

FOIA MARKER

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International Liaison of Lay Volunteers in Mission

1993-1994 Membership

YES - I want to join ILLVIM for 1993-1994

Please check the appropriate box.

☐

FULL MEMBER

Annual Fee - \$350

- 1) Established program
- 2) Full Description in RESPONSE
- 3) Availability of all ILLVIM Services
- 4) ILLVIM Voting Privileges

☐

POTENTIAL PROGRAM

Annual Fee - \$250

- 1) Process of Establishing Program
- 2) At time of RESPONSE printing, this program is not ready to accept volunteers
- 3) Availability of ILLVIM Services-Excludes bi-weekly listing of potential volunteers
- 4) Listed in special section of RESPONSE
- 5) Attendance of formative workshop (Flyer enclosed) is strongly recommended

☐

CONSULTANTS FOR VOLUNTEERS IN MISSION

Annual Fee - \$200

- 1) Organization/office in need of services to consult persons interested in volunteering
- 2) Distributor and promoter of RESPONSE
- 3) Listed with address, phone and contact person in special section of RESPONSE
- 4) Availability of ILLVIM Services

Program/Agency: _____

Address: _____

City: _____ State: _____ Zip+4: _____ - _____

Submitted by: _____ Date: _____

PLEASE RETURN BY APRIL 1, 1993

ILLVIM OFFICE USE ONLY

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APPLICATION FOR MEMBERSHIP

*Specific information from this application is extracted to outline your program in the
RESPONSE*

(Add additional pages if necessary or enclose supporting documentation.)

Name of Organization: _____

Contact Personnel:

Director Name/Title: _____

Phone: _____

Other Name/Title: _____

Phone: _____

Mailing Address: _____

City: _____ State: _____ Zip+4: _____ - _____

Physical Address:

(For Shipping _____

Purposes) _____

City: _____ State: _____ Zip+4: _____ - _____

Affiliation: _____

Goal of Program: _____

Type(s) of Volunteer Placement:

Plans for handling medical problems:

Personal transportation: (Who pays for automobile insurance, maintenance, tag transfer fees, gas, etc. Can volunteers bring their own car or is it provided?)

Work required transportation (Who pays for automobile insurance, maintenance, gas, public transportation fare, etc.?)

Arrival/Departure transportation:

Interview travel:

Other support not mentioned above:

Describe Training provided (ie. skill training, cross-cultural, language, retreats, workshops, continuing education, etc.):

Application Deadline: _____

Geographical Area(s) of Service:

Length of Service Agreements (summer, short-term, 1-year, etc):

Requirements of individuals seeking to join your volunteer program (ie female/male, age, marital status, educational requirements, work experience, language requirements, etc):

Financial Living Arrangements (describe briefly the level of support provided to the volunteers in the following categories, if no support is provided please so indicate)

Food:

Housing: (Describe living situations. Do volunteers live alone, with others, with families, and/or community? Who is responsible to arrange the housing?)

Utilities:

Insurance: (include comments about health, life, dental, workers compensation, unemployment compensation, etc)

Stipend:

Do you...	(Please check appropriate answer)	YES	NO
provide a questionnaire/application		_____	_____
screen candidates		_____	_____
inspect placement sites prior to volunteer placement		_____	_____
perform on-going evaluation of placement site		_____	_____
perform on-going evaluation of volunteer		_____	_____
provide the volunteer with a job description and agency/placement descriptive literature		_____	_____
allow for vacation time		_____	_____
accept couples		_____	_____
accept couples/single parents with dependent children		_____	_____
provide insurance for pregnancy		_____	_____
place individuals over 55 yrs of age		_____	_____
place individuals 18 yrs of age and over		_____	_____
place individuals younger than 18 yrs of age		_____	_____
have a policy in the event of the death of a volunteer		_____	_____
have a policy in the event of the death of a volunteer's family member		_____	_____
provide a written contract/agreement form		_____	_____
have a policy for early termination		_____	_____
provide preparation for readjustment at the end of service		_____	_____

Why are you seeking membership with ILLVIM?

How can the ILLVIM help your organization?

What services of ILLVIM are of most interest to you? (Service Sheet is enclosed in this packet)

If you do not currently have volunteers in the field or in your organization:

When do you expect to begin placement? _____

How many do you expect to place within next year? _____

If you already have volunteers in the field or in your organization:

How many are in service annually?

Full-time in USA _____

Part-time in USA _____

Full-time overseas _____

Part-time overseas _____

Do you expect this number to increase significantly within the next two years?

Describe the number of full-time and part-time salaried positions, and the position titles of staff at your volunteer program office:

Are you aware of the other volunteer organizations placing volunteers in the same geographical area as you are planning? Yes ____ No ____.

Have you made contact with these organizations in order to minimize duplication of effort? Yes ____ No ____.

Other Comments: _____

I certify that the foregoing information is correct to the best of my knowledge.

Signature: _____

Date: _____

Forward completed form and membership fee to:

ILLVIM
4121 HAREWOOD RD NE
WASHINGTON DC 20017-1593

ANY QUESTIONS ? 1-800-543-5046

(12/31/91)

P.O. Box 475
Severna Park, MD 21146
April 20, 1993

Mr. Eli Segal, Director
Office of National Service
Room 145
Old Executive Building
Washington, D.C. 20500

Dear Mr. Segal:

We recently submitted a proposal "A Work/Education Initiative for Young Americans" to Sec. Reich, D.O.L. (copy enclosed), which was referred to your office. Its several objectives, outlined in the submission, included multiple exposure of Middle School and High School students to the real world of work early enough to encourage them to remain in school, (vs quitting when legally able to do so); to grant high school credit for the time spent learning any of a variety of jobs; to provide them a means of earning a modest stipend; and, to provide them with an opportunity to perform badly needed services in their respective communities in exchange for vouchers they may redeem to assist in paying for post-secondary education or training.

This approach, including a number of refinements, was worked out some years ago, but in the absence of a National policy and Federal government's commitment, it has not yet been adopted except in a few communities.

The Clinton Administration represents the first realistic opportunity to do something of substance on a National scale to curb the appalling loss of young adults dropping out of schools and work places. These youth cannot see themselves in constructive roles in the future and resort to crime, illicit sex, drugs, gang behavior, run-aways, and generally become lost resources.

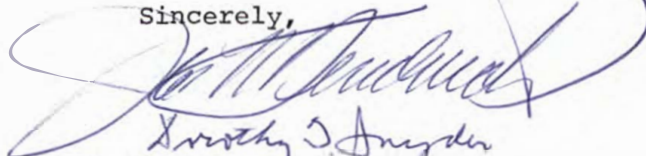
We applaud President Clinton's plan to grant tuition for college or other post-secondary education in exchange for up to 2 years of National service. As you and your colleagues must realize, this will do little to help stem the loss of our youth, many, if not a majority of whom do not even survive high school. And, of those who do, only a few are likely to avail themselves of President Clinton's offer.

The National Service plan is sound, but is too late for most young Americans. What we propose is feasible and will have a major demonstrable impact within 2 years, we firmly believe, and is a means of insuring that President Clinton's National Service plan will in fact impact a significant number of young adults. We respectfully request an opportunity to meet with you to discuss this Initiative at our early mutual convenience.

Page 2 - Mr. Eli Segal

We have reason to believe that the governors of 2 states may be willing to support a demonstration/pilot effort as proposed, if your office is interested. We postponed our meeting with Senator Barbara Mikulski until we discuss this with you.

Sincerely,



Joseph L. Hendrick, Ed.D.
Dorothy T. Snyder, Associate

cc: Honorable Barbara Mikulski, Senator

Enclosures

Hendrick & Associates
P.O. Box 475
Severna Park, MD 21146

Joseph L. Hendrick, Ed.D. 410/544-1453

Dorothy T. Snyder 410/437-2623

POPI

4 Ridout Road
Severna Park, MD 21146
March 3, 1993

Dr. Robert Reich, Secretary
U.S. Department of Labor
200 Constitution Avenue, N.W.
Suite 2018
Washington, D.C. 20210

Dear Secretary Reich:

It was with great interest that we were privileged to hear your recent testimony before the Senate's Labor and Human Resources Committee. Not since Vice President Hubert H. Humphrey's championing the cause of youth have we heard such "visionary and pragmatic" proposals advocating bringing youth into the real world of work with respectable benefits for all.

We have enormous respect for your grasp of the significance of these proposals to assist young Americans to bridge the gap between school and the real world of work and to provide solid assistance toward post secondary or college education.

The job training and school reform linkage will encounter many obstacles and will depend for its success on the efforts of all relevant sectors of our nation. But, it is crucial to our economic survival. Unfortunately, except by lip service, we have always shortchanged our children and young adults enroute to maturity, as they have had no real power base. Public and private education alone, as presently structured, cannot hope to cope with the full transition needs of youth - even for those college bound - as their high school educational springboard is often narrow, in deference to slow-to-update college and university requirements. And fierce competition for college admission and staggering costs are the remaining obstacles. President Clinton has ignited and excited this country in the belief "we can do better" and has called upon each of us to "contribute". We take his challenge seriously.

If one reviews the proposal which was submitted through the many levels of government to Vice President Hubert H. Humphrey* - National Youth Services Act of 1975 - (enclosed), one must conclude we've lost a great deal of time in addressing the needs of youth - (almost two decades). While some of its statistics and references may need updating, we believe you will see from this document that the needs of young Americans were recognized even then and system solutions strikingly similar to those now being considered were proposed, to no avail.

*Mr. Humphrey succumbed to cancer during this time and could not carry this forward.

Our background in public education and government, and our experience with the business-industry and volunteer sectors have made us even more acutely aware of the gap between education and work. We have not come forward to help since retiring from federal service as there were few champions of youth in the federal government at levels high enough to effect needed policy and legislative change.

We offer our services in this effort in response to President Clinton's challenge and in the strong belief we are needed and can be of significant help in jump-starting this initiative which may become the pre-cursor to the President's plan to financially assist college students with a community service pay back option.

Specifically, we propose to develop and direct an action project in either Baltimore, Annapolis, or Anne Arundel County, Maryland, to demonstrate the feasibility of implementing a collaborative effort linking career development and community service for middle and high school students, vouchering the benefits for both students and business.

The development of National Goals and Standards for occupations and education would be facilitated if all middle and high school students were offered a hands-on community based service option within the school day for school credit. And, this would discourage dropping out and broaden their "Opportunity to Learn".

We would plan and staff the project so as to serve as a pilot for other cities and communities to pattern, and to have it in place - at least for selected grades - by September 1993. Initially it is envisioned as a 2-year effort. Its success is assured, we believe, because:

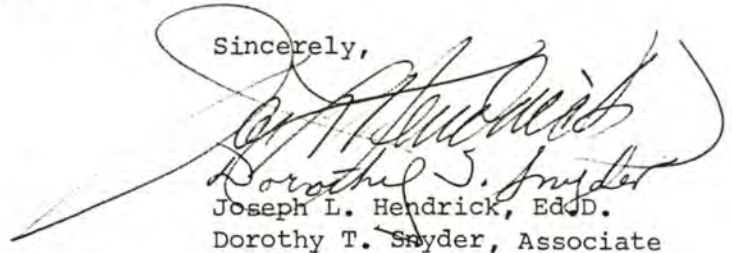
- o New enlightened federal leadership supports it;
- o It satisfies partly need of business-industry to restructure for a global economy;
- o It satisfies hunger of youth for a "piece of the action" and a place in the future;
- o Educational establishment should support it. (Motivated students will remain in school vs dropping out);
- o Will answer burning questions by parents, as to how to get and pay for job training/post-secondary education for their children;
- o It will produce better trained youth needed for economic growth;
- o Costs and benefits will be shared by government, business, private sector, educators, parents and youth;
- o It is expedient politically to support; and,
- o It is long overdue and right.

And, it will be managed by a dedicated professional team with unique qualifications of training and experiences. (See enclosed summary)

Page 3 - Sec. Robert Reich

We request an early meeting with you and others to further define the mission, scope, timetable, location, budget, evaluation, etc., and are eager to commit ourselves to this effort. We are also seeking an early meeting with Senator Barbara Mikulski, to gain her valuable input and support, as she has been one of a very few great leaders since the eighties seeking ways to Keep the American Dream Alive through education, job training, citizenship, community service and related legislative efforts.

Sincerely,



Joseph L. Hendrick, Ed.D.

Dorothy T. Snyder, Associate

cc: Pres. Bill Clinton, Nat'l. Service
Barbara Mikulski, U.S. Senator

Enclosures

U.S. Department of Labor

Employment and Training Administration
200 Constitution Avenue, N.W.
Washington, D.C. 20210



MAR 30 1993

Copy

Joseph L. Hendrick, Ed.D.
~~484-C Ritchie Highway~~
~~Severna Park, Maryland 21146~~

*Use P.O. Box 475
Severna Park, MD 21146*

Dear Mr. Hendrick:

Thank you for your and your colleague's letter to Secretary Reich on national service. I appreciate your interest in the national youth service proposal and your concern about the high dropout rate in the public schools.

The Department of Labor does have a number of initiatives designed to encourage youth to stay in school or acquire a high school GED. For example, youth programs under the Job Training Partnership Act target dropouts and the Summer Youth Employment and Training Program will have an educational enrichment component added to it in the summer of 1993, that is expected to reverse the learning losses that many disadvantaged youth experience over the summer months.

I have taken the liberty of sharing your proposal with the Office of National Service. If you wish to discuss your proposal further, or obtain information on the Administration's plans for national service, I suggest that you contact Eli Segal, Director, Office of National Service, Room 145, Old Executive Building, Washington, D.C. 20500.

Again, thank you for your letter and the packet of information. Please let me know if I can be of further assistance.

Sincerely,

Raymond J. Uhalde

RAYMOND J. UHALDE
Administrator
Office of Strategic Planning
and Policy Development

S U M M A R Y

Joseph L. Hendrick, Ed.D.
Dorothy T. Snyder, Assoc.

The credentials and experiences outlined below, some of which have been shared between us*, represent exposures and activities which uniquely qualify us to assist in launching a work-education initiative:

- o Represented HEW, Office of the Secretary, on 9-months Vice Presidential TASK FORCE ON YOUTH OPPORTUNITY (Hubert H. Humphrey).
- o Teacher, Education Administrator, Superintendent of Schools, and U.S. Commissioner of Education; (Region II--Northeastern United States; given top secret security clearance for HEW Post).
- o Served on HEW Task Force on Career Education.
- o Served on an Inter-departmental Working Task Force and Steering Committee representing the Drug and Alcohol Institutes (Work/Education Initiative).
- o Federal Civil Service in Prevention, National Institutes on Drug Abuse and Alcohol Abuse and Alcoholism.
- o Planned and launched a National Search for constructive alternatives to drugs and alcohol abuse for young Americans. Concentration on jobs which youth can perform in their communities. Established 450 local, student-run programs in constructive alternatives in the 50 states, funded 10 as exemplary, and showcased them before the U.S. Congress. (NIDA-HEW)
- o Authored publication on constructive alternatives to drug and alcohol abuse for young Americans; catalogue described 400-500 such programs. (NIDA-HEW)
- o Co-authored policy paper regarding MASS MEDIA PREVENTION CAMPAIGN. (NIAAA-HHS)
- o Planned and conducted the nation's first live interactive National Conference via satellite (2 satellites and ground uplinks provided at no cost to project, courtesy of Lister Hill Bio-Medical Unit of National Institute of Health.) Brought together children and young Americans from many sites around the nation to discuss their education and employment needs with top Federal officials (U.S. Nurses Surgeon General, Director of NIDA, and others.)

Personal references furnished on request.

* We've worked as a team in a variety of positions, task forces, conferences, and initiatives in Federal government and in the private sector.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
42 BROADWAY
NEW YORK, NEW YORK 10004

O'BRIEN, 264-4602

FOR IMMEDIATE
RELEASE

Dr. Joseph L. Hendrick has been appointed Regional Assistant Commissioner of the U.S. Office of Education, it was announced today by Mrs. Bernice L. Bernstein at the Regional headquarters of the Department of Health, Education, and Welfare in New York City. The Region comprises the States of Delaware, New Jersey, New York and Pennsylvania. Dr. Hendrick is the fourth of nine Assistant Commissioners who will serve in each of the HEW regions throughout the U.S.

The office of Regional Assistant Commissioner was recently established as part of the decentralization of federally supported programs of the U.S. Office of Education. The decentralization is designed to promote the responsiveness of those programs to regional, state and local needs as well as to improve their administration.

Additional staff will be assigned to the Regional Office to carry out the decentralization.

Dr. Hendrick will represent the U.S. Commissioner of Education in

(M O R E)

the Region. His duties and responsibilities include the supervision of the following Office of Education programs:

Elementary & Secondary Education

Adult & Vocational Education

Higher Education

Program to Aid the Disadvantaged & Handicapped

Equal Educational Opportunity Programs

Education Research

Contracts & Construction of Academic Facilities

Educational Information & Statistics

The appointment was simultaneously announced in Washington by Dr. James A. Turman, Associate Commissioner for Field Services of the U.S. Office of Education.

The new Assistant Commissioner is a native of Virginia, where he lived until shortly after his release from the U.S. Army following World War II overseas duty. Since April, he has served in Washington as the U.S. DHEW's staff representative and consultant to the Vice-President's Task Force on Youth Opportunity. This was a part of the administration's efforts to maximize use of Federal resources, in combating the major problems of housing, health, education and employment in the great cities.

Before joining the Federal government, he held various classroom and administrative positions in the public schools of Richmond, Virginia, St. Petersburg, Florida, and Westchester County, New York. Since 1963, he served as the general superintendent of schools in Hammond, Indiana for

(M O R E)

a broad program of general elementary and secondary education; education of the mentally retarded and the handicapped; adult, vocational, and technical education; and initiated a multi-million dollar school building program. As superintendent, he was instrumental in broadening State, Federal and private foundation fiscal support for Hammond's schools. He introduced a number of innovations in program design, citizen involvement, staffing patterns, building designs, and a number of experimental programs for the disadvantaged.

He was educated in Virginia's public schools and completed both baccalaureate and graduate programs in business and education at the College of William & Mary and the University of Richmond, respectively. He earned his doctorate from Harvard University, while studying there in 1959-1961 under a Kellogg Foundation Fellowship.

His wife Ruth, their daughter Renee, and their sons Joel and Shaun will make their home in Greenwich, Connecticut.

PROPOSAL

OUTLINE

NATIONAL YOUTH SERVICES ACT OF 1975

See next page

(An Incentive-based Five-Year-Plan for Young Americans)

PART I

TIMELINESS

A NEW WHITE HOUSE INITIATIVE

A "G.I." BILL OF RIGHTS FOR YOUNG AMERICANS

PUBLIC SERVICE IN AMERICA

Benefits

Human
Environmental
Cultural/Educational

For Young People
For Communities
For Colleges, Schools, and Nation's Economy

Part II

CAREER DEVELOPMENT & JOB PERFORMANCE

Benefits

What it would do
How it would work-vouchering
the benefits
Strategies

For Communities & Nation's Economy
For Young Adults
For Business and Industry
For the Schools & Colleges
Other Products

Part III

EVALUATION - A COLLABORATIVE EFFORT BETWEEN LOCAL-STATE-FEDERAL GOVERNMENTS AND
LABOR, BUSINESS & THE PRIVATE SECTOR

DOCUMENTING THE SUPPORT BASE

AUTHOR: Joseph L. Hendrick, Ed.D., Harvard
Teacher/Administration/Supt. of City Schools
Federal Government Regional Commissioner of Education (1966-1973)
Education Advisor; Department of HEW; National Institute on Drug Abuse,
and National Institute on Alcohol Abuse and Alcoholism--Focus: Prevention
(1974-1986)

This proposal was drafted by the author and outside of his responsibilities within
government. He alone accepts responsibility for its concept and contents. *

Not for replication without written consent of the author.

* NOTE: Prepared with the encouragement and advice of Justine Rodriguez, Spec.
Asst. to the Secretary for Interagency Affairs, HEW.

Although this proposal was prepared
some years ago, except for updating
certain statistics (see below), it is a current
statement of the ^{PART I} problems it addresses.

TIMELINESS

It is the view of many that it is timely for the U. S. Government to address the problems associated with today's youth in some new, more comprehensive, and long term manner. Further, that a broad national program of employment and community service for young adults and children would go far toward meeting their needs and those of selected population and economic groups.

It has been learned by the Department of HEW that:

*Close to one million young Americans run away from home each year. Many become victimized by unhealthy and criminal elements.

*Increasing numbers of young Americans experiment with drugs, alcohol and engage in other self-destructive activities. As a result, they often suffer serious and damaging physical psychological and social effects.

*The suicide rate among youth has skyrocketed during recent years. For young males between ten and nineteen, it has tripled in the last ten years. For females in the same age range it has increased 200 fold!

*Accelerating social and cultural changes coupled with geographical and social mobility contribute to alienation of young Americans from society and established institutions.

*Youth are exposed to instant knowledge via TV, radio, magazines, movies, etc., and witness daily the disparity between our American

value system (the work ethic, Protestant ethic, etc.) and our real life styles. In their repudiation of those elements of our value system to which we give only lip service, they often reach for self-destructive answers to their frustrations, having at their stage of development vague or poorly developed values of their own on which to rely. Drugs, alcohol, truancy, illicit sex, school drop-outs, and militancy are all too handy options. And, these are likely to receive peer group approval or acceptance. Constructive alternatives are in much shorter supply.

*Lacking real world of work experience, training or skills, more often than not they are locked out of jobs. This becomes another major alienating influence.

*With current national unemployment rates and the resulting competition for jobs, alienation of young adults from others will deepen. Domestic community service opportunities would ease these problems, lighten the competition for regular work force slots, provide badly needed local services, and would give valuable exposure to youth of the real world of work.

A NEW WHITE HOUSE INITIATIVE

(A Five-Year-Plan for Young Americans)

It is therefore proposed that there be enacted into law a NATIONAL YOUTH SERVICES ACT OF 1975 with key provisions for meeting the needs of young Americans through offering them constructive alternatives to self-destructive behavior patterns through public service and real work experience. As a new White House Initiative it exemplifies the best of the "new federalism," linking local

State and Federal governments in a joint planning, funding, and management effort. Their respective agencies in collaboration with one another, would establish a means of evaluating its impact upon young adults, the schools, and the State and National economy.

A GI BILL OF RIGHTS FOR YOUNG AMERICANS

In a national effort to compensate young adults and others for serving faithfully their country in war time, the GI Bill for Servicemen was developed. The fruits of that noble effort and the resulting increment to the life and economic well being of America and its citizens proved its rightness. (The author is a product of this effort.)

Another noble venture is required to compensate young adults for service to their communities while launching them on careers to the future.

In an era of relative peace, and while America is not under imminent threat and pressure of war, all young Americans both male and female, should be given the opportunity to enlist in the domestic services of their country by performing certain vital public services in their respective communities, which will upgrade the quality of life for all and which are presently absent or inadequate.

For many other young people, a real world of work experience should be offered leading to the development of a career in business, industry or self-employment.

PUBLIC SERVICE IN AMERICA

The public service opportunity should be offered at an optimum time in a young adult's life so as to serve as a building block between the close of secondary education and the onset of post-secondary education, university study, or employment and as a real life experience of value in career development. Increasingly, youth decide upon post-secondary experiences other than formal education, for which many are not yet ready or do not see as relevant to their lives. A period of community service during late adolescence would sensitize young adults to the realities of community structure and needs and help them bridge the awkward gap between formal secondary school education and the real world of work. These young adults would earn subsistence pay and certain important rights and benefits commensurate with the term and nature of their service performance.

During this period of transition in the young person's life, an opportunity for public service would offer a range of constructive alternatives to enforced leisure, uncertainty about college-university study, experimentation with drugs and other self-destructive activities.

The community service opportunity need falls into three basic categories: Human, Environmental, and Cultural/Educational.

Human

Assistance with child development activities--assistance to the elderly and handicapped.

Delivery of health services.

Day care center services.

Tutoring elementary school children.

Peer group counseling in schools, halfway houses, community colleges, etc.

Environmental

Environmental beautification, protection of the community and natural environment, restoration of dilapidated or abandoned structures, etc.

Cultural

Creation and dissemination of artistic, cultural, and intellectual works, and service in institutions of learning such as libraries, museums, schools, etc.

Benefits

For Young People

In tangible return for community level services, young adults would earn tuition vouchers to attend the community college, university, or other post-secondary experience of their choice for a period of up to two (2) years, based upon the number of months they have served.

For those whose academic high school performances left something to be desired or whose credits for a high school diploma and graduation are inadequate, this period of service in addition to the tuition voucher, may be the

vehicle for earning sufficient credits towards either the standard high school diploma or the GED (General Equivalency Diploma).

Certain of the community level services, for example, creation of cultural and intellectual works could, if performed in conjunction with the course requirements of a two-year degree program, render substantial college, or community college level credits which could be applied to degree or certificate programs within that sphere. A new or modified degree which could be offered, as an example, would be the Associate Degree in Community Service.

Benefits

For Communities

Many communities are unable to provide any of the services to be performed by young adults under this act. Few communities can provide all of these services. No thoughtful community would decline any such services. Most communities could muster some support as their fair share, given the opportunity of helping their own youth.

In the area of human services, the following types of benefits would accrue: (Examples only).

Educational

Most public and private school systems have discovered that mid-to-late adolescent youth have exceptional success in assisting young children with learning disorders and as peer counselors. As schools generally are crowded, understaffed, often under financed, a cadre of youth from within the community would be a valuable adjunct to the schools and could free teachers and others to expand and extend professional activities which would benefit youth, schools and citizens. Use of such young adults could help to humanize the schools for young children and remove or alleviate the factory-like environment characteristic of many.

Day care centers, well-baby clinics, and other child development activities are the most recent services on the community scene in many states, although they are thought to be among some of the most effective as they contain strong preventive and educational thrusts. Most are poorly funded, if at all, many can offer services only to those able to pay. Many who need such services are unable to pay for them. Youth have been found to be effective with children and infants when appropriately trained (usually short term).

Environmental (An example)

Few communities have solved their garbage and trash problems to everyone's satisfaction. Often, for want of manpower, cities and rural areas become laden with the accretion of civilization's waste products and throw-aways. Such clutter detracts from the beauty of surroundings, and often harbors health hazards, especially for the young, and not infrequently has great value if restored or recycled. Youth, working in tandem with existing public health services could be assigned regular duties within their respective communities. When coordinated with schools and other agencies, small, self-supporting businesses could be developed, owned and operated by young adults.

Cultural

National and local priorities are such that cultural, artistic, and intellectual works are frequently the last line in budgets. For example, libraries and art museums have had particularly lean existences following World War II. Hard pressed, many have closed; others have altered and streamlined their services providing mobile collections, adding youth centers, music centers, early childhood instruction in reading, etc. Manpower is usually short; lean budgets are unable to handle the

full cost of competent help. Young adults could fill adequately with very limited training a plethora of jobs and functions within the framework of contemporary public and school libraries, museums, and similar institutions.

Benefits

For the Nation

The above cited are only a few examples of needed services which are either absent or inadequate, in which young adults have proven to be effective and interested. In most cases, limited local funds can be provided or are being provided in such service areas but are inadequate in and of themselves to induce young adults to enter such services. Many communities lack the know how to plan for them. A national plan offering some assistance, coupled with some assistance from the State and local level, and offering a range of benefits to youth render the following products, among others:

Young adults would have constructive alternatives to drugs, alcohol, and other self-destructive activities. Turning to ~~these~~ would result in a reduction of hundreds of millions of dollars presently required to deal with the known young addicts, abusers, and their acts against themselves and society and to attempt to rehabilitate them into constructive lives.

Some of the great loss of human resources associated with school drop outs would be stemmed through the tutoring and counseling activities. In many large cities, upwards of one-third of all who enter high school drop out before completion. In some, with heavy concentrations of poor, black, or ethnically different, it is one-half!

Colleges and Vocational Schools

Careers in human, environmental, and cultural activities would develop and expand resulting in a deeper search for education by youths leading to increased enrollments in post-secondary schools and colleges of all variety and in vocational preparation programs as a result of the exposures and experiences of youth, facilitated by the tuition vouchers earned.

Young adults would develop greater pride in their communities as they would become working functionaries within them. The pride and self-confidence derived from constructive and satisfying roles would lead to greater community and family appreciation, strengthening the nuclear as well as the traditional family structures.

Other Benefits

Other benefits would accrue such as increased earning power for young Americans over time, heightened interest in recurrent education, diversification of education and training institutions resulting from the freedom of youth to choose through the voucher plan, more respectable credentials for real world of work, and greater pride in self, community and Nation.

Part II

CAREER DEVELOPMENT AND JOB PERFORMANCE

America's schools and colleges have been stirred again. First Sputnik, now In recent years, the schools have been the battleground for those seeking racial equality, equal educational opportunity, and community control. Their support base has eroded in the major cities in tandem with radical population inversions and flight of the middle class whites to suburbia. The legacy of this phenomenon has been an overburden, financially and professionally upon the schools, as the poor and isolated present numerous learning, health, and associated problems for the schools. Now the bubble of "The Schools Can Do No Wrong" has burst. Treatises such as the historic Supreme Court decision of 1954 declaring racially separate schools are inherently unequal, the Coleman Report, Education and Ecstasy, and Future Shock among many others document the reasons.

A part of the alienation of the young reflects their dismay over irrelevancy and the unreality of many school programs, their virtual isolation from the real world of work, and their failure to treat preparation for careers as a respectable mission for the schools.

Out of this troubled arena, marked in recent years by widespread unrest and militancy and now deep and pervasive use of soft, poly drugs, barbiturates, alcohol and deadly combinations by the youth sub-culture and shocking drop-out rates, has struggled the concept of Career Education. Thoughtful educators and planners of public policy recognize the need to link the schools and their influence upon young lives with the real world of work into which most productive lives will eventually settle.

Unfortunately, the birth of this idea of Career Education has been painful, and the offspring unremarkable, thus far, for it suffers several congenital defects: First, through want of a clearly defined thrust, it must survive the threat of guilt by association with vocational education, long the whipping boy of the public schools--a place to go only if you can't perform in academia, has been the theme in far too many communities. The poor, racially, ethnically, and culturally different have traditionally been dumped into Vocational Schools.

Vocational Education's cousin, Cooperative Education, has suffered similar treatment, compounded often by several troublesome dimensions.

Often under-supported at the State level, it is frequently staffed by teachers not of the business world, and it pays a child to learn. It is therefore incompatible with other educational models and is less than attractive to those who believe their rights may be threatened or jeopardized by it--labor and business-industrial management.

It would be impossible to obtain a consensus among educators, vocational educators, State Departments and boards of education as to the meaning, purpose, or the place of Career Education in the schools just now.

An experimental program of job placement by the high schools is beginning to come to grips with this problem in a number of areas of the nation. One such effort enjoying some success is ongoing in the Richmond, VA. public schools. At George Wythe High School, the federally funded job placement officer is working with youth in harmony, alongside counselors and the professional staff. This is an Exemplary Program under Title III., ESEA.

But job placement is only part of the answer to Career Education. Work-study and on-the-job training needs at least to be treated as any other educational experience. Some, including the author, would call for it being assigned a priority among the many goals of public education.

However, as stated earlier, Career Education must be described, defined, and legitimatized so that all can understand and support it. The Federal Government's role looms large in this undertaking and it could best be carried out with incentives and an overall National plan. The ultimate employment of many, if not most young Americans in income producing roles in industry, business, and through self-efforts should serve as the justification base for offering Career Education in the middle and secondary schools of the nation.

Payments and Grants to Industry

Payments and grants will be made to business and industry in order to provide the necessary incentive to take on significant parts of the education and training of young adults. For work-study and on-the-job training programs, payments will be made through certificates or a voucher system. Beyond the initial training period, the vouchers will vary in value based upon the class of training and a productivity differential standardized on occupational skills and understandings associated with the job as listed in the Catalogue of Occupational Titles. For example, in certain highly skilled manual operations, productivity is null or negative during a three-months basic training period for the work-study trainee, after which the following three months, with normal trainees, reflects an increase of up to 50 percent output; the second three months normally reflects a 75 percent output, and at nine months from the completion of training, for example, an average trainee will be considered fully productive.

The base period of training in this case would be three months, during which the voucher would cover full cost to industry of processing the trainee, providing training, instruction, etc. The voucher covering the first ninety-day period thereafter would be worth less in proportion to the 50 percent productive level reached; the voucher covering the second ninety-day period following training would be worth still less in relation to the 75 percent productive level reached, and the close of the third ninety-day period, one year from onset of training would mark the end of the subsidization

of the training period. If, at the close of his work-study program, he is continued in the job, the trainee would then be paid as a trained, fully productive worker. In the event a trainee shifts to another job or another business during the basic training period, the moneyed voucher would follow him.

For youth enrolled in any secondary or post-secondary school, any added costs to the student of the work-study, job training, and skills development programs will be paid from public funds by supplemental payments. Most such costs would be minimal and related primarily to transportation. Such ADA entitlement as would normally accrue to the high school from State sources would be prorated between industry and the schools based on the percent of the student's time devoted to each, beyond certain basic costs associated with high school enrollment. Similar arrangements could be agreed upon on a State-wide or regional basis for community colleges, colleges and universities both public and privately supported.

While the young adult is in high school or is age 17 and below, no subsistence would be paid other than as noted above.

For youth out of high school or 18 years of age and older, a basic subsistence wage would be paid throughout the training period comparable to that paid for community service. In the example cited earlier, that would be for one year.

If the student trainee is enrolled in a secondary school, he would earn appropriate high school credits toward a respectable credential designed expressly for work-study, OJT, and similar real

work careers. For example, up to one half of high school graduation requirements might be earned in such a fashion by a student. His diploma would signify completion of the requirements for a General Education and Career Development Program. Should he have high school deficiencies, he could earn credits toward fulfilling them or fulfilling the requirements for the G.E.D.

If the trainee is enrolled in a Community College, his work experience could have been planned as a key segment of his associate degree program and would, if satisfactorily completed, fulfill significant credit requirements toward the two-year degree which might be called "Associate Degree in Business Performance."

Strategies

Work-Study Opportunities

This effort calls for a revamping of so-called "Cooperative Education" curriculums by:

- *Expanding through incentives the range of work-study situations available in business and industry.

- *Dropping or minimizing the current Cooperative Education model of full payment for work performed and treating work-study programs as other educational experiences; for instance, as a lab-learning experience.

- *Lower the age to 14 for early work-study arrangements and for qualifying for high school equivalency tests.

- *Provide expanded credit options at the high school, technical school, and college levels.

- *Expand or establish Career Planning and Placement Services.

*Assign to the Career Placement Officer in the High School responsibility for coordinating and following through on work study and OJT programs.

*Pilot the above revamping of Cooperative Education and Work-Study, OJT curriculums first in the ten experimental centers throughout the ten regions of the Nation.

*And of course, as noted earlier, a respectable credential must be offered to young adults in conjunction with work-study and OJT Programs as with Community Services, so as to lay a firm foundation for acceptance by subsequent schools, university admission offices, and business-industry. And, to offer a credential reflecting the new and realistic concern that education be related to the real world of work.

CREDENTIALING

Leadership for the development of a "Respectable Credential" for secondary school students and college students in a Career Development/OJT/Community Service program would be shared between the USOE, NIE, Depts. of Labor and Commerce, and professional associations such as the College Entrance Exam Board, and regional college and secondary school accrediting associations. The incentive to such groups and the schools and colleges whom they serve, to modify their curriculum, admissions criteria, traditions, and views would derive from basic grants to the Pilot Centers to establish and manage such programs and State grants for establishing high school pilots for Career Planning and Placement Officers.

USE CURRENT REFERENCES

A task force under the leadership of the prestigious CEEB and its President, former U.S. Commissioner of Education, Dr. Sidney Marland is now working on the problem of an appropriate credential for work-study programs.

Career Planning and Placement Officer - A New Role

A new role will be piloted in one or more key high schools in each State willing to cooperate in this endeavor. Grants to State Departments of Education will capitalize on selecting the optimum school situation in the State for initiating a Career Planning and Placement Officer function. Industry-related, specialized training, professional background, and performance standards for the new role will be developed jointly by local, State and Federal youth coordinating councils in cooperation with the State and local Vocational-Education Advisory Councils and representatives from business and industry. Curriculum guidelines will emerge under basic grant requirements and the credentialing and voucher plans adopted by each school district will be selected from a series of models patterned after successful trials by OEO, school divisions, Title III Exemplary Projects, DOL, and others. (Such models will be described elsewhere.)

Ten Regional Pilot Centers

The Regional Pilot Centers for trial of the total concept embodied in the National Youth Services Act of 1975 will be selected on the basis of the variety of total educational facilities extant in the area (Elementary, Secondary,

Tech-Vocational, Community College and University), the existence of cooperative arrangements between business/industry and the schools, the history of willingness on the part of the schools and other institutions to cooperate in innovative efforts, and the diversity of children and youth along racial, ethnic, and socio-economic lines.

Youth Coordinating Councils

In order that a program of Career Development and Community Service succeed, cognizant groups must be deeply involved in the design and local developments. Few would question this premise with respect to adults. However, young adults themselves are often left out of the planning and subsequently cut themselves out of the action phase of various efforts. Young adults will be heavily involved at all three planning levels, local, State, and national. Their ideas and assistance will be interpreted through membership on the States' Advisory Council on Vocational Education and its local counterpart, if any. (While the Vocational Education Act mandates only the State level advisory groups, many localities have established active voc-ed advisory councils. If none exists, youth advisory groups are to be formed to assist in this effort.)

Benefits

As with the Community Services component young adults in Work-Study and OJT programs would earn certain tangible and intangible benefits. Basic subsistence pay would be earned by 18-year-olds

out of high school who are in job training programs. They could simultaneously be earning college credit toward two-year-degree programs. In lieu of subsistence payments, they would earn tuition vouchers for up to two years of post-secondary education or training of their choice.

Those in high school under age 18 would earn substantial high school credit toward graduation requirements while earning up to two years of tuition vouchers for additional post-secondary education or training of their choice.

Both groups would be entitled to services from the Career Planning and Placement Officer in the high school or community college in their area.

The role of business and industry would assume greater and more appropriate significance in the education of the young; they would find it more attractive to open their doors to them for training, would increase their investment in development and expansion. Having a more responsive, trained and year round flow of talent would be a powerful incentive to do so. More jobs would thereby be created, easing unemployment and underemployment rates.

For many high schools, the support of the accrediting association governing high school standards in their region would be sufficient to stimulate their commitment to the youth service programs. For many schools whose guidance and counseling services are hard pressed, the addition of a paid professional working in tandem with staff and administration,

with expertise in career planning and job placement, would constitute an added incentive to participate.

Secondary schools, long resistant to change, would find it imperative and attractive to alter their credit and diploma dispensing mechanisms and practices. Career line development in the secondary schools would reflect more nearly then the real world of work and could lead to a renaissance in high school programming in a true career education sense.

State and local youth advisory councils relating closely to the Career Planning and Placement Services would seek to expand high school job training opportunities.

Tech-voc. schools, Community Colleges, and Universities struggling to maintain an adequate support base in light of rising costs, often accompanied by falling enrollments, should favor a tuition vouchers program as it would lead to increased interest in early and recurrent post-secondary education by the young and increased enrollments. This would be especially true of the large, middle class who are increasingly less able to handle the costs of post-secondary education, and are usually unable to qualify for government supported student financial aid.

The companion development of a more diversified range of entrepreneurial education enterprises would expand the alternatives available to youth and would give them a measure of control they now lack in selecting educational experiences.

Fly-by-night schools and proprietary institutions which are certain to develop would be disqualified from participation by the U.S. Commissioner of Education whose granting agreements would specify his authority to determine standards and criteria necessary to qualify for inclusion in the voucher plan.

In summary, for many youth at best public education has been and continues to be a narrow, tunnel-like experience repeating at successively higher levels from elementary through university approximately the same knowledge dispensing machinery model of a teacher-class-subject boxed curriculum offering few choices to the learner, remote from real world activities, seeking ever to encourage conformity with arbitrary and unilateral academic standards, performance in which biased and highly subjective measures of success are applied. This is education at its best for many. At its worst, the many who drop out or are squeezed out of the high schools and colleges of the nation share a harsher fate.

Under the National Youth Services Act this tunnel becomes an inverted funnel, broadening outward from mid-adolescence by expanding the options available to young adults through a range of Community Service/Work-Study/On-The-Job Training opportunities. By thus linking the real world of community life and business and industry to the schools, relevancy will return, attitudes toward learning would improve, and the many young Americans presently without a focus could more readily

direct their lives into constructive and fulfilling careers in either service to their fellow man or in technology, business, or industry.

For those whose mission it is to educate youth, the family and the State, a new launching pad will have been provided, helping to develop, direct, and utilize the creative energies and talents of our youth, closing the so-called communications gap, and reducing to manageable levels the alienation which now poses threats to established order and to youth themselves.

Young adults' self-image would improve with the realization they have options and a legitimate and dignified way in which to get a "piece of the action."

Other Products

In addition to the benefits outlined in Part I and above, other predictable products would spin off from the National Youth Service Act.

The entire national training effort would be boosted, leading to new respect for job preparation and credibility in education.

Those long critical of the public schools would have to reassess their positions in light of new relevancy in curriculums and job placement services of the high schools. The school's support base, derived largely from State and local taxes would become firmer. Chambers of Commerce, for instance, would find Community Service and work preparation

programs a popular rallying point around which to support increased local and State expenditures for education.

Evaluation machinery, painfully slow in developing and assessing public education, would emerge quickly as the product of education gets redefined to include career development and job preparation and placement. These are much easier to catalogue and evaluate than the vague, yet tremendously important goals and objectives of general education and liberal arts education.

National assessment efforts are cautiously ongoing and are, in principle if not in spirit, supported by professional education associations. Establishing national standards, on the other hand, has been a threatening topic and is generally beat down by the opponents of a national curriculum, who argue with justification, perhaps, the threat of Federal control. This argument makes bedfellows of State and local boards of education, professional and unionized teacher organizations, and professional associations, often natural antagonists on other issues.

The development of standards of training and job competency would not be viewed by educators as particularly threatening and such a development would constitute a key component of the National Youth Services Act.

WORK/EDUCATION INITIATIVE

WHO:

DEPARTMENTS OF LABOR, HEALTH, EDUCATION, WELFARE AND COMMERCE

WHAT:

To reduce or remove the isolation of schools from the real work place, reducing or eliminating the feeling of alienation characteristic of many youth, reducing or removing structural rigidities in education, business, and communities, and the development of skills amongst youth while under the general jurisdiction of the high school; and generally the revival of the work ethic for young Americans.

HOW:

By forming and using a true working alliance between industry, labor, communities, educators, parents, youth and local/state boards of education and the Federal government for development, support, and coordination of the initiative.

By making use of community advisory councils based upon this alliance to work closely with the high schools in developing the communities' unique and specific response to the need for a work/education initiative.

MISSION:

To reduce barriers to high school students in obtaining diplomas, credentials, credits, work experience, and employment, and to develop and establish new high school and work arrangements for youth that will implement the mission, and to establish a division of labor in the education and training of youth between the schools, business, industry, labor and government.

ACCOMPLISHMENTS:

President Ford's Ohio State speech calling for such an alliance.

Assignment to the Secretaries of three respective departments as a collaborative initiative.

Commitment from Department of Labor to fund 15 demonstrations around the nation exemplifying the initiative.

Development of concept and working papers outlining and disseminating the concept.

Establishment of an inter-departmental working task force and steering committee.

Negotiation of a contract with National Manpower Institute to assist.

O.M.B. clearance.

PROBLEMS:

1. Difficulty of dealing with youth needs and high unemployment when national unemployment rates are also high.

2. Gaining consensus between the three departments of government as to the level of specificity we seek in the demonstrations.

3. Gaining consensus between the collaborators in government on the need, nature, and type of evaluation of the initiative required.

NIDA REPRESENTATIVE:

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