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[Proposal - CAMP [Caring America Mobile Project] [loose]

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Bradshaw Mintener
P. O. Box 423
Canton, New York 13617

February 25, 1993

Mr. Eli Segal
Director
National Service
The White House
1600 Pennsylvania Avenue, N.W.
Washington, DC 20500

Dear Mr. Segal:

Hopefully, you will have received a copy of our CAMP (Caring America Mobile Project) national service proposal made last week to President Clinton and Vice President Gore.

If you agree that the basic concept of the program has merit and fits well into the plans for this dynamic new administration, I am willing and ready to assist you in perfecting the plans and implementing the project if you could use my services.

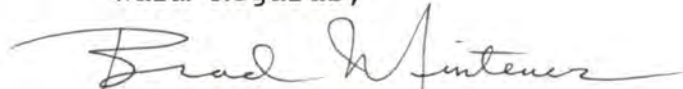
Beginning in 1960 during my involvement in the formative days of the Peace Corps, I have been active through the Kennedy and Johnson administrations and up to today in both the private and public sectors in designing and managing volunteer programs for over 30 years at the national, state and local levels.

Having lived and worked for 10 years in Washington, D.C. my wife Marilyn and I would drop what we are doing in St. Lawrence County, New York, and dedicate ourselves back in Washington once again.

We feel strongly that CAMP would produce much needed self-help renewal of our urban and rural neighborhoods in a way a great many young people and communities would benefit.

The proposal for CAMP is a rough draft. We are flexible and open to changes to make it work. Please call on me at any time to discuss how we can turn CAMP into a reality.

Warm Regards,



Bradshaw Mintener
President
EDCOM

/rh

Bradshaw Mintener
P. O. Box 423
Canton, New York 13617

February 25, 1993

President William J. Clinton
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

COPY

Dear Mr. President:

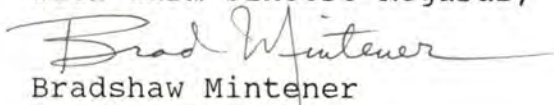
In response to your "Putting People First" and self-help change for renewal commitments, this is a proposal for many Americans, rich and poor, young and old, to become part of an exciting new Clinton/Gore national service, C.A.M.P.--The CARING AMERICA MOBILE PROJECT to renew people, communities, and the environment.

Based upon my Washington, African, and "beyond-the-beltway" experience: in helping to plan and launch the Peace Corps as Special Assistant to Bill Moyers and Sargent Shriver; in initiating two successful mobile education programs (African Mobile U.S. gift units for health and education under President Kennedy and COMMUNICAR under President Johnson), plus 20 years in entrepreneurship, ownership and training and 10 years in working with rehabilitation programs for inmates and drug users, I am confident this program can give our neighborhoods a new life, people new jobs, and our country new hope by coming together.

Arkansas Congressman Brooks Hays once told my father, Bradshaw Mintener, President Eisenhower's HEW Assistant Secretary, he had to stand up for what he "believed" in Little Rock; and my Great-Great Grandfather Senator/Congressman/Federal Judge Albert S. White of Indiana wrote the 1860s basis for the "Emancipation," so I understand your great cry for justice and quality of life.

Business, government and labor will have a mutual urban and rural joint involvement in this vital bi-partisan national effort for neighborhood self-help renewal.

Please let me know whatever I can do to help you plan, sell and implement this CAMP network.

With Warm Sincere Regards,

Bradshaw Mintener
President
EDCOM

cc: Vice President Albert Gore, Jr.

Bradshaw Mintener
P. O. Box 423
Canton, New York 13617

315/386-2585 or
386-8621

November 5, 1992

resume

education

ST. ALBANS SCHOOL, Washington, D.C. (high school diploma 1956)
MIDDLEBURY COLLEGE, Middlebury, Vermont, (BA in political science, 1961)
INDIANA UNIVERSITY, Bloomington, Indiana (Masters Degree in education and communications, 1963)
GRADUATE ASSISTANTSHIP at I.U. as National Director of the Ford Foundation's FUND FOR ADULT EDUCATION community discussion and cultural programs (1961-62)

Washington experience

KENNEDY ADMINISTRATION official - Public Affairs Special Assistant to Bill Moyers
As Foreign Service Reserve Officer selected by Sargent Shriver and Bill Moyers for overseas two-year PEACE CORPS staff assignment in French-speaking West Africa at age of 24.
JOHNSON ADMINISTRATION official - Assistant National Director for U.S. Office of Education's Project Public Information
U.S. ARMY WRITER, Communications Media Staff, The Pentagon with Sam Donaldson, following active duty at Fort Knox, KY.
WASHINGTON POST reporter, beginning in high school, 1955-59
MOVED to Washington, D.C. in 1954, when my father became Assistant Secretary for Federal/State Relations under President Eisenhower (Father was Vice President and General Counsel for Pillsbury Inc. and coordinated Hubert Humphrey's first successful campaign for Mayor of Minneapolis, 1945: he graduated from Yale '23 and Wadham College, Oxford U.)

outside Washington experience

COMMUNITY RELATIONS/VOLUNTEER SERVICES coordinator for New York State Department of Correctional Services since 1982; introduced major inmate programs to change behavior, attitudes, and cut recidivism with many anti-drug programs.
EDCOM small business owner for management development and public relations (1978 to present)
EXECUTIVE DIRECTOR, Management Institute, Clarkson University, Potsdam, NY
VICE PRESIDENT, Milton College, Milton, Wisconsin
NATIONAL ASSOCIATION STAFF DIRECTOR for Member/Division Services, American Society for Training and Development (business, industry, health care, government, community org)
PUBLIC INFORMATION DIRECTOR, Madison (Wisconsin) Public Schools
STATE EDUCATION DIRECTOR, Wisconsin Hospital Association

1976 OUTSTANDING YOUNG MAN IN AMERICA award

Bradshaw Mintener
P. O. Box 423
Canton, New York 13617

315/386-8621 or
386-2585

OBJECTIVE: To work on President Clinton's or Vice President Gore's staff to plan and develop, as follows:

1. NATIONAL COLLEGE CORPS based upon work with Peace Corps organizational and staff experience (1961-65 under Kennedy Johnson).... to pay off college loans..daughter at Howard U
2. Assist states to develop meaningful WORKFARE Programs.
3. ANTI-CRIME CORPS of ex-offenders and recovering drug addicts to assist youth and incarcerated inmates to turn their attitudes and lives around.
4. Develop BUILDING BRIDGES FOR COMMUNITIES, a retraining program for laid-off workers and military personnel from European & closed U.S. domestic bases.
5. With national PR experience to organize TOWN HALLS and BUS forays into America to tap in on needs and ideas... occasional trips by President and Vice President
6. Mobile ENVIRONCAR CLASSROOMS to teach earth ethics.

REFERENCES

Dick Marriott (St. Albans classmate and Marriott Corp exec)
Senator Jay Rockefeller (served with him on Peace Corps staff)
Bill Moyers (Peace Corps Public Affairs days)
David Lamb (reporter, Los Angeles Times out of Alexandria, VA)
President William Merwin (Potsdam College SUNY, Potsdam, NY)
Professor William Hunt (Chairman, History Dept., St. Lawrence University, Canton, NY)
Walter Mondale (St. Paul Minnesota)
Ron Santiago, author TRAGIC MAGIC (ex-offender and recovering Heroine addict)
Margaret M. Gladwin, Deputy Superintendent, Ogdensburg Correctional Facility, Ogdensburg, NY)
Conrad Cafritz (Cafritz Construction and St. Albans classmate)
Robert Alden (WASHINGTON POST city editor)

(addresses/phone contacts upon request)



JAN 14 1980

THE VICE PRESIDENT
WASHINGTON

January 9, 1980

Mr. Bradshaw Mintener, Jr.
Clarkson College
Potsdam, New York 13676

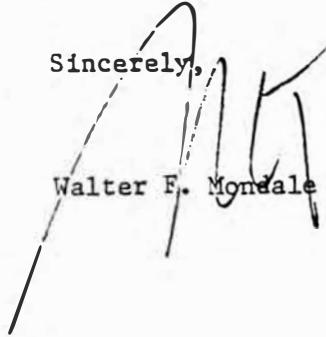
Dear Brad,

Thanks very much for your Christmas message. It was good to get your letter and hear you're enjoying your work at Clarkson.

Now that we know you're firmly entrenched near Canton, I'll tell Eleanor one of my personal emissaries is keeping an eye on her.

Warm regards and best wishes for a very Happy New Year.

Sincerely,


Walter F. Mondale



The School of Management

May 27, 1981

To Whom It May Concern:

I am pleased to write a letter of reference for Mr. Bradshaw Mintener. I have known Brad for over a year through my association with Clarkson College's Management Institute.

When Brad agreed to take the Directorship of the Management Institute, he assumed control of a very poorly managed operation. With the determination that is so characteristic of him, he began organizing and reorganizing the Institute. For the first time in its existence the Institute is formally established in terms of an efficient, operating organization. In addition to putting the institute on a sound management basis, Brad developed new programs involving our faculty to a degree never before realized. Before he came to Clarkson, the Management faculty were unhappy because the Institute did not seem to involve many of them in its programs. That, of course, is all changed now.

I have worked with Brad on many projects involving inhouse and open stress management seminars. When my seminars were offered through the Institute with Brad as its director, I can honestly tell you that no other sponsoring agency has come close to the sensitive and competent touch that Brad has shown time after time.

He is an exceptional planner, organizer and actualizer. He is also an exceptionally kind person who listens and works with a rare sense of cooperativeness. I most strongly recommend him to you, but of course will miss him here at Clarkson.

Sincerely,

Victor P. Pease
Professor of Psychology and Organizational Behavior

VPP/fn



National Report for training and development

Vol. 2 No. 15

AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT

November 5, 1976

ASTD WHITE HOUSE MEETING SPARKS NEW EDUCATION-WORK INITIATIVES

A prominent educator professed that he was "staggered" at the magnitudes of employee education and training as presented at the ASTD White House meeting on "Human Resource Development in the World of Work" on Oct. 28. (Formal training at A T & T was estimated conservatively at \$500 million annually.)

Nearly 100 leaders from government, education and labor, with the ASTD Board of Directors, gathered at this White House session to hear human resource development programs described by A. S. WARREN of General Motors; JAN MARGOLIS, Greater Southeast Community Hospital; EDWARD S. SUTTON, A T & T Co.; and CHESTER WRIGHT, U. S. Civil Service Commission. ASTD President LEOPOLD A. HAUSER (Personal Dynamics, Inc.) introduced the meeting with an overview of HRD and education-work issues. MILTON MITLER, Deputy Special Assistant to the President, was moderator for the meeting.

A probing dialogue between the presentors and the audience stimulated many new action-oriented interests on the part of the educators and government officials.

Dr. GORDON L. LIPPITT, a past president of ASTD and professor at The George Washington University, gave an incisive summary of the session, pointing out that education-work relations need a great deal of serious attention.

The January 1977 issue of the *Training and Development Journal* will feature the content of this ASTD White House Conference and the proceedings will be available on ASTD audio cassettes.

ASTD INTERVIEW WITH MONDALE ON HUMAN RESOURCE DEVELOPMENT

On a recent campaign stop in ASTD headquarters city, Madison, WI, Vice President-Elect WALTER F. MONDALE held an exclusive interview with ASTD staffers BRADSHAW MINTENER, Director, Member Services and MICHAEL COOK, Editor, *Training and Development Journal*:

Cook – What can the federal government do in the Carter-Mondale administration to bridge the gap between the world of education and the world of work?

Mondale – The most important thing we can do is to do away with the distinction implied in your question. A tremendous amount of education goes on in the so-called world of work which is just as much educational as goes on in the so-called educational world. Maybe the most important thing to do is to eliminate that distinction and start working together so that what we do in public and private education dovetails with what's happening in the business educational effort. That can eliminate tremendous amounts of waste and can end a tremendous amount of frustration because when a person is trained, for example, for a job that doesn't exist or mistrained for a job that doesn't exist, that's a terrible waste – to the taxpayer, to business, and so on. So I think that just to recognize the importance, at long last, of the vast (employer) educational structure, there is every reason why we should work together.

The second thing is to try and abandon the outmoded and unsustainable view that education is somehow limited to people age 21, and few age 25, and to see that education in this rapidly changing world with the explosion of technology and all the rest, is really an ongoing lifelong objective – and to try to restructure our educational system along

Bradshaw Mintener, Jr.

Major Responsibilities at ASTD Position As Director of Member and Chapter Services American Society for Training and Development

- Staff liaison for officers of the 109 ASTD Chapters across the nation
- Development, design and delivery of Chapter services from the national organization in the areas of chapter management, programming, money makers, membership, community involvement, communications and newsletters:
 - design and conduct Chapter Officer workshops throughout the country.
 - provide consultation with problem-solving, programming, and team-building help for Chapter Boards of Directors.
 - design the annual Chapter Services Catalogue and Regional Vice Presidents Handbook.
 - write and edit the CHAPTER CROSSROADS newsletter, with national circulation.
- In charge of staff liaison responsibilities to the nine ASTD Regional Vice Presidents on the National Board of Directors, traveling with them to Chapters, co-conducting workshops, determining needs and working with Chapter officer problems and projects.
- Design, coordinate and moderate the annual ASTD Leadership Conference.
- Staff liaison to all nine Regional Conference Committees, helping with budgeting, programming, public information, speakers and overall management.
- Organize annual New Member Orientation, Awards sessions, and Chapter Officers Workshops at ASTD National Conference.
- Design and utilization of ASTD promotional booth with modular sections and rear-view panel screens, for use at conferences and conventions.
- Travel about 50% of the time to speak to members, potential members, and other organizations . . . at conferences, seminars, workshops, and conventions . . . over TV and radio.
- Staff liaison responsibilities within the department to the following National Committees: Membership, Regional Vice Presidents, Sub-Groups, Student Services, National/Regional Chapter Relations, Chapter Programs and Services, Governors Conferences, TOPS Scholarship, and the executive committees for the Women's Caucus, the Black Caucus, and the six divisions (Sales, Organization Development, Community Development, Media, International, and Technical/Skills).
- In charge of ASTD's National Training Resource Center and the various individualized services . . . Member Inquiry Service, Speakers Bureau, Talent Banks, and Successful Training Program Outline Service.
- In charge of the POSITION REFERRAL SERVICE (PRS) for job searches.
- VIP interviews for publication, i.e. national interview with Vice President Mondale.
- In charge of news releases, brochures, and design of services for members, chapters, divisions, and caucuses.
- Budget planning and MBO development for departmental staff and volunteer committees.
- In charge of annual membership campaign throughout the nation . . . received national recognition and award from ASAE (American Society for Association Executives) for ASTD's 1977 record-setting national OUTREACH drive.

Assistant National Director
for Special Activities

Project Public Information

JOB DESCRIPTION: This is a highly responsible administrative position requiring versatility in both the education and communications media fields. The assistant director supervises and coordinates a number of national education information activities. He should have a knowledge of radio, television, audio-visual, and newspaper/publications media. The job entails the following activities and responsibilities:

1. Plays an important role in determining staff policy positions and recommendations on program, budget and administrative matters.
2. Overseeing of budget planning and implementation for both program and administrative matters.
3. Research, planning, and supervision of such national activities as the national student involvement program in Wisconsin, Delaware, Florida and Oregon.
 - a. arrangement of national student involvement progress meetings.
 - b. visitations and evaluations of pilots.
 - c. writing of reports and articles, planning of publications, and project presentations before public groups and professional organizations.
 - d. contacts with national educational associations, federal, state, and local education administrators and communications officials.
 - e. national supervision of final reports and evaluations for dissemination nationally.
 - f. coordination and direction of photographers, radio, TV and film personnel.
 - g. evaluation of films and film scripts.
4. Administrative supervision of radio education drama series.
 - a. research and contact with commercial and educational radio producers in Midwest and on East Coast.
 - b. follow-through on budgeting and production of programs.
 - c. coordination of national radio committee.
 - d. coordination of content consultants and final dissemination of programs via state department of education PIOs.
5. Securing experts to write detailed critiques of films and filmscripts for national distribution. Evaluations of Communicar and model state dept. film.
6. Development of contacts in the various media and also the federal agencies relative to the goals of PPI, and the Hawaii project especially.
7. Supervision of new methods of disseminating education information via audio-visual techniques.
8. Work with photographers and experts in developing national photography exhibit and brochure for PIOs.

9. Photographer for project activities and publications.
10. Coordination and initiation of PPI presentation and activities at several national conventions and meetings. i.e. Arranged display booth production and implementation, made a major address before public information clinic, administered a national delegate survey at April 1967 national association of school boards convention in Portland, Oregon.
11. Direction of national office staff members and work with area coordinators on a number of activities and publications.
12. Maintain constant contact with various public and private officials in the field of education and communications. i.e. National Association of Educational Broadcasters, Take Ten Inc., National Educational Radio, National Scholastic Press Association, National School Public Relations Association, National Council for The Social Studies, Peace Corps educational training programs.
13. General program research and liaison with project consultants and experts in the education information field in Wisconsin and the nation.
14. Constant maintenance of knowledge on education issues of the day. Relation between present issues and trends and the needs of teachers, parents and students to be better informed about education. Work with curriculum oriented experts as relative to teaching about education in the schools.

QUALIFICATIONS: College graduation and a masters degree in educational audio-visual communications. Experience as a newspaper reporter, education information national program coordinator, public relations supervisor and administrator of overseas school programs. Experience and work as a radio and television script writer, teacher-communicator for overseas mobile audio-visual units and publicity director. Ability to write and edit articles and publications, give talks to small groups and major conventions on project activities, develop on-going public relations with major education organizations, and administer all supervisory aspects of an activity -- research, evaluation, coordination, financial planning and administration, reporting and dissemination. Experience on a federal agency staff in high administrative position in area of education-communications, on newspaper, writing media programs, and coordinating a Ford Foundation national program in adult education combine public information and education experience.



PHOTOCOPY
PRESERVATION

the Caring America Mobile Project

EDCOM

BRADSHAW MINTENER
PRESIDENT

"IDEAS THAT WORK"
315/386-2585 OR
315/386-8621

P.O. BOX 423
CANTON, N.Y. 13617

PROPOSAL

National Service Program
financed and operated
as a joint venture
between
government, business and labor

CAMP

Caring America Mobile Project

as a
visible, viable, dynamic
self-help effort to impact
JOBS, HEALTH CARE, CHILD CARE,
CRIME PREVENTION, CITIZEN PARTICIPATION,
AIDS AWARENESS, ENVIRONMENTAL PROTECTION,
EDUCATION, HOUSING AND HOMELESSNESS,
DRUG ABUSE PREVENTION, SELF-HELP,
RENEWAL AND RACISM

to the
Clinton/Gore Administration

February 1993

prepared by
EDCOM

TO IMPROVE THE QUALITY OF AMERICAN LIFE THROUGH SELF-HELP



the Caring America Mobile Project

- **CRIME/DRUG** prevention & self-improvement
- **COMMUNITY** responsibility & improvement
- **ENVIRONMENT** protection & improvement

* a joint effort by private and public sectors through 24 teams of citizen volunteers and experts in four regional fleets of 24 alternative-fuel buses to move from community to community across America to work with neighborhoods to make a difference in people's lives. *

Caring America Mobile Project

contents

- A. Preface
- B. Overview of Camp Makeup and Mission
 - 1. Each Unit Will Provide
 - 2. Development Phases Include
- C. Basic Components
- D. Bus Unit Design
- E. Bus Unit Content Packages
- F. Growth Projection (over 4 years)
- G. Camp Staffing
- H. Proposed Budget
- I. Joint Venture Approach
- J. Local Program Development Steps
- K. Political Impact and Benefits

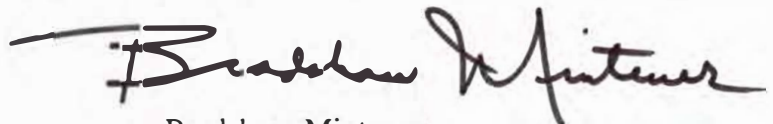
Section A

PREFACE

Several dozen experts, consultants, educators, business owners, labor union leaders and a number of people who have turned their lives around from poverty, crime and drugs from all across the nation have given freely and enthusiastically of their ideas and editorial comments to this CAMP national services proposal.

Contributing to, reacting to, and/or editing this proposal have been people, for example, from the fields of: AIDS education and public health (BRADLEY SHIPPEE - New York), personal growth and entrepreneurship training (African-American business owner RON WILLIAMS - Minnesota), drug abuse prevention (Puerto Rican CARLOS CALDERON - Florida), training and development (MICHAEL COOK - Wisconsin), crime prevention (Cuban-American RON SANTIAGO - New York), education (school administrators JOYCE MONROE, PAULA JENSEN MOULTON, CAROL LINN - New York), journalism (DAVID LAMB - reporter/author of the "Los Angeles Times" - Virginia), national business leadership (RICHARD MARRIOTT - Maryland and CONRAD CAFRITZ - Washington, D.C.), housing (President JIMMY CARTER in regard to "Habitat for Humanity" - Georgia), environmental protection (Wilderness Society GAYLORD NELSON and Audobon Society PETER BERLE), national service (Peace Corps SARGENT SHRIVER, SEN. JAY ROCKEFELLER - Washington, D.C.), law (WALTER MONDALE - Minnesota), mayoral offices PAUL SOGLIN - Wisconsin, THOMAS BRADLEY - California, LAURA SLATE and CHARLES BOOTS - New York, MAYNARD JACKSON - Georgia, RICHARD DALEY - Illinois), Governors (ANN RICHARDS - Texas, EVAN BAYH - Indiana, MARIO CUOMO - New York, JOAN FINNEY - Kansas, ZELL MILLER - Georgia, LAWTON CHILES - Florida, ARNE CARLSON - Minnesota, DOUGLAS WILDER - Virginia, ROY ROMER - Colorado, and NED McWHERTER - Tennessee).

As primary author of this proposal I have been fortunate to have: lived and worked in the private and public sector in Washington, D.C. as a Midwestern transplant during Democrat and Republican administrations; was active in the initial planning and early staff work for implementation of the Peace Corps in Washington, D. C. and overseas (West Africa); and designed and coordinated liaison programs with VISTA, Hospital Ship HOPE, the former U. S. Office of Education (Johnson Administration), Agency for International Development (AID under Kennedy Administration), New York State Department of Correctional Services, The American Hospital Association (under Kellogg Grant), The American Society for Training and Development, Audubon, Nature Conservancy, Wilderness canoe camps (Minnesota, Ontario, New York) and neighborhood and youth centers.



Bradshaw Mintener
EDCOM - Canton, New York

Section B

OPERATIONAL OVERVIEW

There will be a strategy of host neighborhood sponsorship development for each bus unit training and service delivery foray into America's communities. The neighborhood involvement from the four Regional CAMP Centers in Indianapolis (North), Atlanta (South), Philadelphia (East), and Los Angeles (West), will be preceded by thorough advance work completed by staff and volunteer teams before any of the CAMP units are invited to neighborhoods.

The philosophy of taking the programs and services to the people in their neighborhoods by this CARING AMERICA PROJECT models life quality improvement through self-help for personal and community responsibility from the Peace Corps, VISTA, Habitat for Humanity, City Year, and numerous other public and private programs.

The mobile feature of CAMP provides flexibility, visible and practical networking and a catalytic self-help for responsibility and renewal. CAMP will not be doing programs to and for people and communities but will be an active force for bringing services to bear, and new opportunities to share WITH neighborhoods at their invitation.

Each of the CAMP unit training and service packages depicted in brief in this initial proposal paper has a track record of success with both urban and rural people. The classroom bus units are the catalysts for one- and two-year programs, after each two-week bus visit for project start-ups in 624 neighborhoods during the first year alone. Each of the two-week bus visits will launch training programs, inoculations, job sign-ups, and housing start-ups.

Section B1

EACH UNIT WILL PROVIDE:

- *Awareness
- *Training and Education
- *Action Prevention
- *Jobs
- *Action for Renewal

Section B2

DEVELOPMENT PHASES INCLUDE

- *Program approval by Administration and Congress
- *Recruitment of National Staff and National Advisory Council
- *Design of Model Bus Unit
- *Recruitment of Corporate Underwriters
- *Contracting for Bus Content Packages
- *Development of Staff Training
- *Development of Regional and Bus Unit Staff Recruitment
- *Development of Volunteer Recruitment
- *Development of Neighborhood Visit Strategy
- *Implementation
- *Evaluation

Section C

BASIC COMPONENTS

1. BUS CLASSROOMS -- There will be 24 bus units, each underwritten by a separate large corporation with sponsoring non-profit national and local organizations. These units would be doubled in number every year until we have 200 units (including 8 back up/replacement units).

These bus units would each house a small mobile staff (to sleep 6), a training classroom for 20 people, a package of donated information/education computers, a rear-end, rear-view multi-media projection theatre-in-the-round, and a platform tent job and project sign-up unit for use also as a training center.

2. NEIGHBORHOOD COORDINATING COUNCILS -- Key to the success of this self-help program would be the 624 first-year voluntary inviting/advisory/neighborhood coordinating councils made up of a diverse membership representing relevant local agencies, organizations, businesses and concerned citizens interested in making CAMP work.
3. NATIONAL, REGIONAL, AND BUS UNIT STAFF -- Representing a bare-bones administrative teaching and operational support staff would be 264 paid people in: one national office (WASHINGTON, D. C. - 40 staff); 20 in each of the four (4) regional offices (North in INDIANAPOLIS, South in ATLANTA, East in PHILADELPHIA, and West in LOS ANGELES); and 6 each or 144 in each of the 24 bus units. All other personnel would be national service volunteers and local neighborhood volunteers.
4. NATIONAL SERVICE CAMP VOLUNTEERS -- To work with the buses in the neighborhoods, act as trainers, job and project developers, and to be the follow-up catalysts for program implementation and operation would be a component of 50 to 100 national service volunteers per neighborhood representing two categories of volunteer: professional long term of two years (paid a stipend like VISTA volunteers and a portion paying off student loans) and professional short-term of 1 to 3 months (unpaid as those with Hospital Ship HOPE).
5. NATIONAL POLICE CORPS -- As a small contingent working with each bus unit in the neighborhoods would be ex-military and other qualified persons training with the National Police Corps to eventually join and enhance the local police departments where the buses would be making their 2-week visits. These NPC members would serve a dual purpose of neighborhood education for crime prevention and bus unit security while in the neighborhoods.

Section D

BUS UNIT DESIGN

A design team for the interior outfitting of the living portion; the classroom portion, the mobile alternative fuel portion, the site alternative solar/wind power portion; the computer, audio visual and telecommunications portion will be selected in a national competition and introduced by the President and Vice President.

Each bus unit would have a logo and an exterior paint scheme identifying the CAMP national service network, the mission of each unit identified clearly on the exterior and The Region.

All buses will have the same exterior and interior design and will include:

1. Living Section (For 6 STAFF at the rear half of each bus to accommodate sleeping bunks, kitchen, shower/toilet, lounge area)
2. Classroom Section (For a computer hardware package outer ring, seating in folding classroom desks for 20 people, and walk-through job and voter registration capability and a jobs sign-up and classroom auxiliary platform tent.)
3. Rear Multi-Media Section (On the outside of the rear of the bus will be a fold-out multi-media screen and tent with rearview projection for on-site community information and awareness programs.)
4. Alternative Fuel Capabilities (As a demonstration model for mass transit nationally, each bus unit will operate on one or more alternative, pollution free, cost effective fuels such as ethanol or natural gas)
5. Alternative Site Power (To power lights, heat, stoves, refrigerators, pollution-free generators and wind/solar power elements will permit each bus unit to operate independently of community power sources while acting as community models.)
6. Future Truck/Flatbed Rail Units (For possible implementation during the third or fourth year plans will be initiated during the first year for rail and road units to transport truck storage/classroom units and passenger/boxcar units to contain staff living and classroom units to supplement the bus units)
7. Regional Maintenance Units (The National CAMP office will develop four regional bus and equipment Maintenance Staff and Truck Units for the upkeep and repair of the bus units.)
8. Regional Office Locations (No rent will be paid for office use. Instead all Regional Centers will be located in federal or state offices/buildings.)

Section E

OVERVIEW: CONTENT FOCUS ON PEOPLE, COMMUNITY, ENVIRONMENT

Although each CAMP bus unit will contain some similar content packages and at least 14 training and service self-help delivery packages each, the focus for the 24 first-year units will be divided in thirds as follows:

1st Year 8 BUSES

(each subsequent year this number will double)

"PEOPLE FOR A CHANGE"

There will be two PFC units per Region, focusing on people as individuals, taking new responsibility and control of their lives. Through training and delivery service packages, emphasizes self-empowerment, leadership through self-esteem, goal setting, and redirection for quality living, entrepreneurship, jobs and independence, and a life free from drugs, AIDS, crime, dependency on welfare, these units will operate in neighborhoods to help PEOPLE CHANGE THEMSELVES in a joint venture between the public, private and union sectors.

1st Year 8 BUSES

(each subsequent year this number will double)

"COMMUNITY FOR A CHANGE"

There will be two CFC units per Region, focusing on community team buildup and networking for neighborhood renewal for quality living and independence. The community health, housing for homeless and needy families, eldercare and childcare and neighborhood improvement training and services will emphasize communities helping themselves and neighbors helping neighbors.

1st Year 8 BUSES

(each subsequent year this number will double)

"ENVIRONMENT FOR A CHANGE"

There will be two EFC units per Region, focusing on environment awareness, community clean-up and earth ethics education working with teachers, local businesses and unions to build a lasting network and responsible self-help neighborhood team approach. Both short-term local needs will be met at the same time we work on national and global awareness and the need to mobilize all Americans into an EARTHCORPS approach to our environmental problems and our ecosystem interdependencies.

(sample content packages per unit to follow)

Section E

TRAINING AND DELIVERY SERVICES PER BUS UNIT

Each of these bus units focusing on self-help and improvement will contain the following training packages and service delivery capabilities via the 20-seat bus classroom, information computers, multi-media units and community outreach network operations:

"People for a Change" Unit Packages

1. SELF-LEADERSHIP RESPONSIBILITY TRAINING
2. PERSONAL CHOICE TRAINING
3. YOUTH ENTREPRENEURSHIP AND SELF-MARKETING TRAINING
4. JOB READINESS TRAINING
5. YOUTH-TO-YOUTH DRUG PREVENTION TRAINING
6. HIV/AIDS AWARENESS TRAINING
7. JOB PLACEMENT
8. CONFLICT RESOLUTION AND LEGAL AID REFERRAL CENTER
9. POLICE CORPS YOUTH INVOLVEMENT
10. CITY YEAR -- NEIGHBORHOOD RENEWAL FOCUS
11. BIG SISTER/BIG BROTHER
12. PARENT CONNECTION/CHILD CARING/FAMILY ABUSE ABATEMENT
13. MESSAGE PUPPET & STAGE TIME (SESAME STREET, DISNEY, THEATRE FOR THE FORGOTTEN) FOR HEALTH, JOBS, ETHICS EMPHASIS
14. CONTACT -- A POSITIVE PATH (SUPPORT AND NETWORK) PROGRAM FOR EX-OFFENDERS TO STOP RECIDIVISM

"Community for a Change" Unit Packages

1. HABITAT FOR HUMANITY HOME BUILDING
2. EX-OFFENDER OUTREACH
3. CITY YEAR
4. VOTER REGISTRATION
5. PARENT CONNECTION/CHILD CARING/FAMILY ABUSE ABATEMENT TRAINING
6. JOB PLACEMENT
7. ELDERCARE
8. COMMUNITY DEVELOPMENT WITH DIVERSITY (ETHNIC/RACE RELATIONS) TRAINING
9. GED PREPARATION AND TESTING
10. INOCULATING FOR THE FUTURE
11. LITERACY TRAINING
12. WHOLE BODY & WELLNESS RESPONSIBILITY TRAINING
13. POLICE CORPS COMMUNITY INVOLVEMENT
14. CHILDREACH -- CHILDCARE CENTER AND IN-HOME ENTREPRENEURSHIP DEVELOPMENT AND HEADSTART RECRUITMENT

Section C

BASIC COMPONENTS

1. BUS CLASSROOMS -- There will be 24 bus units, each underwritten by a separate large corporation with sponsoring non-profit national and local organizations. These units would be doubled in number every year until we have 200 units (including 8 back up/replacement units).

These bus units would each house a small mobile staff (to sleep 6), a training classroom for 20 people, a package of donated information/education computers, a rear-end, rear-view multi-media projection theatre-in-the-round, and a platform tent job and project sign-up unit for use also as a training center.

2. NEIGHBORHOOD COORDINATING COUNCILS -- Key to the success of this self-help program would be the 624 first-year voluntary inviting/advisory/neighborhood coordinating councils made up of a diverse membership representing relevant local agencies, organizations, businesses and concerned citizens interested in making CAMP work.
3. NATIONAL, REGIONAL, AND BUS UNIT STAFF -- Representing a bare-bones administrative teaching and operational support staff would be 264 paid people in: one national office (WASHINGTON, D. C. - 40 staff); 20 in each of the four (4) regional offices (North in INDIANAPOLIS, South in ATLANTA, East in PHILADELPHIA, and West in LOS ANGELES); and 6 each or 144 in each of the 24 bus units. All other personnel would be national service volunteers and local neighborhood volunteers.
4. NATIONAL SERVICE CAMP VOLUNTEERS -- To work with the buses in the neighborhoods, act as trainers, job and project developers, and to be the follow-up catalysts for program implementation and operation would be a component of 50 to 100 national service volunteers per neighborhood representing two categories of volunteer: professional long term of two years (paid a stipend like VISTA volunteers and a portion paying off student loans) and professional short-term of 1 to 3 months (unpaid as those with Hospital Ship HOPE).
5. NATIONAL POLICE CORPS -- As a small contingent working with each bus unit in the neighborhoods would be ex-military and other qualified persons training with the National Police Corps to eventually join and enhance the local police departments where the buses would be making their 2-week visits. These NPC members would serve a dual purpose of neighborhood education for crime prevention and bus unit security while in the neighborhoods.

Section D

BUS UNIT DESIGN

A design team for the interior outfitting of the living portion; the classroom portion, the mobile alternative fuel portion, the site alternative solar/wind power portion; the computer, audio visual and telecommunications portion will be selected in a national competition and introduced by the President and Vice President.

Each bus unit would have a logo and an exterior paint scheme identifying the CAMP national service network, the mission of each unit identified clearly on the exterior and The Region.

All buses will have the same exterior and interior design and will include:

1. Living Section (For 6 STAFF at the rear half of each bus to accommodate sleeping bunks, kitchen, shower/toilet, lounge area)
2. Classroom Section (For a computer hardware package outer ring, seating in folding classroom desks for 20 people, and walk-through job and voter registration capability and a jobs sign-up and classroom auxiliary platform tent.)
3. Rear Multi-Media Section (On the outside of the rear of the bus will be a fold-out multi-media screen and tent with rearview projection for on-site community information and awareness programs.)
4. Alternative Fuel Capabilities (As a demonstration model for mass transit nationally, each bus unit will operate on one or more alternative, pollution free, cost effective fuels such as ethanol or natural gas)
5. Alternative Site Power (To power lights, heat, stoves, refrigerators, pollution-free generators and wind/solar power elements will permit each bus unit to operate independently of community power sources while acting as community models.)
6. Future Truck/Flatbed Rail Units (For possible implementation during the third or fourth year plans will be initiated during the first year for rail and road units to transport truck storage/classroom units and passenger/boxcar units to contain staff living and classroom units to supplement the bus units)
7. Regional Maintenance Units (The National CAMP office will develop four regional bus and equipment Maintenance Staff and Truck Units for the upkeep and repair of the bus units.)
8. Regional Office Locations (No rent will be paid for office use. Instead all Regional Centers will be located in federal or state offices/buildings.)

Section E

OVERVIEW: CONTENT FOCUS ON PEOPLE, COMMUNITY, ENVIRONMENT

Although each CAMP bus unit will contain some similar content packages and at least 14 training and service self-help delivery packages each, the focus for the 24 first-year units will be divided in thirds as follows:

1st Year 8 BUSES

(each subsequent year this number will double)

"PEOPLE FOR A CHANGE"

There will be two PFC units per Region, focusing on people as individuals, taking new responsibility and control of their lives. Through training and delivery service packages, emphasizes self-empowerment, leadership through self-esteem, goal setting, and redirection for quality living, entrepreneurship, jobs and independence, and a life free from drugs, AIDS, crime, dependency on welfare, these units will operate in neighborhoods to help PEOPLE CHANGE THEMSELVES in a joint venture between the public, private and union sectors.

1st Year 8 BUSES

(each subsequent year this number will double)

"COMMUNITY FOR A CHANGE"

There will be two CFC units per Region, focusing on community team buildup and networking for neighborhood renewal for quality living and independence. The community health, housing for homeless and needy families, eldercare and childcare and neighborhood improvement training and services will emphasize communities helping themselves and neighbors helping neighbors.

1st Year 8 BUSES

(each subsequent year this number will double)

"ENVIRONMENT FOR A CHANGE"

There will be two EFC units per Region, focusing on environment awareness, community clean-up and earth ethics education working with teachers, local businesses and unions to build a lasting network and responsible self-help neighborhood team approach. Both short-term local needs will be met at the same time we work on national and global awareness and the need to mobilize all Americans into an EARTHCORPS approach to our environmental problems and our ecosystem interdependencies.

(sample content packages per unit to follow)

Section E

TRAINING AND DELIVERY SERVICES PER BUS UNIT

Each of these bus units focusing on self-help and improvement will contain the following training packages and service delivery capabilities via the 20-seat bus classroom, information computers, multi-media units and community outreach network operations:

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6. HIV/AIDS AWARENESS TRAINING
7. JOB PLACEMENT
8. CONFLICT RESOLUTION AND LEGAL AID REFERRAL CENTER
9. POLICE CORPS YOUTH INVOLVEMENT
10. CITY YEAR -- NEIGHBORHOOD RENEWAL FOCUS
11. BIG SISTER/BIG BROTHER
12. PARENT CONNECTION/CHILD CARING/FAMILY ABUSE ABATEMENT
13. MESSAGE PUPPET & STAGE TIME (SESAME STREET, DISNEY, THEATRE FOR THE FORGOTTEN) FOR HEALTH, JOBS, ETHICS EMPHASIS
14. CONTACT -- A POSITIVE PATH (SUPPORT AND NETWORK) PROGRAM FOR EX-OFFENDERS TO STOP RECIDIVISM

"Community for a Change" Unit Packages

1. HABITAT FOR HUMANITY HOME BUILDING
2. EX-OFFENDER OUTREACH
3. CITY YEAR
4. VOTER REGISTRATION
5. PARENT CONNECTION/CHILD CARING/FAMILY ABUSE ABATEMENT TRAINING
6. JOB PLACEMENT
7. ELDERCARE
8. COMMUNITY DEVELOPMENT WITH DIVERSITY (ETHNIC/RACE RELATIONS) TRAINING
9. GED PREPARATION AND TESTING
10. INOCULATING FOR THE FUTURE
11. LITERACY TRAINING
12. WHOLE BODY & WELLNESS RESPONSIBILITY TRAINING
13. POLICE CORPS COMMUNITY INVOLVEMENT
14. CHILDREACH -- CHILDCARE CENTER AND IN-HOME ENTREPRENEURSHIP DEVELOPMENT AND HEADSTART RECRUITMENT

"Environment for a Change" Unit Packages

1. COMMUNITY CLEANUP
2. ENVIRONMENTAL AWARENESS TEACHER TRAINING
3. NEIGHBORHOOD GARDENING AND COMPOSTING
4. JOB PLACEMENT IN ENVIRONMENT ACTION
5. NATIONAL/STATE PARK IMPROVEMENT
6. HIV/AIDS AWARENESS
7. INOCULATING FOR THE FUTURE
8. PARENT CONNECTION/CHILD CARING/ABUSE ABATEMENT TRAINING
9. CITY YEAR -- THE ENVIRONMENT FOCUS
10. FIELD NOTES FOR SCHOOLS
11. FIELD TRIPS
12. ALTERNATIVE POWER/FUEL PROJECTS
13. EARTH ETHICS FOR CHILDREN
14. MESSAGE PUPPET AND STAGETIME (SESAME STREET, DISNEY, NEA UNDERWRITING FOR ENVIRONMENTAL EDUCATION)

Section F

BUS UNIT GROWTH PLAN

Operation --

Each bus will spend two weeks in each community as a catalyst for planting seeds for year-long programs of jobs, AIDS education, child care, housing, self-improvement, drug and crime prevention, voter registration, inoculations, and environment reunion and renewal coming together for self-help change in America's urban and rural neighborhoods.

Thus, after the first year, 624 separate neighborhoods will be reached by the CAMP bus units. By the end of four years, 2,496 will have been involved in CAMP reunion/renewals in this vital "grass roots" national service effort.

By the end of eight years, 4,492 of America's neighborhoods in 50 states will have been touched and turned through this self-help CARING AMERICA MOBILE PROJECT, this dynamic partnership of government, business and labor interfacing with education, health care, environmental, child care and housing agencies at state and local levels, will have come a long way in "putting people first" by "bringing America together again to give us a new strength and spirit inside and out.

THE BUS UNIT NUMBERS AND CONTENT FOCUS

1993 - 1ST YEAR

24 buses (total)
8 people buses
8 community buses
8 environment buses

1994 - 2nd YEAR

48 buses (total)
16 people buses
16 community buses
16 environment buses

1995 - 3rd YEAR

96 buses (total)
32 people buses
32 community buses
32 environment buses

1996 - 4th YEAR

192 buses (total)
64 people buses
64 community buses
64 environment buses

200 buses in operation by 1996
50 buses in each region

CAMP GROWTH PLAN

Buses with Staff and Volunteers

The First Year - 1993 --

There will be a national total of 24 bus units and each year for four years the number of bus units will be doubled with 48 in 1994, 96 in 1995, and 192 in 1996 with two extra back-up units per each of the four Regions for a 200 unit total in 1996.

For the first year, CAMP buses will be designated, outfitted, staffed, and be composed of volunteers as follows:

<u>bus units</u>	<u>staff</u>	<u>assignment national volunteers</u>	<u>assignment neighborhood volunteers</u>
8 buses "people for a change"	48 (6 per bus unit)	400 (50 per unit)	20,800
8 buses "community for a change"	48 (6 per bus unit)	400 (50 per unit)	20,800
8 buses "environment for a change"	48 (6 per bus unit)	400 (50 per unit)	20,800
	144 local staff 36 contract staff 80 regional staff (20 per region) <u>40 national staff</u>		
24 bus units	300 staff	1,200 national volunteers	62,400 neighbor- hood volunteers

The Second Year - 1994

<u>bus units</u>	<u>staff</u>	<u>assignment new national service volunteers</u>	<u>assignment neighborhood service volunteers</u>
48 (12 per Region)	288 unit staff 36 contract staff 80 regional staff 40 national staff 444 staff (addition of 144 the 2nd year)	2,400	124,000

The Third Year - 1995

<u>bus units</u>	<u>staff</u>	<u>assignment new national service volunteers</u>	<u>assignment neighborhood service volunteers</u>
96 (24 per Region)	576 unit staff 36 contract staff 80 regional staff <u>40</u> national staff 732 staff (addition of 288 the 3rd year)	4,800	248,000

The Fourth Year - 1996

<u>bus units</u>	<u>staff</u>	<u>assignment new national service volunteers</u>	<u>assignment neighborhood service volunteers</u>
192 + 8 backup or 200 total (50 per Region)	1152 unit staff 36 contract staff 80 regional staff <u>40</u> national staff 1308 staff (addition of 576 the 4th year)	9,600	496,000

After 4 years the total number of bus units and staff at all levels will stay the same through the eighth year, with volunteers growing for each unit and each neighborhood at the same rate as for each of the previous four years.

The Fifth Year

200 Units	9,600	496,000
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The Sixth Year

200 Units	9,600	496,000
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The Seventh Year

200 Units	9,600	496,000
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The Eighth Year

200 Units	9,600	496,000
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TOTAL VOLUNTEERS SERVED AFTER EIGHT YEARS:

Total of
56,400
national volunteers
serve CAMP

Total of
2,904,400
most
neighborhood
volunteers
benefited

Section G

CAMP STAFFING

40 National Office Staff in Washington, D.C.

- 1 Director
- 1 Deputy Director (4 Regional Officers and Operations)
- 1 Assistant Director for Public Affairs
- 1 Assistant Director for Recruitment (and Selection)
- 1 Assistant Director for Planning (and Evaluation)
- 1 Administrative Assistant to the Director (and Budget and Fiscal)
- 6 Executive Staff Secretaries
- 4 Public Affairs Staff Members
- 8 Recruitment Staff Members
- 7 Planning Staff Members
- 8 Operations Staff Members

80 Regional Staff Members (20 each in Indianapolis, Atlanta, Los Angeles, and Philadelphia)

- 4 Regional Directors
- 12 Secretaries (3 per region)
- 24 Bus Support Staff (6 per region)
- 40 Community Liaison Staff (10 per region)
- 80 total

Local Unit Staff

144 live-in bus unit staff members serving one-year terms (6 each for the 24 units the first year)

- 1 Health Coordinator
- 1 Operational Coordinator
- 1 Program Coordinator
- 1 Trainer/Community Relations Coordinator
- 1 Trainer/Media Relations Coordinator
- 1 Trainer/Security and Technical Coordinator

An additional 24 Business-on-Loan Executives will be provided by Corporate underwriters

DISBURSEMENT OF 288 CAMP STAFF FIRST YEAR -- 1993

- 40 - national staff
- 80 - regional staff
- 144 - bus unit staff
- 24 - corporate loaned executives
- 288 (the first year) staff TOTAL

Section H

FIRST-YEAR CAMP BUDGET

\$28,615,000 (\$20,795,000 government and \$7,820,000 private corporation underwriting)

National Staff Salaries (40 staff)

<u>FUNDING SOURCE</u>	<u>NUMBER</u>	<u>UNIT</u>	<u>COST</u>
govt.	1	National Director (\$90,000)	\$ 90,000
govt.	1	Deputy Nat'l. Dir. (\$80,000)	80,000
govt.	4	Asst. National Directors for Planning, Recruiting, Public Affairs, Operations (\$70,000)	280,000
govt.	1	Administrative Assistant	50,000
govt.	8	National Coordinators (\$50,000)	400,000
govt.	7	Special Assistants (\$35,000)	245,000
govt.	18	Secretaries/Clerks (\$20,000)	360,000
govt.		Benefits/Insurance	80,000
		SUBTOTAL	\$1,585,000

Regional Staff Salaries (80 staff)

<u>FUNDING SOURCE</u>	<u>NUMBER</u>	<u>UNIT</u>	<u>COST</u>
govt.	4	Regional Directors (\$70,000)	\$280,000
govt.	16	Regional Coordinators (\$50,000)	800,000
govt.	32	Reg. Spec. Assistants (\$30,000)	960,000
govt.	12	Secretaries (\$20,000)	240,000
govt.	16	Tech. Support Staff (\$25,000)	400,000
govt.		Benefits/Insurance	160,000
		SUBTOTAL	\$2,840,000

Bus Unit Staff

<u>FUNDING SOURCE</u>	<u>NUMBER</u>	<u>UNIT</u>	<u>COST</u>
govt.	6	in each of 24 buses = 144 (\$15,000)	\$2,160,000
contracted		Train - The Trainer Services	2,000,000
		SUBTOTAL	\$4,160,000
		<u>GRAND TOTAL</u>	\$8,585,000

<u>FUNDING SOURCE</u>	<u>NUMBER</u>	<u>UNIT</u>	<u>COST</u>
govt.	2500	volunteer cost of living	\$12,000,000
	vols.	stipends (\$4,800 per)	
corporate	24	bus unit purchase (\$250,000)	6,000,000
	24	bus unit upkeep	240,000
corporate	24	packages of computer equipment	840,000
		per bus (\$35,000)	
corporate	24	packages of audio-visual	240,000
		equipment per bus	
corporate	24	units of material/equipment	100,000
		support	
corporate	24	units of alternative energy	500,000
		and alternative power	
		support	
govt.		national staff travel	100,000
govt.		national staff operations/	35,000
		equipment	
govt.		regional staff travel	50,000
		regional staff operations/	25,000
		equipment	
		SUBTOTAL	\$7,790,000
		<u>TOTAL BUDGET</u>	\$28,615,000
		PUBLIC	20,795,000
		PRIVATE	7,820,000

Section I

JOINT VENTURE APPROACH

For networking, team building and cost savings, the joint venture approach will be used in CAMP. This will genuinely be a shared national service program.

A FEW EXAMPLES OF POSSIBLE BUS UNIT CORPORATE UNDERWRITING (one corporate underwriter per unit = 24 corporations)

L.L. Bean
Control Data
Pepsi Cola
General Mills
Marriott
WalMart
Ben and Jerry's

A FEW EXAMPLES OF BUS UNIT HARDWARE AND TRAINING CORPORATE UNDERWRITING

Apple (classroom computer)
Magnavox (video equipment)
Bell and Howell (film projectors)
Disney (message stages)
Sesame Street (message puppet theatres)
Mobil Gas (alternative fuel on the move)
Honeywell (alternative power on site -- solar, wind)
City Year
Habitat for Humanity

A FEW EXAMPLES OF NATIONAL ORGANIZATION SUPPORTERS

Children's Defense Fund
U.S. Chamber of Commerce
American Medical Association
AFL-CIO
PTA
Teamsters
NAACP
Urban League
National Audubon Society
Friends of the Earth
Future Farmers of America
Nature Conservancy
American Hospital Association
Common Cause
National Parks Association
American Society for Training and Development (ASTD)
National Education Association (NEA)
AIDS Coalition

Section J

LOCAL PROGRAM DEVELOPMENT STEPS

(prior to bus unit neighborhood entry)

1. identify community with need and interest (between Regional Centers and communities)
2. develop host interest and community coalition
3. recruit local action/advisory council
4. develop formal CAMP invitation
5. recruit and select volunteers from neighborhood
6. recruit and select volunteers nationally
7. develop site and schedule
8. design one- and two-year follow-up plan
9. set up entry town meeting and media coverage
10. move bus unit to neighborhood
11. implement training and service delivery packages
12. evaluate programs
13. follow-up on program results six months, one and two years after bus visit

Section K

POLITICAL IMPACT AND BENEFITS

(This section will not be disseminated
to anyone beyond the White House
Presidential and Vice Presidential staff,
Cabinet Officers, and key majority
Congressional leaders)

(Please Note: eyes only for Clinton/Gore staff and Cabinet/Congressional Allies)

Section K

CAMP: POLITICAL/SYMBOLIC IMPACT AND BENEFITS FOR WHITE HOUSE

1. provides visibility to Clinton/Gore "Putting People First" pledge/issues/concerns.
2. gives momentum and movement to the national service concept, distinguishing it from VISTA, Teacher Corps and Peace Corps.
3. capitalizes on phenomenon and popularity of the bus "into America and amongst the people."
4. gives President and/or Vice President frequent and continuing opportunities to take the last short leg of a bus entry into a scheduled community/neighborhood and right into a "kick-off" NEIGHBORHOOD MEETING to:
 - a. communicate directly to and with the people
 - b. forego usual heavy advance work, because much of it is already done as a normal aspect of CAMP strategy of receiving the neighborhood invitation, picking the people for the entry/kick-off/"neighborhood meeting", and laying the groundwork for a CAMP two-week stay in the neighborhood.
 - c. arrive with expected media coverage for every neighborhood meeting. The minimum coverage is already in place and maximum coverage is not difficult to generate.
 - d. make frequent and short-lead-time forays into America's neighborhoods (24 bus units move to a different neighborhood in 4 regions of the country every two weeks to "plant the seeds" for CAMP programs.
 - e. alleviate certain pre-meditated security concerns usually accompanying pre-announced, pre-planned neighborhood/town meeting-type visits by the President and/or the Vice President.
5. demonstrate highly visible and direct impact people benefits through training programs, job signups, voter registration, environmental clean-ups, child inoculations, "how-to" health care, child care, earth care, and personal choice (empowerment), involvement opportunities for self-help.
6. demonstrate live and in-the-neighborhood, key Clinton/Gore uses of alternative fuel (ethanol, natural gas for buses), uses of alternative power/energy (solar, wind for "on site" stays of bus unit during parking lot two-weekers) and mass transit (buses and trains) used to help America come together through a networking process and a spirit of renewal.
7. keep in front of the public, live and up-close, the key issues from the campaign out there "beyond the beltway."
8. build a supportive, believing, networking citizenry and a hope for the future for both America and the Clinton/Gore administration, so the constituency is given added depth and strength.
9. give a variety of cabinet/departmental "showcase opportunities" for floating new ideas and programs.