are interested in beginning careers in public life. 20-30 Public Allies will be selected through a competitive application process before being placed in one-year, paid positions beginning in September 1992. We are providing opportunities for individuals of all sexes, races and ethnicities, socio-economic backgrounds, sexual orientations, physical abilities and religions. We strongly encourage anyone to apply, regardless of financial situation, special need, or previous experience. PUBLIC ALLIES will be providing financial assistance (above and beyond the Host Organization salary) to insure that all Allies are provided with a living wage that takes into account such expenses as student loan payments and child care. Above all, we are seeking Allies who are dedicated to working hard to solve critical national and community problems.

WHERE WILL PUBLIC ALLIES BE PLACED?

Allies will be placed in "Host Organizations" working for positive, systemic change on the national or local level. These may be community-based organizations, public interest groups or citizen groups that address issues such as child poverty, civil rights, community development or health care. "Host Organizations" will be selected on the basis of their ability to provide a challenging paid staff position related to the primary purpose of the organization. Groups will be expected to expose the Ally to the different facets of the organization's operations and mission, while focusing on their development of certain skills. Organizations are offering positions that require a broad range of skills, experience and education. We therefore encourage individuals with any and all skills, experience and education to apply to the Apprenticeship Program.

WHAT ARE THE TRAINING PROGRAMS?

The 20-30 young people who are placed in groups in DC will go through an initial orientation together, and will then participate in ongoing training and education throughout the year. The curriculum will be based on the needs that emerge out of the Public Allies' work experiences. Training will range from current issues forums, to office skills, to advocacy and organizing skills (such as coalition-building, media strategies, and public speaking). The emphasis will be on fostering an exchange of ideas across different backgrounds, issue areas, institutions, and approaches to critical public problems. Training will take place in the evening as well as during a full day once a month.

WHAT ARE THE SUPPORT PROGRAMS?

In an effort to link generations, each Public Ally will be matched with an accomplished community leader or public servant outside of the Host Organization who will serve as their mentor during the year. In addition, formal and informal gatherings will be organized to assist in the development of peer networks and a sense of community. Finally, PUBLIC ALLIES staff will be available to address any concerns that either a Host Organization or an Ally might have during the placement year.

For more information call PUBLIC ALLIES at 202-232-6800.

PUBLIC ALLIES: THE NATIONAL CENTER FOR CAREERS IN PUBLIC LIFE *Origins and Background*

PUBLIC ALLIES was founded in 1991 by a diverse coalition of young people, advised by national and community leaders, who all shared a common commitment to providing our generation with opportunities to be on the front-lines of working for needed change from our neighborhoods to our capitol buildings.

The original concept for the organization came from founder and Executive Director, Vanessa Kirsch, who had been polling young people on their civic attitudes for a national study called "Democracy's Next Generation." The study found that although only 12% of the young people surveyed identified voting as part of their definition of citizenship, they would be eager to participate in community problem-solving -- if opportunities were made available, accessible and affordable. These results were confirmed by numerous visits with young people at colleges, universities and community groups across the country.

PUBLIC ALLIES was designed to respond to this need and this potential. Through a variety of programs we will place young people in jobs in community-based organization, public interest groups and innovative government agencies, as well as provide training, education and support programs to build the leadership capacity of our generation.

In November 1991 a national planning meeting was convened at the Wingspread Conference Center in order to develop regional plans for PUBLIC ALLIES that truly meet existing needs and build effectively on related efforts. This gathering was sponsored by the Johnson and Hitachi Foundations and was attended by over fifty national and community leaders.

The first-year regional programs are located in Washington, DC (where the national office is also housed), and in Chicago, Illinois. PUBLIC ALLIES is being organized by four staff people, over 125 volunteers, local Advisory Boards, and a national Board.

In April 1992 the Washington, DC chapter of PUBLIC ALLIES was launched at an award ceremony and inaugural event, *Tomorrow's Leaders Today*. PUBLIC ALLIES was joined by DC Mayor Sharon Pratt Kelly, Senator Harris Wofford and a broad coalition of community leaders in honoring 140 young people for their current community involvement and for their commitment to working professionally to solve critical public problems. Over 600 people attended the event, from many different neighborhoods, racial and ethnic groups, local and national organizations, government, churches, and the press. In October PUBLIC ALLIES will launch its Chicago chapter with a similar event.

Initial support for the idea for PUBLIC ALLIES came from the Advocacy Institute which housed the project in DC from February of 1991 to January of 1992, and from the John D. and Catherine T. MacArthur Foundation.

Gail M. Kong

The youngest of three daughters (alas, no sons!), a third-generation Chinese American (my parents were born in California). Born in 1945 and raised in Gilroy, California, now the Garlic capital of the world, among dust bowl whites, Italian immigrants, a small Japanese farming community and Chicano farm laborers--a town like "The Last Picture Show," but add a dose of bigotry.

Always wanted to make a difference, to make the world a better place to live. Attended Stanford in an era when racial quotas were much in force. Remain grateful for a wonderful education, which included an expectation that we make important contributions after college, not because we're the cultural elite, but because it's a good thing to do. Dropped out of Hunter College School of Social Work, because helping the poor through casework was too slow and uncertain. Short stint in Mayor Lindsey's Office of Urban Action. Five years running a national organization which used federal funds to give grants to poets and writers. Affected deeply like many in my generation by the Vietnam war and especially by Watergate. Three years in New York State government (social services and consumer affairs), Jimmy Carter's Presidential campaign in New York State, 12 years in the Koch Administration, with 2 favorite jobs: commissioner for child welfare (foster care and child abuse) and executive director of the City Volunteer Corps, a national service demonstration project. Last five years very active in New York City Asian communities working on voter registration, charter revision and redistricting, and a volunteer mentoring program.

Moved in 1990 to California to run StarServe, the first major student service program funded by a corporation, Kraft General Foods Foundation. Also took the job to be closer to my family, especially my 75-year old mother, who is a great inspiration and is teaching me how to grow old gracefully. Have enjoyed learning about schools as institutions, about teachers as professionals and more about the educational aspects of child development.

My work and life commitment is to public policy, for better ways to govern ourselves. Not so interested in expensive pilot projects which can't be replicated and case by case change. Strong interest in good management and honest, selfless leadership which inspire others to give of themselves and work hard to solve problems together on a larger scale. Constantly seek learning opportunities and ways to be helpful. I don't need accolades and I don't work very well with those who do.

Welcome referrals of single Asian males (probably .00007 of the population, and the third reason I moved to California). Willing to relocate, dig up my share of the weeds, and pay my share of the mortgage.

Two orange cats, one fat, one regular.

STARSERVE FACT SHEET

What is StarServe?

StarServe is a national, not-for-profit organization established in 1990 to help America's schools introduce, expand and celebrate student community service. StarServe is endorsed by national professional associations of teachers, elementary and secondary school principals, education commissions and school board members. StarServe is exclusively funded by the Kraft General Foods Foundation and operates in partnership with The Love Foundation for American Music, Entertainment and Art, and United Way of America. StarServe is a Points of Light Foundation Initiative.

StarServe offers free materials, resources and technical assistance to enable teachers and students (kindergarten through the 12th grade) to plan and implement community service projects. StarServe also builds support for youth service by assisting with professional development, service conferences and special pilot programs.

Free Resources and National Services

- Basic K-12 Kit for all subject areas, including a flexible Teacher Guide, examples of integrating classroom lessons with community service projects, student activity masters for elementary and secondary levels (in English or Spanish), motivating classroom poster and letter from celebrities involved in service, and a Resource Directory of national and regional service organizations.
- Supplemental Publications: a) a bibliography of children's books with service themes related to environmental awareness, homelessness and hunger, the elderly, literacy, and other important issues; b) *Classroom Connections* with ideas and examples of how community service projects helping the elderly and homeless can be used to teach specific academic subjects; c) *Tips to Involve Parents* through community service with ideas and an activity master to encourage parent participation in their child's education.
- Toll free assistance for educators staffed by experienced teachers.
- Promotion of the educational value of community service working with mass media, education media, such as education journals and newsletters of professional education associations.
- Facilitate networking between school or school district personnel and those experienced in student community service; help colleague organizations promote their professional conferences by sharing mailing lists; assisted by StarServe's database of 25,000 educators.

Special Project: Elucidation

During 1992-93 StarServe will conduct field visits and publish profiles of 4-6 schools which are using community service as a component of a school improvement plan. Schools selected will be diverse geographically, by grade level, and in terms of approaches to school improvement.

Dr. Roger L. Landrum

**Executive Director
Youth Service America**

Roger Landrum is co-founder and Executive Director of Youth Service America, a nonprofit organization which provides national leadership for organizing and expanding a system of youth service programs in schools, colleges and universities, and states and cities. As one of the country's leading experts on national and community service, Landrum has appeared on "Nightline", "The CBS Evening News" and "The MacNeil/Lehrer NewsHour." His writing about youth service has appeared in The New York Times, The Washington Post, The Baltimore Sun and Youth Policy.

Before coming to YSA, Dr. Landrum served as a consultant to the Ford Foundation. At the Ford Foundation, Dr. Landrum reviewed youth service activities throughout the U.S. and prepared a grant-making strategy for the foundation to spur the development of the youth service field. Today, the field includes over 4,000 state and local programs, a presidential initiative, Congressional legislation and a National Governor's Association Task Force.

From 1982-84, Dr. Landrum was a Senior Issues Advisor to Senator Alan Cranston and issues coordinator for the Cranston presidential campaign. As a representative of Senator Cranston, Dr. Landrum chaired meetings leading to an agreement among the major national arms control organizations on a Ten Point Arms Control Platform and coordinated lobbying of the 1984 Democratic Platform Committee and National Convention.

Between 1977 and 1982, Dr. Landrum was study director at the Potomac Institute. He prepared two books for the Institute's Committee for the Study of National Service, Youth and the Needs of the Nation and National Service: What's at Stake, and organized a 1979 national conference on national service.

After graduating from Albion College, Landrum was a Peace Corps Volunteer teacher in Nigeria (1961-63). He subsequently designed and directed the first community based training programs for Peace Corps Volunteers in a variety of settings. He has remained active in Peace Corps affairs, currently serving as board member and past president of the 7,000-member National Council of Returned Peace Corps Volunteers. Dr. Landrum has been instrumental in establishing the Peace Corps Alumni Archives at the John F. Kennedy Library in Boston and the annual Sargeant Shriver Awards for Distinguished Humanitarian Service.

Dr. Landrum taught at the University of Nigeria (1961-63), Yale (1972-74) and Harvard (1976-77). He organized and directed programs for Yale and Harvard undergraduates working as teaching assistants and tutors in public schools. From 1968-72, Landrum was founder and president of The Teachers, Inc., a private organization with goals of bringing talented young teachers into inner city public schools and demonstrating more effective educational approaches.

Dr. Landrum was educated in the public schools of Osceola County, Michigan. He has a doctoral degree in human development from Harvard University and a B.A. degree from Albion College. He was honored by Albion with its 1990 Distinguished Alumnus Award. He has served on numerous boards and advisory councils, and currently serves on the board of the National Council of Returned Peace Corps Volunteers and the Board of Governors of StarServe.

YOUTH SERVICE AMERICA

Youth Service America's Mission

YSA's mission is to build an ethic of service in America by helping to develop and sustain a national network of quality service programs that provide young people of all ages and backgrounds with opportunities to begin a lifelong commitment to community improvement and civic participation.

Major Areas of Emphasis

•Youth Development and Leadership

YSLI is an innovative new training institute designed to foster leadership by young people at all levels in the youth service field. Through the Institute, YSA's Youth Action Council offers a select group of young leaders from around the country opportunities to represent their peers at the national level and to work towards building a network of young leaders in service. The New Generation Training Program is an intensive management and leadership training institute for young professionals and entrepreneurs in the youth service field. YSA also offers a series of internships and fellowships to young people from across the United States as part of YSLI.

•Planning and Policy Development

Since 1988, YSA has convened a policy and planning group comprised of leading organizations in the youth service field. The Working Group assists with the development of federal, state and local policy and designs program expansion strategies for the youth service field. Through the Initiative for State Youth Service, YSA offers training and technical assistance to states developing comprehensive statewide plans for youth service.

•Building an Ethic of Service

Since 1986, YSA has been working to build an ethic of service in the United States through public education projects, conferences, newsletters and other publications, videos and promotional materials designed to broaden awareness of the power and potential of youth service. National Youth Service Day and the 1992 Youth Service Superconference are the centerpieces of that effort.

•Building a Movement from the Bottom Up and the Top Down

Youth Service America brings together local, regional and national organizations through the Professional Affiliate Program, which offers technical assistance, national visibility and resource sharing. YSA's major replication effort, the Youth Volunteer Corps of America is an innovative program model that creates low-cost youth corps that offers full-time summer and part-time school year service opportunities for junior and senior high school students from diverse backgrounds.

Major Funders:

- AT & T Foundation
- Amelior Foundation
- DeWitt Wallace Readers Digest Fund
- The Ford Foundation
- W.K. Kellogg Foundation
- Charles Stewart Mott Foundation



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Malkia Kokuyamba Lydia is a 22 year old native of Washington, DC. She is currently a Program Associate for Leadership Development at the Advocacy Institute in Washington, DC. In May of 1992, Malkia received a B.A. in Public Policy Studies from Duke University in Durham, NC. Because of her activities in the Duke and Durham communities, including serving as President of the Black Student Alliance, Malkia received the University's Griffith Service Leadership Award upon graduation. In 1988, Malkia graduated from the District of Columbia Public School system with honors.

Her current memberships include Delta Sigma Theta Sorority, Inc., an international public service sorority, the Black Student Leadership Network of the Children's Defense Fund and Young People *for* National Service. She is a member of the YPFNS Task Force which developed its proposal on national service. Malkia is also a member of the Founding Team of Public Allies. After completing her Public Allies apprenticeship at the Advocacy Institute, Malkia will pursue a career in education--as an advocate for policy reform, a producer of children's media, and as a classroom teacher.

January 1992



ADVOCACY INSTITUTE CAPABILITY STATEMENT

MISSION

The Advocacy Institute, a tax exempt 501(c)(3) organization, is a center for training, counseling and support of public interest advocates - both professionals and citizen activists - within the United States and abroad, on a wide range of public policy issues.

Since 1984, when it was founded, the Institute has worked with more than two thousand non-profit organizations. It provides training in advocacy skills, such as long-range strategy planning, coalition-building, media advocacy, and advocacy uses for new communications technology to a variety of citizen groups at the local, state and national levels and from around the world. It does not substitute its own efforts for those of the groups it serves. Rather, it strengthens the client organizations' advocacy skills and resources, thus increasing their ability to influence public policy.

Developing Leadership that Builds Bridges

Today many citizens are on the outside, looking in. They have removed themselves from participation in the democratic processes. The percentage of eligibles who vote continues to diminish. And organized activists still get involved in hair-splitting differences that prevent them from forming meaningful coalitions to work on important policy issues. The Advocacy Institute's mission is to help develop an issue leadership that fosters a policy of inclusion -- that moves beyond specifically conceived agendas, builds bridges with others, and addresses common concerns that cut across regional and class lines. Without the necessary advocacy skills and support, issue leaders too often "burn out" short of attaining their goals, abandoning advocacy in frustration. The Institute will sustain and nurture them, connecting them to each other and to a network of mentors, and providing them with the skills training and professional support necessary for successful advocacy.

Leveling the Playing Field

A further goal of the Institute is to correct the imbalance between the skills and resources of private interest and public interest advocates. Our democratic political system can and does respond to the just demands of citizens lacking economic or political advantage. But it will respond only to those who refuse to be mystified or intimidated by the political process and who learn how to insist on being heard. The Advocacy Institute is a valuable partner on the side of public interest. It has been an "advocate for advocacy," fighting to preserve the rights of advocacy organizations and to convince funders to support advocacy.

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Young People for National Service

formerly the Young People's National Service Coalition

Who are we?

We are the young people President-elect Clinton seeks to involve in his vision of national service, and we believe any national service system must involve its participants in design, implementation and administration. Towards that end, we have formed Young People for National Service.

We are activists, counselors, teachers, students, direct service providers, corps members, program directors, and community organizers. We are from different racial, ethnic, geographic, cultural and socio-economic backgrounds and sexual orientations.

We started as a small cluster of youth service professionals working to develop recommendations for a large national service initiative. Through conferences, working group meetings, and extensive outreach efforts, our coalition has expanded and continues to grow rapidly, to better reflect the diversity and desires of our nation's young people.

Why are we here?

Our mission is to mobilize and unite diverse groups of young people to impact a national service system which inspires long-term community problem-solving.

We support the creation of a comprehensive national initiative for service which fosters service on many levels: (including but not limited to) K-12 and higher education service learning, campus-based service initiatives, and full-time and part-time opportunities for young people and adults.

We propose AmeriCorps as the core experience within a comprehensive system promoting life-long service-learning and service opportunities. We envision AmeriCorps as a loose federation of intensive, compensated, full-time and part-time service opportunities for young people.

AmeriCorps is

...A system of flexible placement options

National service for young people can not be a monolithic, para-military remake of the Civilian Conservation Corps. If national service is to foster life-long community involvement and long-term community problem-solving, young people must be able to serve in ways that interest them and meet their individual needs as well as the needs of the communities they serve. Placement options must range in sizes and operation styles, types of service activities and targeted issues.

There must be room for the variety of existing service models as well as innovative new models. Placements would include service and conservation corps, community-based

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organizations, non-profit agencies, the Peace Corps and VISTA, as well as work to assist campus-based and K-12 programs.

Compensation and post-service benefits may also vary within the national system, as long as a weekly minimum stipend is guaranteed to all participants.

...A system that is nationally interdependent but locally and regionally independent

AmeriCorps would be administered by a slim, decentralized agency delegating much responsibility to local and regional intermediaries, to ensure that the needs of young people and the communities they serve are met.

Programs and participants would be connected by a national support system which would provide standards for program operation, technical assistance, and a core training curriculum.

The bulk of AmeriCorps programs would be community-based to ensure that real local needs are met.

...A system that unites young people from all backgrounds

AmeriCorps has the potential to involve hundreds of thousands of young people in long-term community problem-solving on every street corner, in every school, and in every community in the nation. AmeriCorps could bring America's young people together in common causes and work against racism, sexism, classism, and homophobia by building bridges of understanding.

To reach these goals, the national system must meet the needs of a wide range of young people and offer flexible methods of compensation and service options. The program must use a variety of recruitment approaches, including outreach in underserved communities.

A truly sustainable system will be created by bridging the voices of young people from all parts of America into the design, implementation and administration of a national service system.

Kristin Parrish is the new Executive Director of Campus Outreach Opportunity League. For the past three years, she has been actively involved in emergent and family literacy as well as campus-based community service programming. While attending the University of San Diego, she was the director of the Student Literacy Corps. She also developed and implemented The Reading Connection, a program that recruits, trains and organizes volunteer readers to serve in low-income housing developments throughout San Diego County. Currently, she serves on the Board of Directors of the Children's Theatre Company in Minneapolis as chair of the publicity committee. She is also involved with the Edina Art Center in Minnesota, where she volunteers as a special needs children's art instructor, as well as a fundraising and special events coordinator.

WHAT IS COOL?

The Campus Outreach Opportunity League (COOL) is a national non-profit organization, founded in 1984, that works with college students to develop campus community service programs. In the nine years since COOL's founding, our network has grown from sixteen colleges and universities to over 650 across the nation.

This growth reveals that college students are becoming more active in addressing the serious, connected challenges facing our nation. An annual poll of incoming first-year students revealed that they are more concerned with "influencing social values" today than at any time since 1967. Students are witnessing a number of growing problems, and want to make a difference in their local communities.

But students need help. They need a forum to create collective answers to individual problems. COOL works to meet that need through a variety of efforts, including:

- *Into the Streets*, a national initiative designed to introduce students to community service and provide them a learning experience that will challenge them to volunteer on a more regular basis.
- *Mixing It Up*, a program that builds service-based collaborations between well served institutions (upper-income, predominantly-white universities) and nearby under-served institutions (community colleges, historically black, latino, tribal, or differently-abled colleges). We will diversify the student service movement by opening it up to different voices.
- *Teaming Up*, a partnership with the Ford Foundation, that provides grants and training for campuses wishing to add a community service component to their curricula.
- *Summer Fellows*, a fellowship program that recruits the best young talent around the country and sends them to our national office for hands-on experience in programming, organizing, and training.
- *Campus Outreach*, our bi-monthly journal that gives students a platform for raising issues or viewpoints on what's going on in the community service field. The newsletter has a readership of 5,000.
- Eight student-authored resource books on campus organizing, hunger and homelessness, literacy, and service and the curriculum.
- An annual conference and leadership summit which bring together more than 2,000 students and administrators to learn basic skills and discuss public issues.

COOL is governed by a board of recent college graduates and current students, as well as by leaders from the professional, business, and non-profit sectors. We have a twelve member staff of recent college graduates and a \$1.2 million annual operating budget. COOL is supported by grants from various foundations including: the Amelior Foundation, the Ford Foundation, Ben & Jerry's Foundation, the W.K. Kellogg Foundation, the C.S. Mott Foundation, as well as by the contributions of individual students and other friends. COOL's work has been featured in the *New York Times*, the *Washington Post*, the *Chronicle of Higher Education*, the *Chronicle of Philanthropy*, *USA Today*, *Time* and *Newsweek*.

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Toni Schmiegelow. Executive Director of the New York City Volunteer Corps, the largest urban national service corps. Previously worked in the public sector: first, for the City of Los Angeles in the Employment and Training area and later, as an appointee in the Carter Administration at the US Department of Housing and Urban Development. Serves on numerous boards including Associate Trustee, University of Pennsylvania; Treasurer, New York City Parks Council; NYC League of Women Voters.



CITY VOLUNTEER CORPS
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CITY VOLUNTEER CORPS

FACT SHEET

The City Volunteer Corps of New York City, a 501(c)(3) nonprofit organization, was founded in 1984 to demonstrate that young people in urban areas can work together to help their communities while the building skills and confidence they need to succeed as adults. The country's largest national service corps, CVC works toward several goals: giving a wide range of service to New Yorkers in need; enrolling young people from all backgrounds to work cooperatively on teams; helping the volunteers make a successful transition to adulthood through learning from service and through a specially-tailored education program; and promoting federal support of national service. CVC's first eight years have shown the value of national service to New Yorkers, the nation and the nation's youth.

I. CVC Attracts a Diverse Group of New York Youth

- CVC enroll 675 young people, aged 16 to 20, each year.
- Volunteers work full-time for one year and receive a weekly stipend plus \$5,000 in scholarship funds or \$2,500 in cash. High school and college students work part-time while in school and full-time during the summer and also receive pro-rated stipends and scholarships.
- City Volunteers come from neighborhoods throughout all five boroughs, and from many different cultural backgrounds (Caribbean, Latin America, Eastern Europe, India, Pakistan, China, Southeast Asia, Native Americans).
- Fifty six (56%) percent of Corps members are black; 31% are Hispanic; 13% are Asian and white.
- Twenty two percent (22%) of City Volunteers are high school graduates; 58% have dropped out of school; 20% are in high school or college full-time.

II. City Volunteers' Service Contributions are Real and Lasting

- Volunteers have given over 3.5 million hours of service since 1984; service projects are completed for government agencies and community-based organizations.
- Organizations with which City Volunteers work to accomplish service projects are called sponsors. Sponsors provide supervision (along with a CVC Field Supervisor) and appropriate training to volunteers, who in return contribute their time, energy and enthusiasm to help expand sponsors' services.
- City Volunteers work together in teams and serve on 6-7 core projects exposing them to a wide range of populations and service needs:
 - Two-thirds of projects are in human services: working with the elderly and disabled in institutions and at home; tutoring children in elementary school and in afterschool programs; conducting public education campaigns and public surveys for City agencies.
 - One-third are in physical services: creating community gardens from vacant lots; developing nature trails and exercise courses in parks; rehabilitating abandoned housing; improving commercial strips for Development Corporations to spur retail sales, etc.
- City Volunteers also work on different types of projects which further expand their service experience: theater presentations on resisting peer pressure for junior high school students; anti-litter street skits; surveying South Bronx land use for a City Planning development plan.
- Teams are available for special events: escorting the handicapped to holiday shopping; assisting at borough-wide career fairs for youth; escorting the elderly to special events.

III. City Volunteers Learn While They Serve

- After the service day, City Volunteers attend classes arranged by CVC with the City University of New York and the New School. Given their diverse backgrounds, the volunteers are placed in a wide range of classes: English as a Second Language; Adult Basic Education (for those reading below the eighth grade level); GED; college preparatory classes for high school graduates; and college courses.
- CVC arranges summer school for most volunteers, to prevent the loss of skills attained during the school year.
- CVC also sponsors Corps Member Development, eight modules per year that build on the service experience to ensure learning through doing. Modules include the political process, cultural and ethnic diversity, and career planning.

IV. Research Illustrates the Special Benefits of Youth Service

- In an audit published in November 1988, the New York City Comptroller found that CVC is a "winner" and "success," where 80% of volunteers obtained employment after CVC, usually above minimum wage, compared with 49% prior to enrollment, and one-half obtained further education. He concluded that these benefits "...coupled with CVC's contribution to the City's public service sector indicate that the cost of CVC...is money well spent."
- The Ford Foundation sponsored research by Public/Private Ventures. Their Fall 1987 study found that enrollees in CVC have the highest completion rate of nine major corps nationally, and the best GED completion rate. They also surveyed sponsors and found a high level of satisfaction with services provided. Finally, they concluded that "the integration and harmony among the different groups serving in the Corps is notable...[the] youth and their Field Supervisor consistently comment on the eye-opening experience of men working shoulder-to-shoulder with women, of blacks and Hispanics getting to know each other, of high school graduates tutoring dropouts, of 'bad attitude' youth being encouraged to shape up by their teammates, and of youth gaining exposure to the wide variety and opportunities of life in the city..."
- The William T. Grant Foundation sponsored a larger-scale, longitudinal study by Public/Private Ventures, started in 1988 and continuing for three and a half years. This study was divided into three parts: an implementation study, including interviews with staff, officials and others involved in the conception of CVC; an ethnographic study, in which an anthropologist followed a CVC team for a year; and an outcomes study, tracking 500 corpsmembers for up to one and a half years after they left CVC. Public/Private Ventures noted in its interim report in December 1990 that "CVC's corpsmembers deliver quality work in all five of New York City's boroughs." This report also confirmed that "the educational gains posted by corpsmembers and the positive attributes of the team experience suggest that the urban corps model may be an effective vehicle for improving the lives of some urban youth." Conclusions from the final report, issued in September 1992, found that CVC volunteers were continuing their education even after leaving the corps, were obtaining their high school diplomas or GEDs despite having been dropouts when they enrolled in the corps, and had developed higher self-esteem and increased tolerance for others following participation in CVC than prior to joining.

V. CVC is a Key Model for Federally-Supported National Service

- CVC is the largest service corps in an urban area, and the pioneer in involving youth in human service.
- One of 50 programs nationally, CVC works with Youth Service America, a Washington umbrella organization, to encourage federal support. These efforts resulted in the passage of the historic National and Community Service Act of 1990. This legislation provides for full-time service corps modeled after CVC, as well as school-based and campus-based service programs.

BIOGRAPHY
OF
KATHLEEN SELZ

Kathleen Selz is Executive Director of the National Association of Service and Conservation Corps (NASCC). Founded in 1985 and located in Washington, D.C., NASCC serves the growing network of local and state youth corps through policy development, training and technical assistance. Prior to joining NASCC in 1991, Selz was a senior consultant with The Conservation Company, a Philadelphia-based planning and management consulting firm. She worked primarily with foundations and corporate contributions programs, developing grantmaking initiatives to promote the health, educational and social well-being of at-risk children and their families.

Previously, Selz was Vice President of Planning and Management of the Council on Foundations, a national association of more than 1,200 grantmaking organizations. She also worked for the Community Foundation of New Jersey, where she designed an innovative home equity conversion plan for senior homeowners. During the Carter Administration, Selz served as a Special Assistant in the Office of the Secretary of the U.S. Department of Health and Human Services.

Selz began her career as a VISTA volunteer, working with Native Americans in Montana. She subsequently worked at The Ford Foundation and Columbia University in New York City. A graduate of Marymount College, Selz has professional training in public administration.



WHAT IS NASCC?

National Association of Service & Conservation Corps

The National Association of Service and Conservation Corps is the membership organization for conservation and service corps programs. Since its founding in 1985, NASCC has served as an advocate, central reference point and source of assistance for the growing number of state and local youth corps around the country. In 1992, 63 youth corps operated in 16 states and 45 cities and counties, serving approximately 17,500 young people in both year-round and summer programs.

NASCC's primary mission is two-fold: to strengthen the quality of existing youth corps programs and to promote the development of new ones. To accomplish this NASCC

- ▶ maintains an Information Clearinghouse on youth corps policies, programs and practices, as well as the overall status of the youth corps field;
- ▶ provides written and on-site technical assistance to new and operating corps and those in the planning stages;
- ▶ sponsors an Annual Conference for youth corps staff and corpsmembers;
- ▶ organizes professional development workshops for corps program directors and other staff on a range of policy, program and management topics; and
- ▶ publishes an annual **Youth Corps Profiles**, a quarterly newsletter -- **Youth Can!** -- and other information bulletins on issues of importance to the field.

NASCC speaks for the corps in Washington, D.C. Through policy development and public affairs activities it works to bring the value of youth corps to the attention of policymakers, the media, philanthropic community and general public. NASCC is an active participant in national coalitions such as the Working Group on Youth Service Policy and the National Youth Employment Coalition.

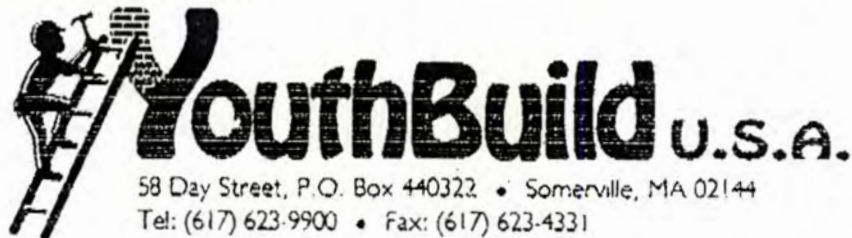
In cooperation with Public/Private Ventures, NASCC provides policy development support to the Urban Corps Expansion Project (UCEP), a national demonstration now underway in 12 cities around the country.

NASCC is a nonprofit corporation governed by a board of directors which is composed of corps program directors from throughout the U.S. and prominent citizens. NASCC receives support from membership dues and registration fees, as well as from foundations and corporations, including the AT&T Foundation, the DeWitt Wallace-Reader's Digest Fund, the William and Flora Hewlett Foundation, the W.K. Kellogg Foundation, and the Charles Stewart Mott Foundation.



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Dorothy Stoneman is founder and president of YouthBuild USA. She was formerly director of the Youth Action Program in East Harlem for 10 years, and before that the executive director of the East Harlem Block schools. She has worked for 25 years developing community-based schools, housing, employment programs, and community service programs. A graduate of Harvard, she also has a Master's degree from Bank Street College.



INTRODUCTION TO YOUTHBUILD

December 1992

The YouthBuild movement, growing out of the Youth Action Program in East Harlem in 1988 and already extending to 44 states, is creating a groundswell of programs which are committed to enabling young people to rebuild their communities and take charge of their own lives. The vehicle for this is the YouthBuild program. We are building this movement by doing the following:

- ◆ providing technical assistance and extensive training to groups committed to developing YouthBuild programs;
- ◆ organizing the YouthBuild Coalition to advocate for funding and to link interested groups with each other;
- ◆ developing a national core of youth leaders who can share leadership of the YouthBuild Coalition;
- ◆ providing training to adults in the theory and method of youth leadership development as a central part of youth programming.

There are currently more than 200 groups in the United States that want to launch YouthBuild programs. There are 317 groups in 44 states that have joined the Coalition. There are fifty young people from ten states in the leadership core, nineteen of whom are on the Steering Committee of the YouthBuild Coalition, along with seven adult leaders of local programs.

Summary of YouthBuild Program Design

In YouthBuild programs, young people with an interest in rebuilding their communities are trained in construction skills for twelve to eighteen months, while they rehabilitate abandoned buildings to provide affordable permanent housing for homeless or very low income people. In rural areas they construct new housing, since there are few abandoned buildings.

Students attend academic classes for half of the program time, mastering basic skills and preparing for their high school equivalency diploma. Also built into the program are individual counseling, peer support groups, driver's license training, recreation, and cultural activities.

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Major emphasis is placed on providing opportunities for young people to develop as leaders through making decisions affecting the program and its policies, through involvement in community life, and through leadership training.

At the end of the program, graduates usually obtain unsubsidized jobs in the construction industry where they earn from \$6.00 to \$18.00 an hour. Follow-up counseling and support groups are available. Every effort is made during the program and afterwards to include trainees in pre-apprenticeship programs so that they may gain entry into the construction-related unions.

The program is comprehensive. It works extremely well for young men who have dropped out of school, since it gives them a chance to play a profoundly useful and respected role in their community, building the most essential commodity needed by their families and neighbors: affordable housing. This restores them to the traditional role filled by young men in healthy communities. The program also works well for young women interested in non-traditional careers.

Origins and Background of YouthBuild Program

The YouthBuild program was pioneered by the Youth Action Program of the East Harlem Block Schools between 1978 and 1984. In 1984, responding to an upsurge of community support for YouthBuild, the New York City Department of Employment replicated it by funding two additional agencies. One of these, the Banana Kelly Community Improvement Association in the South Bronx, joined the Youth Action Program in providing assistance to other groups through the national YouthBuild Coalition.

In addition, Public/Private Ventures, a national research and demonstration agency, has proven a variation of the model workable in more than a dozen cities under the name "Ventures in Community Improvement" (VICI).

Replication Process

We are providing general information, including a comprehensive implementation manual, to all interested groups, and inviting all to periodic three-day training seminars.

We work closely with selected groups who possess a high level of commitment, organizational capacity, and philosophical agreement. We have detailed an eleven-stage process of replication, including an evaluation component. There are now fourteen YouthBuild programs of various sizes in operation in New York City, Boston, Cleveland, San Francisco, Tallahassee, Philadelphia, Indianapolis, Gary, Milwaukee, St. Louis, and Gadsden County (Florida).

In the current period, replication is dependent on private funds and locally-raised public funds.

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The YouthBuild Legislation

The YouthBuild Act (H.R. 501), authorizing \$200 million for YouthBuild programs administered through HUD, was introduced in the House of Representatives by Congressman Major Owens of Brooklyn in 1990. Senator John Kerry of Massachusetts introduced it in the Senate as S 1100 in 1991.

After two years of energetic advocacy, the bill was passed into law as "Subtitle D - Hope for Youth: Youthbuild," in the Housing and Community Development Act of 1992. Congress directed HUD to spend a minimum of \$17.5 million and a maximum of \$40 million on YouthBuild programs in 1993. These funds will be administered by the United States Department of Housing and Urban Development, through a competitive process. Regulations are now being written.

YouthBuild USA

The YouthBuild effort has generated real momentum. As a result, YouthBuild USA incorporated in 1990 as a separate national organization to carry out the YouthBuild replication process, provide training in youth leadership development to interested youth-involving organizations, and ensure that the YouthBuild Coalition has an impact on national policy affecting young people.



CAMPUS COMPACT

THE PROJECT FOR PUBLIC AND COMMUNITY SERVICE

EXECUTIVE COMMITTEE

CHAIR

Thomas Ehrlich
Indiana University

VICE CHAIRS

Vartan Gregorian
Brown University

Ellen Futter
Barnard College

MEMBERS

Richard Beeson
Carnegie University

Joan Carson, III
University of Missouri

Juliette Cole
Spelman College

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The University of Texas

St. Paul School
St. Paul School

Velsa V. V. V. V.
Adelphi College

David Whitson
Ohio State University

Charles Young
University of Illinois

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BIOGRAPHICAL SKETCH OF SUSAN STROUD

Susan Stroud is the Director of the Campus Compact, a project of the Education Commission of the States. Simultaneously, she is the director of the Howard R. Swearer Center for Public Service and Assistant to the President at Brown University. She has held these positions since 1985.

The Campus Compact is a coalition of over 300 college and university presidents, who are committed to encouraging an ethic of public service and to promoting service as an integral component of undergraduate education. The coalition's offices are located on Brown campus. The Campus Compact is chaired by Thomas Ehrlich, president of Indiana University. The vice-chairs are Vartan Gregorian, president of Brown University and Ellen Futter, president of Barnard College. Members of the coalition represent the rich diversity of institutions of higher education in this country.

Susan Stroud has served in several capacities at Brown in the fifteen years she has worked there, including director of a consortium of liberal arts colleges in the Northeast for eight years. Prior to coming to Brown in 1978, she worked for five years as a public school teacher in Massachusetts. She earned her B.A. degree in English from Duke University and a M.A. degree in English and American literature from Leicester University in England.

COMPACT FACTS



Campus Compact
P.O. Box 1975, Brown University
Providence, RI 02912
(401) 863-1119

August 1992

Campus Compact is an action-oriented coalition of college and university presidents, organized to create public service opportunities for students, and to develop an expectation of service as an integral part of student life and the college experience. A project of the Education Commission of the States, the Compact grew out of a 1985 meeting of higher education presidents who met to discuss efforts they could take to foster greater collegiate involvement in public and community service.

Now a coalition of over 300 institutions, Campus Compact provides information and technical assistance to member campuses, creates incentives for student involvement in service by helping to shape policy at all levels, and promotes a national awareness of the important resources students offer in the public interest.

Campus Compact member presidents are committed to developing in students an increased respect for the responsibilities placed on them in a democratic society. Students involved in service activities gain exposure to a range of social and economic concerns and become involved with others from different backgrounds, races, ages and classes. Service provides a real-life dimension to the theory that they discuss in the classroom; students return to academic studies eager to reflect on their experiences and incorporate solutions. Ultimately, public and community service can do more than any academic seminar to make social responsibility an integral part of students' lives.

MEMBERSHIP

Membership in Campus Compact requires a letter of interest and commitment from a university president. Member presidents agree to a series of expectations involving promoting and supporting service on their campuses, and pay a membership fee based in the size of their student body. In return, the Compact offers administrative and technical support. The Compact's members represent a full range of institutions from all parts of the country. They include public and private universities, two- and four-year colleges and small and large institutions. The organization as a whole works to build a strong coalition of college and university presidents and staff people, while working with service-related associations, and cultivating the support of community, state and national leaders. Frank Newman, the president of the Education Commission of the States, gives his leadership to the project. The coalition is currently chaired by Thomas Ehrlich of Indiana University.

In response to a growing interest in membership, and in order to provide individualized support to a greater number of campuses, the Compact works with interested states to organize state compacts; each is independently funded and has its own state compact director who maintains close contact with the national office. In 1988, higher education presidents in Pennsylvania, Michigan, and California were the first to organize such coalitions; in 1992 higher education presidents in Florida, Washington, West Virginia, Colorado, Illinois and Ohio also organized such coalitions. Presidents in several other states including Minnesota, Rhode Island and Vermont are in the process of establishing state compacts.

SERVICES TO MEMBERS

Information and Technical Assistance to Support Program Development. Information gathered from member campuses is incorporated into a computerized database and provides the basis for a bimonthly newsletter, resource packets on specific topics, training manuals and other reports on campus service activities. Regional meetings offer opportunities for campus representatives to share ideas and experiences.

Student Humanitarian Awards. The Compact sponsors a Student Humanitarian Award which recognizes five college students at member institutions annually who have made an outstanding contribution in the area of public service. Each member president is asked to nominate one student to participate in the national award competition. Recipients receive \$1500 each to fund a self-directed humanitarian activity.

SPECIAL PROJECTS

Campus Compact researches and disseminates information and generates discussion on issues central to the content and structure of campus community service programs.

Mentoring. Campus Compact's Partners in Learning (CPIL) program encourages college students to serve as mentors for youth at risk of not making a successful transition to adulthood. CPIL supports program development and helps institutions mobilize students and faculty to connect with local schools systems, community organizations and state also concerned with at-risk youth.

Service and Academic Study. Campus Compact has established a summer institute for faculty and administrators to design models to integrate community service and academics. Fifteen member institutions participated at the first of three institutes this past summer at Stanford. The second summer institute in 1992 was held at Brown University.

Research. Campus Compact is collaborating with the American Council on Education and UCLA to track student attitudes and participation in service during their college years. Further research is planned to assess the impact of service on student attitudes and behaviors, as well as the scope of service-related activities on campuses around the country.

NATIONAL AGENDA

Supplementing efforts to facilitate service opportunities on member campuses. Campus Compact works on a national level to increase support for collegiate public service and to create new avenues for student participation in service by:

Building Public Awareness. With the guidance of a Media Task Force comprised of university representatives, Campus Compact works to publicize student service initiatives and campus programs that will inspire others to become involved. The Compact has been featured extensively in media, including *The New York Times*, the *Chronicle of Higher Education*, *USA Today*, the CBS weekend news, and *The Washington Post*.

Creating Opportunities for Discussion. To further thinking on issues affecting the quality of student service, Campus Compact sponsors panel discussions and forums for debate at meetings of policy makers and higher education organizations, including the American Association of Higher Education, the American Association of University Students, and the American Council of Education.

Shaping Legislation on State and Federal Levels. Campus Compact works with legislators to shape public policy that creates financial incentives and removes barriers to student participation in service. Campus Compact invites members involvement by providing updates on the current status of proposed legislation, sponsoring informational briefings featuring legislators and aides and offering opportunities to give testimony at House and Senate hearings.

Collaborating with National Service Organizations. To strengthen the efforts and broaden the impact of each organization, Campus Compact works with other groups, such as the Campus Outreach Opportunity League and Youth Service America, that pursue similar missions. Together, these and other organizations work to support service programs in communities, in schools and on campuses.

Campus Compact receives funding from the individuals and organizations who have supported our programs and operations since 1985: ACTION; AT&T Foundation; Amelior Foundation; Aetna Foundation; Carnegie Corporation of New York; Jackson Foundation; John D. and Catherine T. MacArthur Foundation; Honeywell Foundation; Ford Foundation; Hearst Foundation, Inc.; Johnson Foundation; Mellon Foundation; Rockefeller Brothers Fund; Stuart Foundations; and an anonymous donor; as well as in-kind donations from Apple Computers, Inc. and Brown University.

STAFF For information contact:

Susan Stroud, Director; Nancy Rhodes, Associate Director; Roger Nozaki, Coalition Coordinator; Keith Morton, Project Director for Service and Academic Study; Brad Rose, Project Associate for Service and Academic Study; Betty Johnson, Administrative Assistant; Melissa Smith, Research Assistant, Steven Corey, Newsletter Editor.



POINTS OF LIGHT FOUNDATION

CHUCK J. SUPPLE

Vice President for Youth Engaged in Service (YES)

Chuck Supple is the vice president for Youth Engaged in Service at The Points of Light Foundation and is directly responsible for youth service programming.

Mr. Supple comes to the Foundation with a diverse and challenging background in community service. As a student at the University of California, he taught elementary school children about the problems of drug and alcohol abuse. Upon graduation, his volunteer work led to a full time career in volunteer program management at the University's century old student community service organization - Stiles Hall. During this time, he also served as president of the Health Commission for the City of Berkeley.

While pursuing his graduate degree in Public Administration at the Kennedy School of Government, Mr. Supple set up the school's Community Service Clearinghouse which links students, faculty, staff, and their families with community service opportunities. He directed the endowment campaign for Harvard College's renowned community service organization - Philips Brooks House. Under the leadership of the president of Stanford University and the chancellor of UCLA, Mr. Supple created and directed California Campus Compact, a coalition of college and university presidents in California which supports collegiate community and public service.

He holds a B.A. from UC Berkeley and a Master's in Public Administration from the John F. Kennedy School of Government at Harvard University, which he received in 1988. He resides in Washington, D.C.



POINTS OF LIGHT FOUNDATION

INFORMATION SHEET

YOUTH AND EDUCATION OUTREACH Youth Engaged In Service (YES)

The mission for Youth and Education Outreach is to challenge every young person, age five to twenty-five, to engage in service directed at meeting important social needs, and stimulate the creation of opportunities and support necessary to make that service meaningful. Schools are a primary target of opportunity for community service. Young people can contribute through, and learn from the experience of serving and community members can help through volunteer services to improve educational outcomes for children and youth.

To draw more young people into service, youth leadership is key. The Foundation promotes youth leadership by involving young Americans on its Board and committees and by operating the Youth Engaged in Service Ambassadors Program. The work of YES is firmly rooted in the belief that each young person has something important to contribute to our country and that service by young people not only benefits those they help but also themselves, their schools, and their communities.

The top priority for YES is to forge a link between community service and efforts to improve education in this country. The Foundation collaborates with youth service, business, and education leaders to place community service as a high priority on education reform agendas. Cooperative efforts for this purpose are being pursued in 1992 with, among others, the Commission on National and Community Service and the Department of Education.

In order for community service to play an integral role in the education of America's youth and for every school to provide students with opportunities to serve, the Foundation will work to:

- Make a strong case to education, business, and foundation leaders that community service is essential to education reform;
- Highlight outstanding examples where community service is helping to improve schools and develop young people;
- Build collaborations with national associations and organizations to help communicate the importance of community service through the development of support materials and tools;
- Encourage community service as a part of state and local educational reform activities;
- Stimulate the development of community models where service is contributing to the achievement of educational goals;

Develop leadership and involvement among young people in education reform through the YES Ambassadors program and forge coalitions to support community service in select communities through Points of Light Youth Action Forums.

6/18/92