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Service

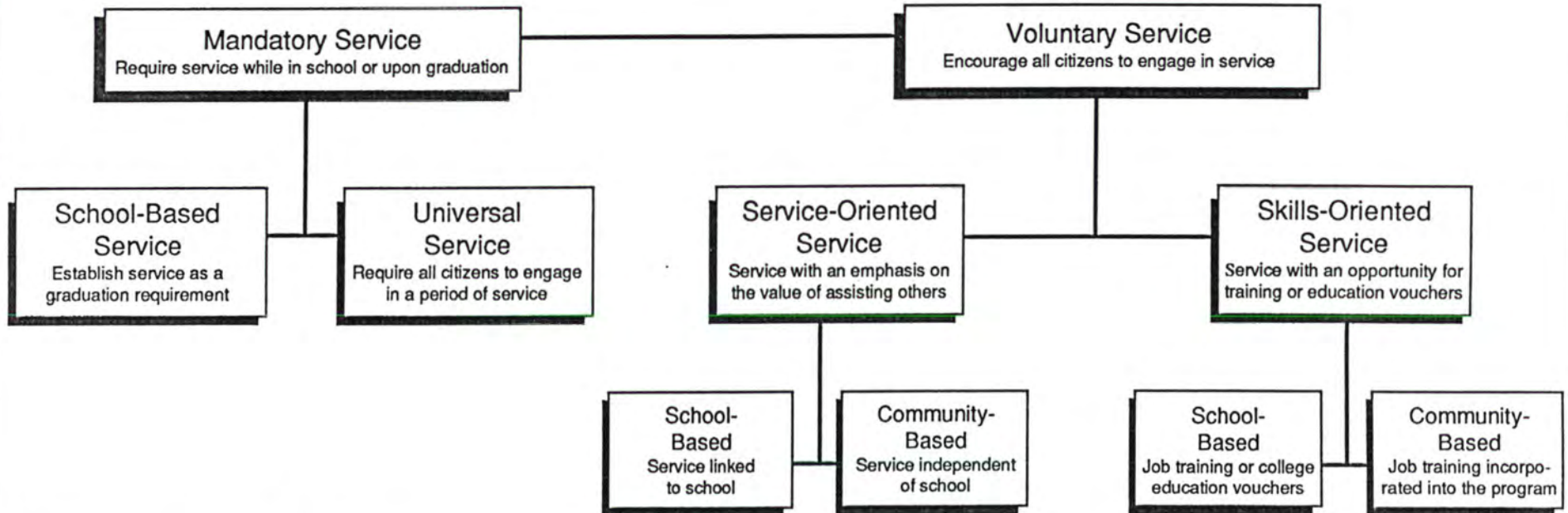
The following packet contains a diagram which comprehensively presents distinct proposed solutions for Service.

Following the diagram are five one-page overviews that provide the status (what action has been taken) and outlook (the support and the likelihood the proposal will become policy) of the proposed solutions.

Service

Decision-Making Path

This decision-making path breaks down the range of proposed solutions relating to *Service* into categories which are distinctly different from each other. Proposed Solutions are gathered from legislation, demonstration projects, regulations, judicial decisions, and books and articles.



To be completed by Reviewer:

The following overview pages present an accurate and objective summary of the status of proposed solutions relating to *Service*.

Signature of Approval

Please Check:

Service Overview ☐
 Mandatory Service Overview ☐
 Voluntary Service Overview ☐
 Voluntary: Skills-Oriented ☐
 Voluntary: Service-Oriented ☐

April 12, 1993

Service

Service

Scope of the Problem

Past: "A spirit of civic obligation has languished over the past twelve years."¹ **Current:** National polling reveals that most Americans define citizenship in terms of rights and entitlements rather than of duties and responsibilities.² "There is a need to create or recover a sense of community in American life, especially at the national level."³ There are enough useful assignments left undone

to keep busy 3 million full-time servers.⁴ "Young people need work experience, a higher sense of self-confidence, and a chance to develop a service ethic..."⁵ **Future:** "The weakened social fabric of the U.S. needs good citizens and future leaders with firsthand experience in tackling important social and environmental problems."⁶

Current Policy

Goal: To renew the ethic of civic responsibility and encourage all citizens to engage in service to the Nation.⁷ **Means:** Federal, state, and local public service as well as non-profit and private sector initiatives. There are approximately 18.5 million government employees: federal-3 million, state-4.3 million, and local-11.2 million.⁸ There are over 3.5 million active duty and reserve military personnel.⁹ Federal service programs are the Peace Corps, ACTION, National Health Service Corps, Commission on National and Community Service, Points of Light Foundation, and

ROTC scholarship program. Over 8 million people are employed by the 900,000 plus non-profit organizations.¹⁰ Non-profits' share of total national income is approx. 6 percent. U.S. companies give charity more than \$4.7 billion of their profits each year. In 1991, 51% of adult Americans (94.2 million) volunteered. 61% of teenagers between 12 and 17 volunteered approx. 2.3 hours a week.¹¹ **Implementation:** Federal, state, and local service agencies: public, private, and non-profit. **Cost:** Estimated fiscal 1993 federal funding of non-military service programs is \$659 million.¹²

Proposed Solutions

Mandatory Service

Require service while in school or upon graduation

Goal: Renew the ethic of civic responsibility and involve citizens in service to the Nation.

Means: 1. **School-based:** Require a certain number of community service hours be completed in order to graduate from high school or college. **Implementation:** Elementary schools, secondary schools, and universities. **Cost:** Varies, ranging from \$100 per student in high school to \$35 million statewide in Maryland. 2. **Universal:** Require that all citizens, after turning 18, engage in service for a specific amount of time. **Implementation:** Federal government. **Cost:** Varies, \$20,000 per person on average.

Voluntary Service

Encourage citizens of all ages to engage in service.

Goal: Renew the ethic of civic responsibility and involve citizens in service to the Nation.

Means: 1. **Service-oriented:** Encourage service through programs which emphasize the value of assisting others. **Implementation:** Federal, state, and local agencies: public, private, and non-profit. **Cost:** Varies, ranging from a few dollars for hospital volunteers to \$218 million annually for the Peace Corps. 2. **Skills-oriented:** Encourage service through programs which emphasize the ability to obtain job skills while serving or to receive vouchers for college expenses in return for service. **Implementation:** Federal, state, and local agencies, public, private, and non-profit. **Cost:** Varies, ranging from \$1.4 million for the D.C. Service Corps to \$3 billion annually for a national service program providing a college loan repayment benefit.

Status and Outlook

Mandatory Service

Status: 200 public and private schools, including those in the school districts of Atlanta, Detroit, and Maryland, operate mandatory service programs.¹³ At least 11 colleges and 11 law schools have service requirements.¹⁴ Several countries, including France and Spain have universal service requirements. Rep. Shays (R-Conn.) recently introduced a bill outlining a universal service program.¹⁵ **Outlook:** Maryland's Gov. Schaefer, Superintendent Grasmick, and School Board President Embry strongly support the state's requirement. Opposition comes from 22 of the 24 local school districts and the Maryland Teachers' Assoc.¹⁶ Benjamin Barber, Professor at Rutgers University, supports universities moving towards mandatory programs. Mickey Kaus, editor of the *New Republic*, advocates mandatory universal service.¹⁷

Voluntary Service

Status: More than 3,000 service programs operate in public and private schools nationwide.¹⁸ The existing 55 year-round service corps and 20 summer youth corps enroll about 20,000 youths. Over 450 college campuses are linked into a national network for community service.¹⁹ 30 states have at least one state-supported youth community program.²⁰ The Peace Corps and VISTA have received federal funding since the 1960s. Sen. Boren (D-OK) introduced a bill, with 10 cosponsors, which would establish a national youth conservation corps.²¹ **Outlook:** Voluntary service has strong broad-based support. Pres. Clinton is pursuing a national service plan which would provide vouchers for job training and college expenses.²²

Sources

¹Charles Moskos, *The New Democrat*. ²Rep. Dave McCurdy, *Citizenship and National Service Act of 1989*. ³Charles Moskos from *National Service: Pro & Con*, 1990, p. XXXI. ⁴William F. Buckley, *Slow Going on National Service*. ⁵Don Eberly, *Supporting Role for Federal Government*, p. 224. ⁶Ibid. ⁷Comm. on National and Community Service, Federal Register, 10/8/91. ⁸Bureau of Labor Statistics, Jan. 1993. ⁹Center for Defense Information, Vol. XXI, No. 4, 1992. ¹⁰*Community Jobs Newspaper*, Jan. 1993. ¹¹1988, 1990 Gallup Polls.

¹²1992 *Catalog of Federal Domestic Assistance*. ¹³National Center for Service Learning in Early Adolescence. ¹⁴1992 Campus Compact Survey. ¹⁵Rep. Shays (R-Conn.), H.R. 1004, 2/18/93. ¹⁶School Youth Service, Const. Rights Found., Spring 1992. ¹⁷Mickey Kaus, *The End of Equality*, Basic Books, 1992. ¹⁸Youth Service America, "America 2000 and Service Learning." ¹⁹1992 Campus Compact Survey. ²⁰National Governors' Association, "Community Service." ²¹Sen. Boren (D-Okla.), S. 233, 1/27/93. ²²Pres. Clinton, Rutgers University, 3/1/93.

Mandatory Service: Overview

Scope of the Problem

Past: "A spirit of civic obligation has languished over the past twelve years."¹ **Current:** National polling reveals that most Americans define citizenship in terms of rights and entitlements rather than of duties and responsibilities.² There are enough useful assignments left undone to keep busy 3 million full-time servers.³

"Young people need work experience, a chance to explore careers, a higher sense of self-confidence, and a chance to develop a service ethic..."⁴ **Future:** "The weakened social fabric of the U.S. needs good citizens and future leaders with firsthand experience in tackling important social and environmental problems."⁵

Past Policy

School-based Service: Between 1980 and 1984, the Utah State Board of Education required 75 hours in paid work, in school-supervised service, or in time devoted to career-oriented courses.⁶ **Universal Service:** From 1789 to 1945, only during war or on the

eve of war were U.S. armed forces made up of conscripts. From 1945 through 1972, however, men were drafted in every year but one.⁷ For the past two decades, the armed forces have been exclusively made up of volunteers.

Current Policy

School-based: At least five small liberal arts colleges have long-standing community service requirements.⁸ **Universal:** There is currently no military draft, however, all men over 18 are required

to register with Selective Service.⁹ There are 550 judicial restitution programs nationwide. On average, each program completes 31,087 cumulative hours of community service.

Proposed Solutions

School-based Service

Establish service as a graduation requirement

Goal: Renew the ethic of civic responsibility and involve citizens in service to the Nation.

Means: 1. *Elementary and Secondary Schools:* Require a minimum number of service hours to be completed in order to graduate.

Implementation: Elementary and secondary schools. **Cost:** Varies, Maryland's program will cost \$100 per student and \$35 million statewide. 2. *Higher Education:* Require a minimum number of service hours to be completed in order to graduate. **Implementation:** Colleges and universities. **Cost:** Varies.

Universal Service

Require all citizens to engage in a period of service

Goal: Renew the ethic of civic responsibility and involve citizens in service to the Nation.

Means: 1. *Corps-oriented Service:* Require that all citizens, after turning 18, serve in a civilian corps for a year or in the military for two years. **Implementation:** Federal government. **Cost:** \$20,000 per person, annually. 2. *Individual-oriented Service:* Require that all citizens, while between the ages of 18 and 26, perform a minimum number of six months (1,000 hours cumulatively) of service. Citizens would generally have personal discretion in determining when and how to serve. **Implementation:** Federal, state, and local service agencies: public, private, and non-profit. **Cost:** \$460 million for state and federal bureaucracy over 5 years.¹⁰

Status and Outlook

School-based Service

Status: 200 public and private schools, including those in the cities of Atlanta and Detroit, operate mandatory service programs. Maryland adopted a high school requirement of 75 hours of service for graduation.¹¹ Washington, D.C. intends to begin its 100 hour service requirement in September.¹² Bethlehem, PA school district is facing a lawsuit on grounds that its service requirement violates the 13th Amendment of involuntary servitude.¹³ 11 law schools require public service work for graduation. **Outlook:** Supporters of Maryland's program are Governor Schaefer, Superintendent Grasmick, and School Board President Embry. Opposition comes from 22 of the 24 local school districts and the Maryland State Teachers' Association.¹⁴ Benjamin Barber, Director of the Whitman Center at Rutgers University, supports universities moving toward mandatory programs.¹⁵

Universal Service

Status: Several countries, including France, Spain, and Denmark, currently have universal service requirements. Rep. Shays (R-Conn.) has introduced a bill which outlines a universal service program.¹⁶ **Outlook:** 1986 Gallup polls indicated that 50 percent of Americans would support a proposal that would require all young Americans to serve for one year in a civilian or military program. Earlier polls indicated that 64 percent would support the proposal if government benefits were offered to help cover college education expenses. Universal service bills have been consistently introduced since the last year of the draft in 1972 but have garnered little political support.¹⁷ Mickey Kaus, senior editor at the *New Republic*, supports mandatory universal service.¹⁸

Sources

¹Charles Moskos, *The New Democrat*. ²Rep. Dave McCurdy, *Citizenship and National Service Act of 1989*. ³William F. Buckley, *Slow Going on National Service*. ⁴Don Eberly, *Supporting Role for Federal Government*, p.224. ⁵Ibid. ⁶Danzig and Szanton, *National Service*, Lexington Books, 1986, p.75. ⁷Ibid. p.90. ⁸1992 Campus Compact Survey. ⁹Charles Moskos, *A Call to Civic Service*, Free Press, 1988. ¹⁰Rep. Shays (R-CT), H.R. 1004, National Service

Program, 2/18/93. ¹¹National Center for Service Learning in Adolescence. ¹²Washington Post, *Schools Mandate Service*, July 29, 1992. ¹³Constitutional Rights Foundation, *School Youth Service Network*, Spring 1992. ¹⁴Ibid. ¹⁵Benjamin Barber, *An Aristocracy of Everyone*, Ballantine Books, 1992. ¹⁶Rep. Shays (R-CT), H.R. 1004. ¹⁷Charles Moskos, *A Call to Civic Service*, Chapter Seven. ¹⁸Mickey Kaus, *The End of Equality*, Basic Books, 1992.

Voluntary Service: Overview

Scope of the Problem

Past: "A spirit of civic obligation has languished over the past twelve years."¹ **Current:** National polling reveals that most Americans define citizenship in terms of rights and entitlements rather than of duties and responsibilities.² There are enough useful assignments left undone to keep busy 3 million full-time servers.³

"Young people need work experience, a higher sense self-confidence, and a chance to develop a service ethic..."⁴ **Future:** "The weakened social fabric of the U.S. needs good citizens and future leaders with firsthand experience in tackling important social and environmental problems."⁵

Current Policy

Goal: To renew the ethic of civic responsibility and encourage all citizens to engage in service to the Nation.⁶ **Means:** Federal, state, and local public service as well as non-profit and private sector initiatives. There are approximately 18.5 million government employees: federal-3 million, state-4.3 million, and local-11.2 million.⁷ There are over 3.5 million active duty and reserve military personnel.⁸ Federal service programs are the Peace Corps, ACTION, National Health Service Corps, Commission on National and Community Service, Points of Light Foundation, and ROTC

scholarship program. Over 8 million people are employed by the 900,000 plus non-profit organizations.⁹ Non-profits' share of total national income is approx. 6 percent. U.S. companies give charity more than \$4.7 billion of their profits each year. In 1991, 51% of adult Americans (94.2 million) volunteered. 61% of teenagers between 12 and 17 volunteered approx. 2.3 hours a week.¹⁰ **Implementation:** Federal, state, and local service agencies: public, private, and non-profit. **Cost:** Estimated fiscal 1993 federal funding of non-military service programs is \$659 million.¹¹

Proposed Solutions

Service-Oriented

Service with an emphasis on the value of assisting others

Goal: Renew the ethic of civic responsibility and involve citizens in service to the Nation.

Means: 1. **School-based:** Schools that incorporate service into the curriculum and encourage community service for extra-curricular activities. **Implementation:** Elementary schools, secondary schools, and universities. **Cost:** Varies, ranging from \$11,000 for comprehensive high school programs to \$90,000 for a college volunteer office. 2. **Community-based:** Volunteers of all ages participating in service independent of school. Examples include service as a community project organizer or public servant. **Implementation:** Federal, state, and local service agencies: public, private, and non-profit. **Cost:** Varies, ranging from a few dollars for homeless shelter volunteers to \$218 million annually for the Peace Corps.

Skills-Oriented

Service with opportunities for training or education vouchers

Goal: Renew the ethic of civic responsibility and involve citizens in service to the Nation.

Means: 1. **School-Based:** Service programs which provide vouchers for job training or college expenses. **Implementation:** Federal government. **Cost:** Varies, ranging from \$20 million for ROTC scholarships to \$7.4 billion through 1997 for President Clinton's national service proposal. 2. **Community-Based:** Service programs which include job skills training. **Implementation:** Federal, state and local service corps, public and non-profit. Examples include participants in urban youth corps and soldiers in the U.S. Army. **Cost:** Varies, ranging from \$1.4 million for the D.C. Service Corps to \$55 million for the California Conservation Corps.

Status and Outlook

Service-Oriented

Status: More than 3,000 service programs operate in public and private schools.¹³ More than 450 college campuses are linked in to a national network for community service.¹⁴ Rutgers University's service program includes 15 courses and has 1,000 students participating. The Peace Corps and VISTA (Volunteers in Service to America) have received funding since the 1960s.¹⁵ Clinton's economic plan includes spending increases of \$161 million between fiscal 1994-98 for community service employment for older Americans.¹⁶ **Outlook:** Rep. Porter (R-Ill.), along with 81 cosponsors, introduced a bill which would protect volunteer workers from liability lawsuits related to their service.¹⁷

Skills-Oriented

Status: The existing 55 year-round service corps and 20 summer youth corps enroll about 20,000 youths.¹⁸ YouthBuild, USA will receive \$17.5-40 million this year from the Department of Housing and Urban Development.¹⁹ 30 States have at least one state-supported youth community program.²⁰ Senator Boren (D-OK) introduced a bill, with 10 cosponsors, which would establish a national youth conservation corps.²¹ **Outlook:** President Clinton supports a national service proposal which would provide vouchers for job training or college expenses in return for two years of service. Clinton has established an Office of National Service in the White House to pursue this proposal.²²

Sources

¹Charles Moskos, *The New Democrat*. ²Rep. Dave McCurdy, *Citizenship and National Service Act of 1989*. ³William F. Buckley, *Slow Going on National Service*. ⁴Don Eberly, *Supporting Role for Federal Government*, p.224. ⁵Ibid. ⁶Comm. on National and Community Service, *Federal Register*, 10/8/91. ⁷Bureau of Labor Statistics, Jan. 1993. ⁸Center for Defense Information, Vol. XXI, No. 4, 1992. ⁹*Community Jobs Newspaper*, Jan. 1993. ¹⁰1988, 1990 Gallup Polls. ¹¹1992 *Catalog of Federal Domestic Assistance*. ¹²National

Center for Service Learning in Early Adolescence. ¹³Youth Service America, "America 2000 and Service Learning." ¹⁴1992 Campus Compact Survey. ¹⁵Rep. Gilman, *Congressional Record*, 3/9/93. ¹⁶*U.S. Mayors*, February 22, 1993, p.10. ¹⁷Rep. Porter (R-Ill.), H.R.911, 2/16/93. ¹⁸1992 National Service Secretariat newsletter. ¹⁹YouthBuild Press Highlights 1992. ²⁰National Governors' Association, "Community Service." ²¹Sen. Boren (D-Okla.), S.233, 1/27/93. ²²Pres. Clinton, Rutgers University, 3/1/93.

Voluntary: Service-Oriented

Scope of the Problem

Past: "A spirit of civic obligation has languished over the past twelve years."¹ **Current:** National polling reveals that most Americans define citizenship in terms of rights and entitlements rather than of duties and responsibilities.² There are enough useful assignments left undone to keep busy 3 million full-time servers.³ "Young people need work experience, a higher sense of self-

confidence, a chance to develop a service ethic, and opportunities to work with different kinds of people in common endeavors."⁴

Future: "The weakened social fabric of the U.S. needs good citizens and future leaders with firsthand experience in tackling important social and environmental problems."⁵

Current Policy

Goal: To renew the ethic of civic responsibility and encourage all citizens to engage in service to the Nation.⁶ **Means:** Federal, state, and local public service as well as non-profit and private sector initiatives. There are approximately 18.5 million government employees: federal-3 million, state-4.3 million, and local-11.2 million.⁷ Federal service programs are the Peace Corps, ACTION, selected Commission on National and Community Service initia-

tives, and the Points of Light Foundation. Over 8 million people are employed by the 900,000 plus non-profits.⁸ Gallup polls indicated that on average adults volunteer 2 hours a week and 12-17 year-olds serve 2.3 hours a week.⁹ **Implementation:** Federal, state, and local service agencies: public, private, and non-profit. **Cost:** Estimated fiscal 1993 federal funding of service programs is \$496 million.¹⁰

Proposed Solutions

School-Based

Service linked to school

Goal: Renew the ethic of civic responsibility and involve citizens in service to the Nation.

Means: Elementary school, secondary school, and university programs that incorporate service in to the curriculum and encourage community service for extra-curricular activities. **Implementation:** Elementary schools, secondary schools, and universities. **Cost:** Varies, ranging from \$11,000 for a comprehensive high school program to \$90,000 for a college volunteer office.

Community-Based

Service independent of school

Goal: Renew the ethic of civic responsibility and involve citizens in service to the Nation.

Means: Volunteers of all ages participating in service independent of school. Examples include service in hospitals, federal programs such as VISTA (Volunteers In Service To America), or in public servant positions. **Implementation:** Federal, state, and local service agencies: public, private, and non-profit. **Cost:** Varies, ranging from a few dollars for shelter volunteers to \$218 million annually for the Peace Corps.

Status and Outlook

School-Based

Status: More than 3,000 service programs operate in public and private schools.¹¹ More than 450 college campuses are linked in to a national network for community service.¹² Rutgers University's service program includes 15 courses and has 1,000 students participating. Since 1989, the Dewitt Wallace-Reader's Digest Fund has committed over \$4.5 million to service-learning programs around the country.¹³ The National Governors' Association reported that over 14 states have school-based and campus-based programs.¹⁴ California's Human Corps Bill, passed in 1987, requires California's state universities to "encourage and expect" all students to volunteer for 30 hours of civic service each academic year.¹⁵ Minnesota, one of the most comprehensive state-wide youth service initiatives, provides funds to support programs in 325 school districts.¹⁶ **Outlook:** Senator Wofford (D-Penn.), along with 3 cosponsors, introduced a bill providing \$100 million to promote and strengthen service-learning in public schools.¹⁷

Community -Based

Status: The largest area of volunteer activity was with religious organizations in which 29 percent of volunteers participated.¹⁸ Catholic Charities, a national service organization, has over 200,000 volunteers. The Peace Corps has placed volunteers in over 100 countries and has 135,000 alumni.¹⁹ VISTA has a budget of \$20 million for fiscal 1993 to support 2,928 volunteers.²⁰ \$128 million in federal funds is provided to promote volunteer activities for persons over 60.²¹ There are six state-wide literacy corps, and nine state-wide senior citizen programs.²² Rep. Porter (R-Ill.), along with 81 cosponsors, introduced a bill to encourage states to provide volunteers immunity from liability lawsuits related to their service.²³ Rep. Kennelly (D-Conn.) introduced a bill to establish a program of voluntary national service for young people and senior citizens.²⁴ **Outlook:** In an effort to trim the budget deficit, President Clinton proposes a reduction of 25 percent in the White House staff and a cut of 100,000 federal civilian employees.²⁵

Sources

¹Charles Moskos, *The New Democrat*. ²Rep. Dave McCurdy, *Citizenship and National Service Act of 1989*. ³William F. Buckley, *Slow Going on National Service*. ⁴Don Eberly, *Supporting Role for Federal Government*, p.224. ⁵Ibid. ⁶Comm. on National and Community Service, *Federal Register*, 10/8/91. ⁷Bureau of Labor Statistics, Jan. 1993. ⁸*Community Jobs Newspaper*, Jan. 1993. ⁹1988, 1990 Gallup Polls. ¹⁰1992 *Catalog of Federal Domestic Assistance*. ¹¹Youth Service America, "America 2000 and Service Learning." ¹²1992 Cam-

pus Compact Survey. ¹³National Youth Leadership Council, *News Release*, 8/19/92. ¹⁴National Governors' Association, "Community Service." ¹⁵California Human Corps, *Annual Report*, Dec. 1992. ¹⁶Sen. Durenberger, *News Release*, 3/30/93. ¹⁷Sen. Wofford, S.676, 3/30/93. ¹⁸Independent Sector, *Nonprofit Almanac*, 1993. ¹⁹Rep. Gilman (R-N.Y.), *Congressional Record*, 3/9/93. ²⁰CRS Report, 93-26 EPW, 1/8/93. ²¹Ibid. ²²National Governors' Assoc. ²³Rep. Porter (R-Ill.), H.R.911, 2/16/93. ²⁴Rep. Kennelly (D-Conn.), H.R.1193, 3/13/93.

Service

Voluntary: Skills-Oriented

Scope of the Problem

Past: "A spirit of civic obligation has languished over the past twelve years."¹ **Current:** National polling reveals that most Americans define citizenship in terms of rights and entitlements rather than of duties and responsibilities.² There are enough useful assignments left undone to keep busy 3 million full-time servers.³

"Young people need work experience, a chance to explore careers, a higher sense of self-confidence, and a chance to develop a service ethic..."⁴ **Future:** "The weakened social fabric of the U.S. needs good citizens and future leaders with firsthand experience in tackling social and environmental problems."⁵

Current Policy

Goal: To renew the ethic of civic responsibility, encourage all citizens to engage in service to the Nation, and provide access to higher education or job training.⁶ **Means:** There are over 3.5 million active duty and reserve military personnel.⁷ Federal service programs are the National Health Service Corps, ROTC

scholarship program, and selected Commission on National and Community Service initiatives. **Implementation:** Federal, state, and local service agencies: public and non-profit. **Cost:** Estimated fiscal 1993 federal funding of non-military service programs is \$163 million.⁸

Proposed Solutions

School-Based

Service for job training or college education vouchers

Goal: Renew the ethic of civic responsibility, involve citizens in service to the Nation, and provide access to higher education or job training.

Means: Programs which provide vouchers for job training or college expenses in exchange for the service provided.

Implementation: Federal government. **Cost:** Program costs vary, ranging from \$20 million for ROTC scholarships to \$7.4 billion through 1997 for President Clinton's national service proposal.

Community-Based

Service with job training incorporated into the program

Goal: Renew the ethic of civic responsibility, involve citizens in service to the Nation, and provide access to higher education or job training.

Means: Service programs which include job skills training. **Implementation:** Federal, state and local service corps, public and non-profit. **Cost:** Non-military program costs vary, ranging from \$1.4 million for the D.C. Service Corps to \$55 million for the California Conservation Corps.

Status and Outlook

School-Based

Status: Through the ROTC program, \$20 million was provided this year in scholarships for higher education.⁹ Starting in July of 1994, 5 percent of the estimated \$454 million allocated for the college work-study program will be devoted to community service. 46 law schools offer loan forgiveness benefits to graduates pursuing public interest law.¹⁰ The National Health Service Corps awarded 467 scholarships for the 1992-93 school year.¹¹ Sen. Bumpers (D-Ark.) and Sen. Pressler (R-S.D.) have introduced bills building on the National Health Service Corps initiative.¹² Sen. Bumpers also introduced a bill which would allow for college loan forgiveness for students who engage in full-time, low-paid national service.¹³ Sen. Boren (D-Okla.) has introduced a bill awarding scholarships to students committed to careers in teaching in public education.¹⁴ **Outlook:** President Clinton supports a national service proposal which would provide vouchers for job training or college expenses in return for two years of service. Clinton provides \$10.8 billion budget authority between fiscal 1994-98. As part of this proposal, Clinton includes funding for a Police Corps which would begin at \$25 million in FY94 and increase to \$150 million by FY97. Clinton has established an Office of National Service in the White House to spearhead this effort.¹⁵

Community-Based

Status: The existing 55 year-round service corps and 20 summer youth corps enroll about 20,000 youths.¹⁶ At least 17 states reported having a state-supported conservation youth corps.¹⁷ California established a bill which places a one-cent surcharge on bottles and funds the expansion of the California Conservation Corps. In fiscal 1992, conservation and youth corps received \$22.5 million in federal funding through the National Community Service Act.¹⁸ The YouthBuild Coalition will receive \$17.5 to 40 million in fiscal 1993 from the Department of Housing and Urban Development.¹⁹ Sen. Boren (D-Okla.) introduced a bill, with 10 cosponsors, which would establish a national youth conservation corps.²⁰ **Outlook:** In an effort to trim the budget deficit, President Clinton has proposed reductions in armed forces personnel which would affect 6,424 jobs in the army, 64,740 jobs in the navy, and 6,316 jobs in the air force.²¹

Sources

¹Charles Moskos, *The New Democrat*. ²Rep. Dave McCurdy, *Citizenship and National Service Act of 1989*. ³William F. Buckley, *Slow Going on National Service*. ⁴Don Eberly, *Supporting Role for Federal Government*, p.224. ⁵Ibid. ⁶Commission on National and Community Service, *Federal Register*, 10/8/91. ⁷Center for Defense Information, Vol. XXI, No. 4, 1992. ⁸1992 *Catalog of Federal Domestic Assistance*. ⁹1993 ROTC Press Packet. ¹⁰U.S. News & World Report, 3/33/93, p.61. ¹¹1993 National Health Service Corps Fact

Sheet. ¹²Sen. Pressler (R-S.D.), S.263, 1/28/93. ¹³Sen. Bumpers (D-Ark.), S.240, 1/27/93. ¹⁴Sen. Boren (D-Okla.), S.541, 3/10/93. ¹⁵President Clinton, Speech at Rutgers University, 3/1/93. ¹⁶1992 National Service Secretariat newsletter. ¹⁷National Governors' Association, "Community Service." ¹⁸Commission on National and Community Service, *Federal Register*, 10/8/91. ¹⁹YouthBuild Press Highlights 1992. ²⁰Sen. Boren (D-Okla.), S.233, 1/27/93. ²¹Newsweek, 3/22/93, p.28.

March 10, 1993
Memorandum

From: Frances Drake
To: Youth Policy Institute

Reflecting on my last experience in Los Angeles, I believe this correspondence will enlighten you toward the implementation of a National Policy Information Network (NPIN). Please review all suggestions and respond as soon as possible.

The work I've done for you and with you on creating a NPIN across America has been satisfying and rewarding in every aspect. My commitment to the process is quite sincere, therefore, I have given up and cast aside many of my plans just to be able to pursue and push forward hoping that the NPIN process will become a reality.

Chronicled in this letter are six reasons why we should forge ahead with our concept. I believe we will be successful if we plan and develop new strategies to accomplish our goals and objectives as new incidents and new ideas unfold during the process.

(1) December 3, 1992

The Juvenile Welfare Board of Pinella County, St. Petersburg, Florida conducted a two day workshop on "breaking the Cycle of Welfare Dependency" in which I was the presenter. This workshop was scheduled by Mrs. Karen Jones-Beard. As she worked in JWB's library one day, she discovered a Youth Policy magazine. She read the article, "Breaking the Cycle of Welfare Dependency," which documented information gathered from our program in Philadelphia known as the Neighborhood Youth Achievement Program. This success story was a great portion of my Master's thesis written for the University of Pennsylvania's School of Social Work. Mrs. Beard was amazed to know that information as valid as this was available, yet hidden on a shelf in a library, denying its access to those who could use it and benefit from its contents. Mrs. Beard, other JWB personnel, and myself discussed this issue, and concluded (after I imparted my knowledge concerning NPIN's theory) that information is available to those who are already in the know, but not to the masses who aren't.

My trip to Florida was a two-fold success. On the one hand, a new understanding on how to work with and better serve the welfare department population was imparted to the attending professional and non-professional alike. On the other hand, I was able to, along with Mrs. Beard, explain the tragedy of hidden successes that have been tested, tried and documented over a period of time, yet disappear. And the beat goes on. Trillions of dollars are lost through funding new concepts. Why? No one knows of the myriad of great successes, but we all are aware of the problems and failures in our society. In Florida, we believe that out there, somewhere, many students from higher education institutions would be willing to join forces with us to experience a future "America At Its Best". These individuals could serve as one of the major underpinnings necessary to change America's policies.

(2) Wednesday, February 24, 1993

Traveled to Los Angeles, California at the request of Alvin Pittman, Esq. He serves on the Rodney

King Review Committee as a legal consultant/advisor. His request for my visit was the outcome of several telephone conversations we had shared in the past, coupled with a NPIN package I had submitted to him by mail earlier. After he had read the NPIN concept and the NPIN proposal, he telephoned me and expressed his feelings about what he sees as one of our major problems in America. He agreed that "access to information is a critical issue, but along with it, is the lack of relationship across all institutional, cultural, and socioeconomic lines." He believes that we function in a vacuum: poverty with poverty, educated with educated, rich with rich, etc. Based on this belief (which is the result of his many years defending clients in discrimination cases), he felt YPI and NPIN would gain a clearer insight if I could come and gather information from several sources I succumbed to his wishes; traveled to LA; completed my task as planned; and learned that in LA, a better method to gain information is wanted! To support this statement, my next step was:

(3) Thursday, February 25, 1993

I boarded a taxi and traveled to North Hollywood to the Hermandad Mexicana National where I met with Bert Corona, Executive Director. We discussed the NPIN process and the proposed impact of the "America At Its Best" concept. Mr. Corona was in total agreement that, by all means necessary, we must continue to strive for NPIN implementation nationwide. UCLA has done some information gathering for Mr. Corona's agency. I intend to share this (University and Community organization) relationship with the University of Pennsylvania with the intent of increasing the possibility of replicating the model between West Philadelphia and the University of Pennsylvania. Mr. Corona will submit a support letter.

(4) Friday, February 26, 1993

Arose early, 6 AM, to the sound of falling rain. Mr. Pittman treated me to breakfast at Crumms Restaurant located in Landera Heights and owned by Chuck Jackson (Jesse Jackson's brother). This restaurant is known for its professional and middle class African-American clientele. On this morning, a cross-section of professionals were present for a tasty southern style breakfast. A retired lawyer and councilman who relocated several years from Detroit; a retired educator; a businessman; a taxi driver; and Mrs. Orlanda Cunningham, waitress. Also present, two of Alvin Pittman's business partners. (They are in the process of patenting a product). Needs information!! Great social, political and current events are discussed daily here (Breakfast at the Round Table Concept). Since I was considered a researcher from Philadelphia and Washington, I was in demand to share my reason for coming to LA. Back and forth the question of "access to information" was discussed again and again.

Mrs. Cunningham suggested that I should interview the Crips and the Bloods gang members who have an organization know as the "Playground". Four of Mrs. Cunningham's patrons felt it was dangerous for me to visit the "Playground". Reason being: there could be a drive-by shooting and I would be at the wrong place at the wrong time, I listened, but decided to interview these young men if I could. The attitudes of the patrons clearly substantiate Mr. Pittman's belief the "we live in isolation".

The persons who had fear of visiting the "playground" had never been near it, but verbalized assumptions given by others.

I applaud Mrs. Cunningham for her insight in aiding me to do a good job in LA. She also believed that persons from various socioeconomic and cultural backgrounds should be interviewed because this would aid in establishing a clear case of how critical the "Access to Information" is, particularly for people who have no economic nor educational tools to fight off its effects. Therefore, this segment of individuals lash out at anyone close to their environment. Mrs. Cunningham resides in (as most other patrons) one of the better neighborhoods of LA. This prompted me to follow up on her suggestion.

After interviewing the heads of the "Playground", it became evident, that many LA citizens felt that there has been "a missing link" in our system contributing largely to the demise of the "American Dream" for the powerless.

(5) Saturday, February 27, 1993

Mrs. Carla Pittman, Esq. (wife of Alvin Pittman) employed at HMO, drove me to Mrs. Ruth Shore's home for an interview set up by her husband. Mrs. Shore, a highly middle class woman, resides as well in Ladera Heights. She is a former African American businesswoman through her own hard work. She understood the NPIN process almost immediately. Her concerns were over the likelihood of NPIN being able to narrow the gap between policy makers and policy users. She strongly believes if we search, we will be able to find that corps of students willing to volunteer their services if there is an exciting reward/recognition package for them. Mrs. Shore holds as truth, that America will eventually perish unless leaders (across the board) are willing to fight for policy change in all major institutions. As a policy expert, she knows that policy makers determine who gets what, where they get it, and from whom they get it. she concluded her statement by saying that in her life experiences, she has come to believe that "racism" is this country's major problem, but economics are the cruelest (unequal distribution of wealth) of all.

(6) Saturday Night, February 27, 1993

Mr. Pittman had scheduled a last interview with me with Mark Whitlock, Executive Director of the Los Angeles Renaissance Agency. We met at Mr. Pittman's home. He was given YPI Magazines and a NPIN information package. Mr. Whitlock had heard quite a lot about YPI and NPIN from Mr. Pittman. Therefore, it was easier to engage in a solid conversation with him, Mrs. Pittman, and Mr. Pittman. Mrs. Pittman gave us several reasons, based on her experience, why there should be a process such as NPIN operating especially in California. As an employee of an HMO, she said she has seen in so many ways how information has not been shared. Her argument: "Things should trickle from top to bottom instead of bottom to top."

Mr. Whitlock talked about how he gave up a high salary position to get involved with his agency. He understands and agrees with what we believe. His organization is well funded. He will send a letter of support to document his stand in this matter. His letter will enter into the evidence that this concept is becoming widespread.

Breaking the Cycle of Welfare Dependency



Frances Drake

Below is the story of Frances Drake's life, shared with us during an interview in late 1989.

During the course of my fifty-six years, I have worked in and performed a wide variety of functions. Perhaps first, and most important, is my role and function as homemaker and mother of ten biological and five adopted children. I have also served as nurse's aide, domestic worker, nurse maid, waitress, salesperson, counselor and teacher. Presently I am actively involved in political and community activities. It is my firm belief that the social work profession offers me the best vehicle with which to continue my activities, interests, concern, and involvement with people.

My present position as director of the Neighborhood Youth Achievement Program, Inc., is without a doubt the result of all my experiences.

Recalling my growing and formative years in rural North Carolina, the family context in which I was raised laid the initial foundation for altruistic belief in the sacredness of humanity, individual worth and dignity. My parents continually reminded all of their children that we are in fact "our brother's keeper." Despite the prevailing social/cultural climate of that time, I met several others who practiced, taught, and shared the same value system.

I vividly recall that during the planting season we tilled the land, planted our crops of corn, tobacco and peanuts. We also raised chickens, pigs, cows, and horses. In the winter months, I often noticed our neighbors were unable to provide adequate food for their families. Maybe no one had taught them (according to the Bible verse) to "Go to the ant, thou sluggard; consider her ways and be wise." That is, to work hard during the summer months; raise your crops and store for the wintertime when no farmer can work. It seemed as if they did not understand the need to prepare for the difficult winter months. My parents never questioned this "weakness"; they simply gave and shared their harvest. Many times my sisters, brothers, and I would sit around wondering aloud "why must we feed those who had not bothered to prepare for themselves?" I recall asking my mother about this. Her reply was, "Who said that they didn't try to do well or to help themselves?"

Who was I to judge? Those words have always remained with me and exerted a powerful influence in my life. Now that I have become a matured individual, I believe my stages of development and value system reflect my early childhood and adolescent ingrainment.

Unfortunately, I became a victim of the welfare system. And what it did for me, it made me go back to my beginning. The rolling hills of North Carolina and some of the family values that I had adopted and never gotten rid of. I learned from my father, when things go wrong, you don't let it consume you. You use it as a positive measure and keep on going.

As a victim of the welfare system, and looking back at what had happened in my past, I was able to draw from that. And what I drew from that was, I would use the system, instead of letting the system use me. And what I mean by letting the system use you, is that you can get caught up in the welfare cycle and never get out of it, because you lose all hope. And if it's every two weeks you are looking for that check, you don't do anything to help yourself.

I decided during that time—I had a long deferred dream, and my dream was to go to college one day. I graduated from high school in 1948 and my father was very well able to send me to school, but out of eleven children, I was the only one who graduated high school. And he felt that there wasn't a need. "Why educate a girl? She's going to have children. If you have anybody you want to educate, educate a boy." So for all the arguments with my oldest brother and my mother, I was unable to go.

But it never left my mind. I said one of these days the opportunity will come, and I will go to school. I found that this was the solution to what I had tried to do. I could have some money coming into the house and I could go to school. So I enrolled in community college. And I graduated from community college.

After community college, I decided to go to Temple University. And when I enrolled in Temple, my husband left home. After twenty-seven years marriage, he left home. He said, "I don't want to live with an educated woman." So he left. I continued in school.

So I called my kids together, I called them together and said, "We gotta talk. We got to live. I do not want to go to school." My daughter was down here; she committed herself to sending a certain amount of money to us. We were in our own home. My son went back in service, and another son got a job in the Laundromat after school.

I went through a husband leaving, sometimes we didn't have heat in the house, we could not afford heat on DPA (Department of Public Assistance). I had a broken pipe and one time water was in my basement just like a little stream. We would turn the stove on in the kitchen, and the children and I would stay in the middle room, the middle bedroom, to stay warm. The bathroom and the bedroom, the middle room, were the only two warm rooms in the house. And I said to myself, and this came from my mother and from my orientation to the Baptist Church in North Carolina, "And this too shall pass."

So when I graduated from Temple, all ten of my children were present. All five of my adopted children were present at my graduation. I had to speak that day, among my private ceremonies. John White Jr., who is the head of the Department of Welfare

now, I had to introduce him that day. And everybody cried—here's a woman who went through so much.

I went through Temple; I got a job. But my greatest focus was to get the hell off DPA. For every time I had to visit 5000 Parkside Avenue, I did not feel like a human being. I felt guilty. Those people make you feel guilty for even keeping your appointments. They gave you such a hassle, until it was devastating to one's ability to think about anything else but survival. But I just went beyond the system and how they thought, and created my own thought patterns saying, "I'm gonna beat this thing."

But that is how I was able to beat this thing and get off the Department of Welfare and get myself a job. And after I got myself a job and worked for a while, then I came in contact with all these beautiful girls who wanted, were just asking for help... in a negative form, but yet they wanted help. And I sat on my porch during a recuperation from an illness, and I could see so plain that the theory that I had, along with my own personal experience, looked like the light just opened up my eyes. Everything was removed and said, here is a people who are crying in the wilderness and nobody's there to hear them. As a result of this, and consultations with others in the community, the Neighborhood Youth Achievement Program was conceived and "birthed."

By working with the program for a few years, it was clear that I needed a better educational background, to make a strong connection with all of the major institutions. The program needed, for its survival and to continue giving high quality service to youth and their families, to be able to have the knowledge base about what it takes for one to become involved with major institutions on a higher level. I needed to learn more about the political education, the social systems that have played roles in the haves versus the have nots. You have to learn how to be able to meet with the different institutions and systems that are able to provide resources for the particular clientele. Our clientele needed someone to be an advocate, so I decided to get a degree in Masters of Social Work.

Going through the master's program really substantiated some of the feelings that I had during my college experiences. It opened my eyes; it expanded my knowledge base considerable about the pressing needs in the black community. Being a student in an elite university, which focuses on the middle class, crystalized some of my views about racism and its effects on the disadvantaged people. It made the reality set in that what the poor have to be is stronger in order to survive in a middle class environment. They have to be strong because of the negatives which are ever present due to each culture's orientation.

When I graduated with my M.S.W. degree, not only my family and friends were there, but also some of the citizens from Philadelphia, including my ward woman, and my councilman. The University of Pennsylvania has credentials, so that people who graduate from there are respected more, even those who are poor. Since there were people from higher levels at my graduation, getting the degree was helpful. NYAP, as an organization, needs the people from higher places to help us secure the resources which are necessary to help folks so that they can pull themselves up by their bootstraps.

Statements of the Policy Action CORPS

CORPS—Comprehensive Objective Research on Proposed Solutions

Students are the engine fueling the campaign for America At Its Best. As members of the Policy Action Corps, students collect information on policies, programs, and innovations on all sides of policy issues. CORPS members are contributing to a base of information which can empower citizens, organizations and communities.

The following statements come from recent members of the Policy Action CORPS. They have used the methodology developed at the youth Policy Institute to gather information on subjects ranging from AIDS education to welfare reform to economic development.

When I first began doing research in policy, I was amazed to discover that many people really don't know what others in the same field are doing. It's not that they don't want to know, it's that they don't have time to do the research. The more I learn about the non-profit sector, the more I am convinced of the need for dialogue and for sharing information. It seems to me that in order to make real progress with the problems in our society, we must listen to what others are saying. We must join together to find out what we do know, what programs are working out there, and what ideas could lead to new progress.

One of the most exciting elements of this idea is that of involving students. I know that it would have meant a lot to me as a student to have my academic work make a difference in the community. When I was in college, I volunteered my time as a Big Sister, but I never felt that my classroom work had any impact. In fact, we called our school "The Gothic Wonderland" because we often felt cut off from the rest of the world. Getting students involved in collecting information will bridge the gap between study and social action, between the classroom and the community.

-Carol Cavin
Duke University 1990

On very few occasions is one given the opportunity to participate in something that is not only educational, but inspiring as well. My association with YPI is on one of those rare opportunities. *America at Its Best*, an educational process developed to reach and educate youth at all walks of life, had been developing at YPI prior to my arrival in mid-May and will continue to develop after my departure. But, the experience and fulfillment of contributing to such an innovative project has been invaluable to my own educational development. While at YPI, I was given the opportunity to research the issues of

Campaign Finance and Voter Registration. My conclusions reached far beyond economic statistics and party ideology. What I was most able to discern was that the political process seems to be failing America. *America At Its Best* aims not at changing the system but the process by which the system is developed. Being fortunate enough to have had my reports published by *Youth Policy Magazine*, I earnestly believe that YPI has given me the opportunity to play a small but substantial role in helping to restructure that process.

-Preston T. Moritz
University of Michigan, 1993

As a graduate social work student concentrating in community organizing and social policy planning, I am committed to exploring policy solutions which are just and empowering. For that reason, the opportunity to conduct research in welfare reform was enough of a reason to become a summer CORPS member. But, after two months of in-depth research—attending hearings on the Hill, interviewing experts in the field, and digging through pages and pages of others' proposals—it's exciting to know that the work I've done has not only informed me, but informed the debate as well. Students and professionals in the area of welfare reform can study the one-pager summary I've produced and consider themselves literate in past and present policy, as well as in the spectrum of proposed solutions. Ideally, the research I've done will expedite the policy process, allowing decision makers on the local, state or federal levels to work quickly toward informed solutions.

-Colleen Fee
BC Graduate School of Social Work 1993

When I came to the Youth Policy Institute, I was looking for an opportunity to broaden my own knowledge of the justice field outside of the

classroom. Much to my surprise, I gained a better understanding for issues of justice as well as the processes of government and policy.

YPI has made me a better student in the classroom because of my experiences provided on the outside. The research methods and resources allow for individuals to acquire knowledge on a wider scale—national and international. The methodology used at YPI provides for a complete overview of a problem; not just why the problem arose, but how the problem has developed, and what the options are to address that problem.

Public policy has a dramatic effect on the present proposed policy solutions and the options for future choices. These policies affect the adult communities and the youths who live by the adult decisions. With opportunities such as the ones provided by organizations like YPI, young people can learn from the past and become the creators of new and innovative policies for the future.

*-Elizabeth Braham
American University 1993*

When I came to work at the Youth Policy Institute, I had very little background in public policy. Like the majority of the population, I did not know where to look for such information beyond the newspaper. There were a lot of times when I needed to find information that should have been readily available to me, but that I simply did not know how to find. It's exciting to be working on a concept that would facilitate that process for other people—that would make the information which I have spent time compiling accessible so that other people don't need to spend the time calling eight different government offices to find one number where they tell you they don't have the information you're looking for.

One of my favorite things about this concept (and about my job) is the confidence it places in the ability of young people. I think a lot of people my age would like to be doing work that they believe can be helpful, not just in paying the rent or enhancing the resume, but in advancing positive social change. Providing information can be a primary step in an active process.

The Youth Policy Institute is a place where I feel I've been given responsibility. I have the responsibility to learn for myself—I'm a much more informed voter than I was six months ago—and the responsibility to collect and organize information that is accurate and understandable.

*-Holly Robbins
Haverford College 1991*

Following a semester spent here in Washington, D.C., in which I interned with my Congresswoman and wrote a thesis on dropout prevention, I decided to work at Youth Policy

Institute in order to cultivate my growing interest in public policy, especially policy concerning youth and families. I chose to do my research on the HIV/AIDS problem facing young people, following an AIDS press conference I attended which alerted me to the seriousness of this public health threat. Although at first I struggled with utilizing YPI's unique methodology to simplify an extremely complex problem like HIV/AIDS prevention, I succeeded in creating a simple, brief overview of the current status of HIV/AIDS prevention efforts.

I sincerely believe that such a product is beneficial to anyone involved in, or interested in, public policy, because nowhere else was I able to find such a simple, comprehensive, and practical account of existing and proposed HIV/AIDS prevention efforts. I believe the methodology utilized here has the potential to profoundly reshape the way future public policy is made.

*-Stuart Roth
Cornell University 1993*

I spent my summer at the Youth Policy Institute researching Multi-cultural education at the elementary and secondary levels. My topic was inspired by articles for and against multi-culturalism read in college. But just reading about the issue wasn't very satisfying and left many "why's" to be answered. So I spent time at YPI to find those answers.

Being in the conceptual stage, my topic proved quite difficult to research because it lacked any current legislative action. Although YPI is a storehouse for information (books, newsletters, papers, etc.) I think it caters more to topics with current national policy.

Although I was stepping in unfamiliar territory, my research was made easy with the help and encouragement of my "associates." It is the team spirit and mutual respect everyone at YPI carries that really make the Institute successful. When my sources of information seemed to be exhausted, there was always a network of co-workers to give suggestions on *still more* possible places to look.

The informality and helpfulness of the Institute never removes from its overarching goal (*America At its Best*). Everyone here is committed to the concept of the on-line database—"policy at your fingertips" for any person.

My experience was doubly rewarding. Not only did I find out as much as I could about a topic of personal interest, I know I also contributed much more to the effectiveness of future public policy. It's hard to believe that doing something so enjoyable can have that much impact.

*-Rowena Raborar
Brown University, 1995*

The summer after my junior year, I worked for the Governor's policy advisor for human services in New Jersey. My assignment was to see how New Jersey's welfare reform programs compared to the requirements of the federal Family Support Act. The experience was exciting and personally rewarding. And yet, after working at the Youth Policy Institute, I see ways in which my task could have been much more valuable, both for myself, my advisor and decision-makers in New Jersey and other states.

My research would have been infinitely more efficient and comprehensive if I had access to a database of information about past welfare-to-work policy, current policy, and different state initiatives. If a national database of policy successes and failures existed, my research could have reached a much wider audience, including other students, policy makers, and general citizens.

While my research helped guide my supervisor's decision-making, it was eventually forgotten, as the budget for welfare reform was drastically cut and my boss moved to another position. If I had been able to contribute to a national policy database, it could have become not simply a learning experience, but a part of the record of welfare policy reform.

*-Merrill McKenzie
Harvard University 1991*

As a college student, I have spent a great deal of time researching a variety of topics. However, once an assignment was complete, the work was forgotten. Here at the Youth Policy Institute, I am able to utilize my research skills in a practical fashion. I am no longer moving toward the dead end of a finished assignment, rather I am opening doors with the hope of helping others solve problems that are related to the issue I choose to focus on.

This summer I have taken the opportunity to work with the topic of learning disabled youth. There are so many problems surrounding this issue, yet so few are aware of these problems. This lack of awareness hinders progress. Hopefully, my research will allow others to educate themselves and then go on to better the situation.

My experience here at YPI has allowed me to realize I can make a difference. I am fortunate to have found such a truly unique opportunity to tap the resources I have developed within myself during my college career, and put these resources into action with the hope of benefitting others.

*-Elissa Peters
Albion College 1992*

I had heard a lot of rhetoric about the nation's problems before coming to YPI, but I had seen little action. To be part of so far-reaching a

process has been a privilege. I was amazed to learn at once how many programs are out there trying to solve problems in creative and effective ways and how little people talked to each other.

In my research on adolescent health and integration of services for children, I was able to talk to local and national experts in health, education, and social services. The YPI methodology allowed me to learn quickly, and being objective made people all the more willing to share information and ideas. I have inevitably ingrained the YPI methodology, and if my work makes options clearer for those who come after me, we will be that much closer to solutions.

*-Sarah Levy
Amherst College 1993*

You find out about what's going on out there and you want to make a difference. I spent nine months researching inner-city poverty. I studied the inner city problems. I put together the proposals of all the poverty experts that I could track down. I even traveled to Chicago to meet with William Julius Wilson, a leading scholar on the underclass. I wrote my paper. Did I make a difference?

Hundreds of students had done the same research before me. I didn't have access to any of it. Hundreds of students will pursue the same topic in the years to come. Not one of them will see my work. I cannot just chalk it up to experience. Our cities are getting worse every day, lives are being lost, and the energy and dedication of our students is being wasted.

I have talked to people in West Philadelphia since coming to YPI, and they need help. They can't spend nine months in a library coming up with solutions. They can't spend a day. You're told growing up that it takes time to make an impact. Get some experience, they say. But West Philadelphia wants what students can give them, and they need it now. They cannot afford to wait.

*-Dixon Slingerland
Stanford University 1991*

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Youth Policy

The status of proposed policy solutions relating to youth

Volume 14

December 1992

Numbers 7 & 8



The Future of Welfare

A discussion of plans that would:

Reform Welfare

- Reward Responsible Behavior
- Require Responsible Behavior
- Combine Rewards & Requirements

Replace Welfare

- Mandate Public Service Jobs
- Provide Child Support Supplements
- Eliminate Welfare Entirely

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The Rendon Group Report

A Quarterly Review of The Rendon Group, Inc. and Rendon Group Productions

116 Newbury St., 4th & 5th flrs, Boston, MA 02116 (617) 536-6033

Winter, 1993 Volume 2, Issue 2

Growth and Expansion Key To TRG's 1992 Success

The Rendon Group, Inc. is celebrating the close of a banner year. While many public relations companies opted for cut-backs and consolidation to ride out the recession, TRG committed itself to an aggressive growth and rapid expansion strategy in 1992. The risk paid off and TRG has good reason to be very bullish on 1993.

TRG: Boston Expands / TRG: D.C. Moves Up

To accommodate the 60 percent increase in staff and addition of new service divisions, TRG: Boston has expanded its offices and now utilizes both the 4th and 5th floors at 116 Newbury Street.

After one year in operation, the increase in editing staff and graphics equipment, and the addition of a media buying operation, The Rendon Group Productions studio at 607 Boylston Street has already outgrown its space. Build out construction is underway to double the facility's area.

A 20 percent staff increase in TRG's Washington office necessitated a move from their former T Street location to a 3-story brownstone at 2000 S Street, NW. The official opening of the new TRG complex last November drew over 400 friends, corporate and political clients and organizations.

New Divisions: Domestic

TRG public relations services to corporate, governmental, political and other domestic clients are based in the Boston office. Last year, TRG established a collateral Domestic Division within its D.C. office. This division will work in tandem with TRG Boston to offer broader public relations and political consulting services.

TRG currently provides numerous organizations, multi-national corporations, public interest groups, non-profits and members of Congress with strategic con-

sultation, government and media relations, electronic and print media production, conference planning, and event management.

TRG: Boston Establishes Labor Union Services Division

John Laughlin, former Assistant to the President of the Massachusetts AFL-CIO, has been added to TRG's Boston staff to head up the newly established Labor Union Division. This unit is offering strategic consultation and media production services to organized labor to advance their public relations efforts.

Employees of The Rendon Group, Inc. and TRG Productions ratified their first union contract in January, 1993. Creative and video staff will be represented by Signpainters Local #391 (Professional Advertising Division) IBPAT, AFL-CIO.

Ratification of the contract makes TRG one of the few public relations firms nationwide that can deliver services with the "Union Label."

Division Expansion: International

In 1992, TRG's Middle East and Asian Division opened a field office in Jakarta, Indonesia, home to 9 million people and capital city of the world's fourth most populous country.

TRG Jakarta has established relationships with local corporate partners and is developing public strategies for the Paiton Project, the largest privatization project ever undertaken by the Government of Indonesia.

TRG's Jakarta office will headquarter the service operations to corporate and governments clients throughout the Pacific Rim region.

In addition to Jakarta, TRG maintains international offices in London.

R & B Media Takes Off

Media placement capacity is a natural adjunct to TRG's media production studio. TRG and BU Communications professor Tobe Berkovitz have formed R&B Media. This new division of TRG specializes in media advertising placement in television, cable, radio and print outlets. Complete budget, targeting, and consumer reach data is provided to ensure effective buys.

In its first 6 months, R&B Media placed approximately \$2.5 million worth of advertising. During the 1992 election cycle, R&B Media placed media for congressional campaigns, a major referendum campaign, and the state Democratic Party. 1993 will see expansion to commercial ad placement.



WBZ-TV's Liz Walker and Bob Lobel join WHDH's Marjorie Clapprood and Shawmut Bank Senior V. P. George Russell in support of the Jane Doe Safety Fund to stop domestic violence. TRG coordinated the fund's Walk for Safety and produced its public service ads.