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Collection/Record Group: Clinton Presidential Records

Subgroup/Office of Origin: National Service

Series/Staff Member: Jim Kreidler

Subseries:

OA/ID Number: 1283

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APPLAUDES

MS. ANITA MILLER:

I wear two hats in the School District. One of them is Communications Coordinator and the other is Volunteer Resource Coordinator. In the beginning, I could separate those two jobs. I can no longer do that. They are interwoven. As coordinator of communications it includes such activities as publishing a school calendar and district community newsletters and a staff news letter. It's known that approximately 90% of the change in public attitudes is through contact with the school's staff. So you can see how I value them. I want to do all the news for them so that they are aware of whats happening in the school district.

I do work with senior citizens, with Home and School Associations and other people within the school district and the community. We also like to encourage citizens to visit and participate in school district activities which fit right into the second position, coordinator of volunteer resources. The volunteer resource group has been in the school district for 20 years. It began in 1972. We now have over 650 volunteers who are willing to come into to the classrooms and speak in a area

of expertise. We have over a thousand who volunteer in the classrooms, in kindergarten, in the library as tutors and other activities which are held in the school district. These volunteers help very much to supplement some of the great things the teachers are doing in the classroom.

Our program is fairly formalized in that we have a procedure with an application, request forms, evaluation forms, for the volunteer and the teacher, so that we can learn from each other and the next time that the volunteer goes out we continually improve. We have the most success, I find, when the teacher is explicit in what she would like the volunteer to cover and the volunteer then understands what's needed in their presentation or whatever they are doing. We published a directory with books like this, with all the topics that are available for teachers who have people come and speak in the classroom. Each teacher gets one of those directories and we hope they use it as they are planning their curriculum. Areas that we have, speakers or arts, careers, health, music, science, social science, anything you can think of. If we don't have someone we try and find someone. As a service for teachers we also publish things like a field trip guide, an assembly guide to also help.

Training is not done as a whole. It is done by the individual teachers, so that volunteers will be doing what they want in their classroom, because teachers vary in what they want. Recognition activities are completed in both jobs as

communications and as the volunteer resources. We do things like recognizing merit semi-finalist. We have receptions for Home and School President for the work that they have done as volunteers. We have a volunteer resource reception. That's an opportunity you can thank the volunteers who have come in during the school year and other such activities as this.

One of the most enjoyable parts of my job is working with the volunteers. Sometimes they say to me you know you are really getting busy, maybe you ought to have somebody come in and do that. I don't give that up. It is such fun to work with volunteers. The excitement and the interest of the volunteers is not only fun, its very catchy. What I notice is that volunteers are interested in doing the very best job they can do and what we want is to help them do that. We try to be very flexible and we try to work around the volunteers' hours that they want to give. We feel that our job is to help the volunteer do the very best job that they can do.

Jeff also asked me to to tell you a little bit about my personal experience at this as a career, because some of the young people in the audience who might want to take that up as a career and work with volunteers. I started out as a teacher in colleges, in laboratories schools, in early childhood. Then I left to raise a family and came back as a reading tutor and moved to be a volunteer resource coordinator and from there they asked me to stand through our coordinator communications. The main thing that I see if you're working with volunteers and

especially if you're working in the school, is if you like people, if you like children, if you like variety and flexibility in your job then this is the type of job for you. Its great fun. Thanks!

JEFFREY:

Thank you so much and Anita, I'd like to also present you with the key to many doors, which I am sure you have already opened and I hope there are many more in your future. Thank you.

And lastly and certainly not leastly on our panel of volunteer resource experts and professionals this is Ms. Ann Doering from Women's Way.

MS ANN DOERING:

Like Anita, I wear a number of hats at Womens' Way. One of which is the Volunteer Coordinator position for Womens' Way. I'm also, as part of the staff, one of the fundraising staff. So I work with the volunteers that I recruit and train. That really gives me a great opportunity. My experience with volunteers in my last two years here at Womens' Way. If you indulge me a minute, I just want to give you an idea of how this grassroot organization...what I want to talk about is how volunteers are important to a grassroot's organization.

Women's Way, how it developed and, really, the reason because it developed, is due to the strength of the volunteers.

Womens' Way is now 17 years old. We are in our 17th. year. We are the first and largest womens' funding federation for women services in the country. We are based on a real empowerment model. This is really an organization of women helping women help themselves. We began with 7 organizations in 1976 and now we have 11 member organizations and 4 associate member organizations. These are really organizations that are run by women with services primarily for women, although there are services available to men through women's way agencies. I always look at Womens' Way as a really great opportunity for volunteers because of the diversity of service that our agencies offer. People can find an outlet for their interest and their issues, if they want to get involved. Many of our agencies are involved in a wide range of services. We have an AIDS Hotline, Domestic Violence Shelters and Counseling. We provide healthcare for women from their teen years through menopause. We have education and job-training and we do a lot of legal advocacy on sex discrimination and child support. We also have a lot of really wonderful programs. One of the pioneering programs is the rape crisis counseling. As I say a volunteer is really an intricate part of the formation of Womens' Way.

When Womens' Way agencies were new in the early 70's, they really didn't have professional staff. They really relied

on volunteers to fill those gaps and to provide these services that were not then available and were considered, really, friend's issues for women and weren't identified as women services in the community. So Women's Way was formed when these volunteers really took a leadership role, expanded the service programs they were doing, and worked with executive directors to form the coalition which is now Women's Way. Obviously the number of volunteers has grown as the organization has grown. To give you a sample of why we rely on over 200 volunteers just for Women's Way alone, not counting our member organizations, is that we have a professional staff of 8 people. Womens' Way raises well over 1 million dollars every year to provide the services for these women. When someone like myself does about three different jobs within my job description, I really rely on the volunteers who are providing leadership on my committees to really pick up for me and lead these volunteers.

Volunteers remain active in the leadership of Women's Way, in the strategic planning for the organization, and also on the decision for the organization. We have a volunteer board and we have volunteers that lead our standing committees, as well as our campaign committees.

Our standing committees are really responsible for the administration of the organization through maintaining the integrity of the organization. An example of that as we have a standards committee that annually reviews our agencies by site

visits and interviews with the staff and the executive directors. That really just wouldn't be possible for our staff to complete and that ensures the accountability from those organizations to the people who are donating the money and making our services possible.

Of course, the major role that a lot of our volunteers play is in the actual fundraising. The actual fundraising of being the campaign volunteers. One of my major responsibilities at Women's Way is coordinating our annual dinner every May, which we welcome about 2,000 people every year and raise a 5th of our budget. Without a committee of 40 volunteers and some really strong lead volunteers, that would have to be my full-time job, it couldn't be part of my job.

I wanted to look for a minute and tell you why alot of people tell me that they volunteer for Womens' Way. I think that some of these reasons obviously apply to alot of other organizations. I think people always come with their own personal reasons for volunteering. The ones I hear most often, for that person who is talking to me, that person has been personally helped by one of our agencies, or that they have a relative or a friend that have been helped and they want to give something back. They want to make sure that the service is available for the next women who comes down the line or the

man who comes down the line. The other thing you find is that with the services, our agencies are action and advocacy agencies. They provide action by providing the services, and they do advocacy around issues that are important to all of us. In that way people can take their own interest and their own issues and really get to work on those issues.

I know Mary talked about mentoring, which really is a big issue right now. There is a lot of women that we have working mentoring helping formally homeless women out of their situation and into the job world, and really tieing in which career path they need to be taking, or which computer training classes they should be taking. Also, of course, to be able to meet and to work with people who have your same philosophy.

Womens' Way is obviously a feminist organization and we bring that theme together. I think what I enjoy the most of hearing is when people say to me that they have come to Womens' Way to make a positive impact on the women in their community, which is really an investment in the whole community. When you are benefiting one women you are benefiting all. I think that it really at the real heart of the issue with volunteering, because I think when people step forward and decide they want to take a lead role as a volunteer, they are also deciding that they want to make a change and they want to make a difference. So whether its someone at Womens' Way with me fundraising for the whole organization, to keep the organizations going or their Rape Crisis Counselor who know that they have touched one

person, knows that definitely they touched one person. They really made that difference and I think that whatever someone's reasons for a commitment of time or personal resources to a organization that is a very special one.

I also want to talk for a minute about the kind of rewards and that there will be times you can expect on your investment as a volunteer. Of Course, you have that goal of meeting your personal reasons for why you step forward in the first place. What is your reasons for and its our job of course to make sure that was a good fit for you and it made sense for you and you enjoyed yourself.

I think that there are alot of things that you can get from volunteering at Women's Way and other community service organizations. One that we highlight at Womens' Way is a real program that creates leadership development. I think like I said that people have already decided to take a lead when they step forward to volunteer. I really buy into Mary's idea about when you bring people in, it is a job. We treat people that way, because we look to promote people inside and bring them up through the ranks. In leadership, in terms of they may start as a committee volunteer, but then they move to a Co-Chair of a committee or even to that Board. What we do is provide them the abilities to do that. We have a co-chair training institute at the fall of every year, where we give people training and really transferable skills to the job or to home where they learn how to run a meeting. They learn how to get

the most out of the people who are working with them. They learn how to motivate those people, because when you come to an end of a campaign year, you think you have said just about everything you can say to get money out of somebody and you really have to keep people moving along. I think we are really giving someone a real tangible reward for that.

I want to give you a real specific example of how really investing in that leadership development has helped Womens' Way. As many of you probably know we went through a leadership transition recently when Lynne Yeakel decided to leave our organization to run for the U.S. Senate. What helped make a 9 month transition period go so smooth was the fact that we had the history and experience in our volunteers, who really filled in, made a smooth transition, and provided the leadership that we needed at a time when we needed it. I think that what I want to conclude with by saying is that it is really important to remember that an organization like Womens' Way would really not be able to provide a level of funding it does, or the services it does without volunteers.

Many of the programs that our agencies provide are staffed solely by volunteers. We are unable to work it with paid staff because the funding is still not there. We are working hard, but it is still not there. Womens' Way Organizations touch about 250,000 women every year; women and their families. Our

agencies really work-fast to filling the gap with certain services wouldn't exist if they weren't there. I think that volunteers, as I've said, are just crucial to the success of our organization and many others in the community.

I'm really happy to see people come out and start to get really interested in taking lead in the community.

JEFF:

Thank you very much. That was our wonderful panel. I want to thank each of you very much for coming out here to participate in this forum, and to the speakers as well. I understand that these sorts of efforts do take services and do take time and I appreciate all your efforts today. Right now since we have still 15 minutes allotted for our panel not accounted for, what I'd like to do first off is remind you, again, that we have organizations here with their information. What I'd like to do is ask, perhaps, if each organization would send a representative up here. Just introduce yourselves as an organization to the community. Kind of describe briefly what you do in a sentence or two, just to get it on the record. If anyone from the tables or the organizations would like to come up. Then we'll take a short break after this. The rest rooms are out in the hallway. There's some water. You can look at the information and then we'll be coming upon our final hour of

the forum in which we have Nathalie Augustin, from Washington, D.C. coming up, and Mr. Harry Silcox. So I do appreciate your efforts here this afternoon and I'd like to introduce you to your local community organizations.

APPLAUDES:

DOUG MANNO:

Morning, my name is Doug Manno. I represent Hand In Hand. To briefly describe what we do is a slogan "Let The Good Times Roll" What do is we bring in 550 physically challenged and mentally retarded individuals to St. Joseph University's field house for a whole day, just fun, games, we have singers, we have many activities planned for them. We feed them.

What we also need is people called friends to pair up with our guest. Right now we are about 100 friends short of our goal and, if any of your organizations have spare people around, our activity is going on April 3rd, which is on a Saturday. If they could show up at 9:15 AM at St. Joseph. I've got information over at my table as to when to meet. We'd really appreciate the help. We do need the extra friends.

SPEAKER (?)

Over 25 years ago when a group of students from Cardinal Dougherty High School got to deliver toys to underprivileged children. Since we have expanded to every catholic high school and several public high schools. We operate in six different service areas. The services to poor and disadvantage children, peers, people with disabilities, environmental and elderly.

There are two levels of service. Each high school has independent CSC with student leaders selected by the members of their high school. Each high school is tied into a Metropolitan Office for which I am president. Each month the student leaders come together to network and share service opportunities and possibilities. The Metropolitan Office accesses resources to various high schools and sponsor service programs to all CSC members. Thank you for this opportunity to share the joys of service. As you know we all receive more than dare to give.

TOM MARONE:

My name is Tom Marone and I am one of the Program Coordinators for the Community Service Corp. I invite you all to come and talk to our young people. The Archdiocese has been doing community service for 25 years specifically with youth. I personally can attest to the fact that some of the changes that

have happened to youth as they are involved in service. The stories are endless and so is our program. I can tell you all about them, but I'd rather have you hear it from the horse's mouth. Thank you.

APPLAUDES:

ANTHONY HUTTS:

Good Afternoon my name is Anthony Hutts and I represent the Aids Information work.. Basically we're an umbrella group of organizations that sponsors information transmission about Aids to the community. We had speakers that go and speak in schools and other public forums. The jewel in our crown would be the library itself. It is the largest single public lending source for Aids Information in the country. With that in mind we need, and we are always in need, of volunteers to help gather the information, process the information and make sure that it is readily available to anyone who wishes to see it. So, I want to thank you for allowing us to come here today and if anybody has any questions, please feel to come over and ask. That's what I'm here for.

APPLAUDES:

LINDA BENTHY

Hi, my name is Linda Benthly, I'm here representing Norristown Habitat For Humanity, which is one of about 800 affiliates of Habitat Humanity Internation in the U.S. and in Canada. We're an eceumenical nonprofit housing organization. We build or rehab homes and sell them to low income families on non profit no intrest mortgage.

We are currently working in Norristown. We've finished three houses and plan on doing a lot more than that. We do that with virtually all volunteers. We have a construction supervisor we pay for a few hours on Saturday. So I can attest to everything you all have been saying about volunteers and we are more than willing to take volunteers and take their money as well.

LEE GORDON:

Good Afternoon. My name is Lee Gordon I'm with the Albert Einstein Medical Center Hospice Program. I have material here not only on our program, but a couple of other hospices in the area. Hospices, I don't know if you all know started as a volunteer program. It was a concept for providing alternative care for terminally ill patients. Now it has definitely become a part of the healthcare continual. In our program we've utilized hospice volunteers in terms of assisting, of caring for patients, giving lessons to caregivers as well as assisting with administrative support and with special projects. We

remember of hearing about that from Mary about the limited projects when you have people who don't have alot of time. We've done things to kind of enhance the quality of life for our patient and for their families by doing special projects through the year, during thanksgiving, christmas and the holiday seasons and at other times during the year. We've just completed Red Rose for all of our patients at Valentine's Day. So different things like that have been ways of getting people out in the community, involved with it on a limited basis as well as people who are looking to making a longterm commitment in working with our patients and with our program. So I have two of my wonderful volunteers here today who could probably attest as to what it is like and the rewards of being a volunteer with their hospice program, and also has helped out. So if you have any questions please ask Pat Shallo or Shirley Dash who are two of my volunteers who are with us here today. Thank you for inviting me. I hope you alot of success in your program.

HAZEL EVANS:

I'm Hazel Evans and I'm here with the Germantown Branch of Women's International League for Peace and Freedom. We started in 1915 and Jane Adams, I'm sure most of you know, is a social worker who was our first president. We are volunteers we work

mainly out of branches. We do have a national office, which happens to be in Philadelphia at 1213 Race Street. We also have a legislative office in Washington and we have an international office in Geneva. We work on peace and justice issues.

We believe that you can't have peace without justice. We're in it as someone tested the long haul. Its going to be a long time, but we think that eventually we will have disarmament when people realize that without disarmament we are never going to get the things that people really need. We concentrate on human needs. We lobby on cutting the military budget, on civil rights and human rights issues, including criminal justice issues. We're working right now on a single parent healthcare. We're pushing that. We are very happy that there is push for a national health program and we believe this is the good one we are collecting signatures to go to Hilliary Clinton before she comes out with her program, hopefully that will be a part of it. We are also concerned about violence against women. Especially in all of the places we see it happening. In Bosnia, there is now a group. We're connected with a group here in this country which is trying to get centers for the women who have been raped there. But it is not just there, its also all over the world, in Somalia, South Africa, and there is a group that's called Mother Courage, it's put together by Midra. They are coming to Philadelphia on the 30th, a group of women to speak and to tell you about their experiences and what has happened to them and what needs to happen. There is legislation national. There's an Act to stop

violence against women. It was introduced two years ago. Barbara Boxer is one of the sponsors and people can find out more about that at the table and I hope you all will come by and get some of our literature. Thank You.

DONNA WILLIAMS:

Good afternoon I'm Donna Williams and I'm representing the Philadelphia Youth Service Corps and we are a nonprofit organization that was founded in 1988. So this is our fifth year anniversary and we're excited about the opportunities that we've been able to provide for out-of-school youth in Philadelphia. As I just mentioned our Corp is geared for high school drop-outs between the ages of 17 and 21. They come to the Corp to pursue G.E.D's and are able to get high school diplomas from William Penn High School and also are able to tone up specific skills training in our job training program. That's what we do for the Corp.

Now what the Corp does for the community is they take those skills and they go out and do projects throughout the city. So I'd like the opportunity to tell you more about the Corp. I'd like to tell you more about childcare facilities that we've just open on site. So stop by the table and I'd like to talk to you.

ANNETTE IVAN:

Hi, My name is Annette Ivan, I'm representing the Valley Forge Audobon Society. I'm feeling a little out of place because I didn't realize that I was going to be with more direct human service organizations. Having work as a social worker in the past I was going to join you all. Today I'm representing Valley Forge Audobon, which was established in 1960 as a local chapter of the National Audobon Society, which is dedicated to preserving the environment through conservation, education and recreation. Now anybody who is interested in that effort, we have different activities that we are starting on a local basis for people to get involved it more directly. Thank you.

JEFF:

I can't express the delight at seeing local organizations that came to this event. What I'm hoping and anticipating from this community is that we recognize mutual interest amongst our unique and individual organizations and our individual efforts. Then recognize, when we're out in the field, that these names like Community Service Corp or Leadership Action Group or the Commission On National Community Service, although they may sound very distinct and unique (and they are) we do have mutual interest which we can cooperate upon and work together to accomplish and to fulfill the needs

of our communities. What the Leadership Action Group is designed to do is help nurture that sense of commeradory. That sense of unity amongst the diversity. That sense that there is a coalition of service here in Philadelphia so that when the nation as a whole looks at itself we can look at Philadelphia and see a solid infra-structure here.

So once again, thank you very much for coming down today and I hope that you do all look at the literature. I want to ask you a question. We have an hour left in our program. We have two very solid and enthusiastic speakers. I want to ask if anyone would like a break here. O.K. why don't we take a 5-10 minute break and we meet here say at quarter after, O.K. Thank you and please stay don't go away. Please stay and smooze with everybody.

(BREAK)

Welcome back ladies and gentlemen to our forum and our program. I know I'm excited and I think that our organizations are excited that the literature is being passed and purposes are being shared. Our final two speakers today are also exciting, in fact we all excited. O.K. without further a due a little background; Ms. Nathalie Augustin works for the National Commission On Community Service, down in Washington, D.C. The organization is spearheading the service effort on a national level and by doing so, they are cooperating with local organizations and regional organizations to really establish an

infra-structure, from the individual and local perspective up to the national level and finally into the White House. A slogan that I heard at the regional hearings which were in the fall was "National Representation Local Participation." That was going around I remember a speaker Malkia Lycia who was speaking for the Young People For National Service, talked about the efforts of coalition building and cooperation amongst the individual service organizations in an attempt to really establish national precedent. So without any further introduction it's my honor to introduce Ms. Nathalie Augustin.

NATHALIE AUGUSTIN:

Hi not only has Jeff told you already much of what I was going to tell you, but he added the additional pressure of having to be exciting. I didn't have that built into my speech, so you'll have to bear with me. This is really an exciting time for all of us. Both of us who are in the federal government who are working with the community service area and obviously those of you who have been doing community service extensively for years and those who would like to become involved right now. President Clinton, I think is actually using his office as a buddy pulpit, as I was just talking to Mary Mackie about it. I think that has an important effect on how the rest of the country is responding to the issues of national service. He's actually trying to make it a key component of his domestic

agenda. And so obviously our Commission would like to be integrally built into that agenda. We will have to wait and see a little bit more how that will shake out.

But I will tell you about what our Commission has been doing. The Commission On National and Community Services. A lot of people do get that all switched around, sometimes we do ourselves. We have been in existence since the fall of 1991. Although the Act which created the Commission was passed in 1990, established the National & Community Service Act. Essentially the Commission is an independent federal agency which is governed by a 21 member bi-partisan Board of Directors. That was very important to make it bi-partisan because obviously we think community is an area that people on both sides of the fence can find value and be able to provide some support for. So we do have an bipartisan board.

We operate much like a public foundation. I'm going to share with you three of the primary goals of the commission. First of all it is to renew the ethic of civic responsibility in the United States. Secondly, we are asking citizens of the U.S., regardless of age or income, to engage in full-time or part-time service to the nation. Thirdly, we would like to begin to call young people to service in programs that will benefit the nation and improve the chances of youth to the acquisition of literacy and job skills. This third goal really plays into our overall philosophy about young people. We think that through community service we can begin to shift

the way young people are viewed by the communities and the way young people in some cases view themselves.

A lot of them, I guess, do feel disconnected with their communities and lack confidence about what they can provide to the community. We want to encourage efforts that place young people in community service opportunities, so they can start to gear themselves as resources to their communities, so that the communities in exchange, can give them the recognition and see them as resources, and so that we start birthing leaders for the future.

To try to achieve these goals, we have three primary strategies. First we are hoping to inspire leaders by cultivating and supporting visionary coalition leadership that will promote the community service movement. Secondly, we would like to support the creation of models of service. We are encouraging and evaluating promising programs of community service. We are trying to recognize and disseminate through the models. We are trying to encourage widespread replication.

Now on the issue of replication, that's important. Where one program is working well in an area it's important to share that information with other areas, but quite obviously the needs of a local area would have to be taken into consideration. We don't want to impose models from one place to another.

The third strategy is to build the service infra-structure. Encouraging and supporting talented community service leaders and trying to stimulate and guide the development of the infra-structure needed to build a strong, diverse, and innovative national movement. These three strategies are really interwoven in our four major program areas.

In these program areas, we largely award grants to states. The states are, in turn, responsible for supporting and developing service programming within the state as they allocate commission funds to local programs according to criteria that are established by the commission. The four program areas are first of all Serve America and I will talk about them more individually, but first we have Serve! America. which is a Kindergarten through 12th Grade Program. We have the Higher Education Innovation Program and we have, thirdly, the American Conservation and Youth Service Corp Program. That is the area that I work in. Lastly, we have the National Service Demonstration Models.

Under the Serve! America Program, we support programs sponsored by K-through 12 schools, or community based agencies, that engage school age youth and community service or involve adults volunteers with school. This program aims to build a sound foundation for service-learning in the curriculum of every school in America. In our first year of operation we

awarded 57 grants in this area which totaled 15.1 million dollars. I'm going to give you an example of one of our Serve! America Grants. That is one to the State of Kansas. Let me add, also, that just about every state except perhaps for two received a Serve America Grant. In Kansas what they are doing is youth that primarily, educationally, or economically disadvantaged participate in school based programs designed to provide tangeable benefits to their community. The program is intergenerational and offers secondary school students an opportunity to learn about community involvement, planning, and to develop critical organizational skills.

The second major program area is the Higher Educational Innovative Program. To that program, we fund colleges and universities who have campus based student community service programs or teacher-role models as service learning programs. These grants provide opportunities for Higher Education Programs to explore new ways to integrate service into the college curriculum and to support model community service programs on campus, including those that link college community service with other service programs such as those that might exist from K through 12th schools or those that exist in youth corps. programs. 58 grants were awarded in this area, totalling 5.1 million dollars. An interesting example of the Higher Education Grants is one made to the University of Colorado. They won a program called the Invest Program. It's a two year academic program which trains students to become effective change agents in the U.S. and

abroad. The students study, analyze, and reflect upon the root causes of our nation's most critical social issues. They also serve in community nonprofit organizations in their local communities. In the first year of the Invest Program, the students learn about, and experienced, homelessness. They live and work with Native American families and they intern 6 hours at local nonprofit organizations. In the second year of the Invest Program, students experience a developing country's social challenges by spending a month in Jamaica. Working on both urban and rural development centers, literacy projects and health centers. So that's our Higher Ed program.

Our third major program is the American Conservation and Youth Service Corps Program and there we provide funds to States and Native American tribes to create or expand year around or summer youth corps. Involving young people from widely different backgrounds in innovative projects that directly meet community needs. These grants enable youth corps to provide additional opportunities for teenagers and young adults to serve and receive jobs in educational training while earning a living allowance and co-service benefits. We awarded 31 grants in this area totalling 22 million dollars. Now in the state of Pennsylvania, we made a rather large award. I think in fact that it is the largest youth corps grant that we awarded to the state of Pennsylvania, 2 million dollars. The state of Pennsylvania is using these funds to add new crews to their rather large summer youth corps program administered by the Pennsylvania Conservation Corps. They are also going to

try strengthen the educational component of their year around corps program and also with this funding the state will subgrant funds to local corps programs to establish 8 intergenerational corps and 2 entrepenaurial corps. The intergenerational are intergenerational by virtue of the fact that they will involve either a full time older person with age 60 year or older as a crew supervisor or an older person will be an corps member. And also these corps will undertake service projects that will focus on intergenerational issues and linkages with agencies that benefit and involve older individuals.

The entrepenaurial corps is an corps program that will aggressively seek out fee for service contract, corporate contracts and donations...and then, I'm really glad to say that one of the first subgrants made to an entrepenaurial corp was the Pennsylvania Youth Service Corp and I was very glad to see Donna Williams back there. I know that the Philadelphia Youth Service Corp will use this grant to bring on an additional 30 corp members and that they are going to be involved in rather labor intensive work in some severely economically depressed neighbors in North Philadelphia. The Corps is also using some of these funds to leverage additional resources from corporate sponsors. So we are really thrilled that some of the money is going down to local programs and real work is at least starting to take place.

In addition, under the Youth Corp Program we made a \$1 Million Dollar grant to the Washington, D.C. Service Corp, so that they could expand their corp by an additional 70 corp members and they involved themselves in alot of human service projects around the district. They place their corps members in elementary schools to act as teacher's assistants. They place the corp members Nursing Homes to be companions to the nursing home residence or to assist in the administration of the nursing home. Also, our grant to the state of Kansas resulted in a subgrant to a native American tribe there by the name Kikapu Indian tribe. They're using the subgrant to develop a corp program which will work on a tribal park reforestation project, a cultural foods planting and storing program which involve working with the earth through the creation of two very symbolic foods of their native American people. They're also going to be renovating a cultural ceremonies building.

So there is alot of work that is taken place all over the country and we all think that they're totalling exciting, I in particular think they are exciting since its in the youth corps area. Our last major program area is the National Service Demonstration Program. Under that program we provide funding to identify support and evaluate models of potentially large scale national programs that will involve people 17 years and older in full or part time service, in exchange for educational and housing benefits. The goal of all the programs

is not only the delivery of effective community service targeted to critical needs but also the personal educational and civic development of participants. Quite obviously, this was what we were involved in before President Clinton made it known that this was going to be a key component of his area. So I think we are very well placed to move forward with President Clinton's national service plan. We made 8 grants in this area totalling 20 Million Dollars. The eight models that we funded are unique in a number of ways. Some of urban, some are rural, some involve individual placements, others involve team base placements, some are full time, some provide part time opportunity, some provide service opportunities in conservation in the environmental area and others are given service oriented.

Again, in the State of Pennsylvania we funded a model which is the Pennsylvania Service Corps. This is a leadership development model. This program fills the dual need of first of all developing leadership skills in participants by placing them in leadership positions and service projects across the state. Secondly, of providing the necessary staffing and supervision for ongoing service programming. The corp members in the Pennsylvania Service Corp Program will serve as service coordinators on college campuses, as crew leaders in new youth corp initiatives, as staff in K through 12 service learning programs and in community agencies. They will not be replacements for existing positions, and this is an important point because its one that threads its way not only through the

national service models but also through our youth corps programs. It's written into our laws that the programs that we fund cannot displace paid employees. So that is not what they're ment to do. They are ment to be staff with people who will enhance the community service focus of existing institutions and organizations. This year the Pennsylvania Service Core Program will target its efforts in the Greater Pittsburgh and Philadelphia Metropolitan areas and it will recruit a racially and socially economically diverse group of full time participants.

Another example of our national service model is the Delta Service Corp, which operates in the Mississippi Delta Region and it involves three states Arkansas, Louisiana and Mississippis. That corp is different in that it involves people of all ages in service projects. After completing common training, the Delta Service Corp Members are placed in individual service sites and the corp members serve as assistant in existing community based organizations. For example a high school graduate who is interested in pursuing career in geriatric has been placed as an assistant in a nursing home. Another example is that there is a senior citizens in the Delta Corps who is a retired farmer. He is involved in organizing the unemployed young people in his community and teaching them how to cultivate local land for the benefit of low income population.

A third example of our National Service Model is City

Year. City Year is an urban youth corp based in Boston. They've been in existence for the past five years. They, interestingly enough, operated exclusively on private fundings until they received their commission grants this last year. The City Year Corp members range in age from 18-23 and come from diverse racial, ethnic and socio-economic backgrounds. Some corp members are college graduates and others are former gang members. The Corp members serves in dozens of activities, such as tutoring in school to rehabilitating housing projects, cleaning up city parks and serving as mentors to troubled youths. In exchange for 9 months of full time service, City Year Corp members receive a 100 a week living allowance and a \$5,000 full service benefit which they can use to further their education.

To re-cap a little bit, the grant that we awarded in our first year of existence totalled 63 million dollars, out of a \$75 Million Dollar appropriation. Our current fiscal year appropriation is not much bigger than that its 75.5 Million Dollars and quite obviously by federal standards, this is not alot of money. So the money must be strategically invested in innovations. It must be used as a means to identify community service grassroots programs that can serve as a blue print for changing America through community service. The commission believes that service connects people to one another and to their communities and it provides individuals with a sense of purpose, a sense of belonging and a sense of satisfaction, regardless of the age of the individuals involved. As

President Clinton says "Service Brings People Together and Lifts Up Our Nation's Spirit". That is certainly what the Commission has been trying to promote since our beginning over a year ago. The President is clearly showing a lot of interest in this same area. He has challenged the nation's youth to "Change America Forever and For the Better" and he believes they can and, quite honestly, we at the Commission believe they can also.

There are two elements to President Clinton's plan as it's been developed thus far. One is the Summer of Service Program which is going to be the opening act if you have President Clinton's National Service Vision. The second is the Income Contingent Program which is going to involve re-orientation of the National Student Loan Program. I'll talk about these two programs in brief.

The Summer Of Service Program will go into effect this summer. It will involve up to 1,800 young people between ages of 17 to 25 in Service Programs that address the Housing Educational, Environmental, and Public needs of at-risk children. It will operate in 4-10 sites across the country. It will be run by partnerships between institutions of higher education and nonprofit organizations. We are looking at a 9 and a half week program which will include service and leadership training for the staff and the participants. Participants will be provided with a minimum wage stipend and they will also receive a \$1,000 post service benefit. We at

the Commission are pleased that we will actually have the opportunity to administer this program. Its a program thats been put on a very fast track in terms of its development we were able to put a notice in the federal registry announcing the program only on March 8th and application are due to the Commission on April 1. So we have some people who have been cursing us out about forcing them to put together a program in such short of time, but our backs are against the wall because if we did, President Clinton is really adamant that this be a program that goes into effect this summer. There isn't a whole lot of time beyond that, so we are hoping to be able to make award announcements by the middle to late of April so that people can get started and so that the programs could be under-way come May. So, what's really excited about all of this, and again this is a piloting of the national service program, so its very important.

The second component of his national service vision is the income contingent program which will allow students to pay off tuition debts as a small percentage of their income through public service jobs such as assisting in schools, helping community police and cleaning up the environment. The details of this program are still under discussion.

In closing I just like to say that these are really exciting times for all of us to be involved in national and community service. Its a little bizzare because prior to all of this becoming very interesting and on everybody's agenda, we

were all working very frenetically at our Commission trying to deal with our four major program areas. So now that we have this also to work with we are really pulling our hair out. As you can see I started to do that. It's not much left there, but anyway. We are really excited. We are also very excited that programs that have been doing this for a number of years are able to now, in some ways, at least, it presents increased opportunities for people of all ages to give something to their communities, reconnect to their communities, and take ownership of their communities. So we're very excited. If anybody has any questions I'll take them now or later or feel free to call me at the Commission. I'm there most of the time.

JEFF:

Before you sit down I want to present you with the little key for leadership and thank you very much for the outstanding efforts of yourself and the Commission.

JEFF:

One note as to this summer program proposal that Nathalie mentioned. I have copies of the application form for the proposal if any youth corps here are interested. Also while we are all in the same room here, maybe after our next speaker and after the forum we can move over to the side and talk to Nathalie about the youth corps and perhaps some sort of summer program this summer.

So without any further a due we have an outstanding representative for community service and service learning , Mr. Harry Silcox. As the director of The Pennsylvania Institute On Environmental and Community Service Learning. The institute itself has really branched and inspired alot of awareness concerning community service and service learning. The institute provides training. It provides educational seminars and, in addition, it reaches out to the community to assist and support local initiatives. So without any further introduction, a man who definitely speaks for himself, Mr. Harry Silcox.

HARRY SILCOX:

Nathalie was wonderful, if you listened closely to what she was saying, she was saying that the National Government is reaching through grants to the communities. There is nothing done in Washington that they dislike more than bureaucracy at point blank.

We got ourselves in alot of trouble in this country through the progressive way back in 1900 when they decided that experts had all the answers and out of that we developed alot of bureaucracies. One of the phases that we live in right now is we are beginning to question what we did. Our institutions are failing. I can tell you I was a principal of a high school

for 20 years and we are not doing a very good job in high school anymore educating kids. The other institutions also had some difficulty in terms of adjusting to the kinds of technological changes that are taking place everyday in kid's lives. So alot of this movement is to get away from that.

To go back to try to find out how the devil you redevelop these communities. It's very simple, you let the people in the communities do more. The most successful things that have happened in this country in the last 20 years has happened out of the kind that Trevor did. That's a wonderful story and it was worth me coming here today just to hear was said.

Just think of it a little kid changed the world. He made up his mind that he was going to do something. He changed the world. I took 26 kids to Russia this summer. I said to them you're going change the world. We had an environmental program. We could test air, water, soil, rayon. The kids knew how to use every piece of equipment in an environmental lab.

We took a lab to Russia. We set a lab up in Noterod, a little city over there. We taught the Russian kids how to use the instruments and we left it there. So there is an American/Soviet environmental lab. In fact, they changed the name of the school. The school is now called an environmental school and they were doing, believe it or not, service learning. We taught Russian kids how to stand and make a

public announcement without the condition of their cities because we did a 14 parameter study of Noterod has over there. We did that at an international conference at the end with Norway, United States, Russia. So here are high school kids.

The ultimate thing in terms of knowing a subject is to be able to teach it to somebody else. That brings me to what service learning is. Service is sort of a new boy on the block. Its not really thoroughly understood by alot of people in my judgment, because, I think, it is a causuality, the answer to some of our problems in school. See we line kids up in schools and we talk just as I'm talking now. (Not Very Effective). If you'll look at the studies you tend to remember 5% of what you hear, about 15% of what you hear and see. So if you watch a movie you are about 15%.

You might remember about 60% if you actively get involved in an activity. That goes up to about 80% if you have reflection and you discuss it afterwards and you pat it back and forth. Guess where you learn the most? You are doing it when you do a project. When you teach something. If you teach somebody something. Its about 92% retention. So the more you can get kids teaching somebody something, the more you can get them into that mode, the more they learn, the more they remember. The more they're get something out of it.

Let me give you an example of a youth service learning program coming out of that model. In Philadelphia we have 10 literacy course and 10 high schools. The kids who are seniors don't take English 4. The same way that the kids here, and all of you who went to school, you did it in class. What they do is they have a double period at the end of the day. They go to school on Monday and they go to school on Friday. On Tuesday, Wednesday and Thursday, they're in elementary school teaching second and third graders how to read. Crazy, they are not in school they're not studying the course. Peter Jennings did a school and he came up and the recorder spend almost an hour with me saying....How can you have this kid not study Shakespeare, not take the curriculum and so forth? The answer was obvious. We started out with one kid who even thought about going to college. We ended up with 17 kids in college when we got done. They began to think of themselves as teachers. They began to get self esteem. Some of these kids could only read at the fourth and fifth level when they started. Guess who gets the most help when you get into a tutoring situation? Its the person doing the tutoring. They are increasing two and three grades levels reading as well as getting all kinds of wonderful letters from the elementary school kids' parents about how they were doing.

One other thing. Suppose you read at 5th grade level and you're a high school kid and I give you a book that is Jane, Dick and all those other kinds of things; I'm telling you

that you're stupid. I give you the book as a teacher and I put you into this room-which is a lower english class-you already know you are not very good. When I put them out there with the elementary school kid, guess what? I have kids going to the library getting fourth and fifth grade books and they are saying " I'm getting them for my friends". Well, actually they are really getting them for themselves. You don't kill their self esteem.

I have kids...We went to Frankford High School, which is one of the schools, just two weeks ago to watch a reflection. There are these kids in there and they said to the teacher..."Don't tell him Mr. Silcox that we are Special Ed." You know what Special Ed. Is? Special Ed. are kids who could be at the fourth and fifth grade level, who are in high school, who are behind. They said don't tell him. Well I have to tell you when they got done with their reflection they spoke so clearly, distinctly. They made sense in their sentences. They were like adults in their discussion with other kids. I could not tell that they were Special Ed. So at the end on the way out one of the kids chided at me and said... "You know we're Special Ed." I said "Oh my God, I didn't know." They all started laughing. They thought that was really great stuff. Because, you know we classify kids in school. We put them in corners and we make them feel this way and then we wonder why the hell they won't learn. Because we already told them they can't learn!

When you get into community Service Learning it becomes a different story. It becomes a different story because of what happened with Trevor and its a real neet thing. Trevor's father said and its a great statement. He said-remember when he was trying to get the money for the home and the Board wouldn't give it to him and he said ... "You guys would probably have me go home and read about the homeless." There's some magic that takes place with a person in service and I can't figure it out. We find this the strongest when a human being touches another human beings heart. I have to tell you in my own experience in Service Learning in a school, if I have a kid clean a lot, he'll clean the lot the first day and he'll say its service. He try reflect and keep building his spirit, but you cannot-and even as Tony Fairbanks in the Youth Service Corp-you cannot have those kids just go out and clean lots for 25 weeks in a row. That's why Tony switches every three weeks to another project for his kid, because the kids begin to say.... "Hey I'm nothing but a lot cleaner. I don't count..." I heard a service corp, their first job was to clean pigeon dirt on a statue after being told they're going to do something meaningful and it just destroyed them. So you've got some real things to think about when you're doing that.

I see it all the time in these tutorial programs, the reflections, and in our literacy corp. What happens the first time we meet in November, the kids say.... "Why am I trying to figure this kid? He doesn't care, he's no good, we've got the

worst kid." What happens when a kid walks into an elementary school to be a tutor and Service Learning is they get the worst discipline kids. If the teacher wants to get the kid out of the room or get the kid some place else, you will get the three worst discipline kids who were pulled out, then the teacher can teach the rest of the class and this poor high school kid now has to work with the worst kid in the class. So the reaction every year is the same way. I hate this. Why am I doing it? Why have I decided to this? "That kid doesn't want to learn."

Then all of a sudden in about December, we track this, it happens every year the same way in the program. In December what happen is there's some kind of break-through. In alot of cases it's the high school kid who throws the book down and says "Why won't you listen to me? I'm here every week, I'm trying to help you and you won't listen." Usually the story comes out the same. It comes out "Well, you know, you're not talking about my kind of life. When you read that book, thats not like where I live in the projects. My mother is not home, there's nobody at the table." This is a second grader who said he's out at two o'clock in the morning. If he wants to go out with the guys drinking wine down the street, he can go do it. These are the..."So you're making me read this." So the kids will say "Well what do you want to read? "Well maybe a story about myself." What happens is these high school kids start to write stories. "You tell me the story." They go home they type it they come back the next day and the kids starts reading.

By the time you get to April, by the time you get to the end of this year, you can't say anything bad about that little kid. The high school kids will say, "Well he's not really that good or she's got problems, but they got problems at home and he's really a nice kid."

We have been trying to teach values in school for a long time. But we been trying to teach it the wrong way. One way we can try to teach is telling people. The way you teach it is the same Trevor and the same way his father-and I love that description at the beginning when he said I didn't care about those... when I went out there, but after about two weeks and things begin to change - it happens with kids. One of the problems is alot times if you just have a class volunteer in the school you only get the kids that are present who already have these kind of ideas. I think this is so powerful that everybody has to do it. Somehow we've got to put them all into the pot, because after that full time you begin to see the value changes. You begin to see the changes in attitude with the youngster who are involved in Service Learning.

I got involved in this because Harris Wofford was the Secretary of Labor. I was the high school principal for 20 years and I started to play around with these ideas. I thought I was the greatest principal in the world. I had a band of 120. Academically, I had all kinds of kids going to college and it was wonderful, wonderful. We were court ordered desegregated in 1980. I'm in Philadelphia. Our school went from 1% minority to 45% minority in two years. It was a culture shock for my staff. Kids were coming from central Philadelphia, North Philadelphia and what happened was that everybody started saying the sky is falling. I really began to examine what I was doing. I had a school where people were standing up trying to tell kids continuously what to do and so forth. It might work in a place where kids are really used to listening in a sense of reading books and doing those kinds of things. It was not working in my school at that time. I began to see that I had better start to make some changes. The changes that we started to make was to get kids more actively involved in learning. We put in an environmental lab in which the kids do air, water, soil and radon tests for the community. I used to go to the second floor and what I would find is I would say to a youngster "What are you doing?" Well the youngster is looking through a microscope and he's got a book next to him and what he's doing is he's just trying to fill out the information that's there in the book and I would say "Why are you doing that?" Well the teacher told me to. "O.K." Then I would say "Well the book here just answering the

questions. What does this mean?" The kids didn't know that. I would go down in the environmental lab where the kids did 60, 70, 80 radon tests. I would say... What are you doing.? I would get an half hour explanation. I would get a detailed description, point by point what was happening. Down there they worked in teams of three, because in a lab you work in threes. When you get the results back you give it back like you did in the lab. When I went upstairs, it was just one individual with one book. So Service Learning becomes a methodology. Rather than study history, we took history classes and guess what? ...We wrote the history of the community..

We started out with a little community called Tacony. Nobody cared about Tacony. It's a runned down place that use to make saws. Its so runned down what the new company did when came in to H.K. Porter, they took all the pensions from all the workers. Left the community with no money. Stores began closing down. Graffiti all over the neighborhood. Nobody cared. You got high school kids who brought the senior citizens in, started talking about writing a book. They wrote a book by using the histories of each of the people in the town. The book is now the most popular book in the library. There is now the Tacony Historical Association of 150 people that meet every first Monday of every month. Now it is not 'Living in Tacony' it's 'Living in Historic Tacony.' There's a prize that comes to these old people when they say where they live and where they come from. That came from kids. The kids in Service Learning programs went out and they did lectures in

the community and told the older people how good their community was. See that's the beauty of Service Learning in schools. Students are no longer viewed as a problem. They are viewed as part of the solution.

I told Connie Clayton, if we put 30 Service Learning Literacy courses in high schools, that will give you 2,000 tutors, free of charge. When you start talking about money, my argument in Service Learning is that you can save money on the budget, because now the school district doesn't have to buy 2,000 tutors. You have them already there, it costs you no money. Plus its a win, win situation. You help the elementary school kids, you help the high school kid, and you also have all these services there to offer. Who are the services coming from but youngsters. And that is where this issue of leadership comes in. You've got to put the kids in the position where they can experience these things, otherwise... Guess what?... Its not going to happen. You're not to teach leadership by you guys sitting in a row and by you just listening to what a teacher says. It isn't going to happen. It happens when you get out in the world and you begin to look at something.

Now I was a teacher and I appreciate the problems of the classroom, but I also have to say that technology has forced us into a different role and when I say different role, I mean schools. Picture this, every two and a half years we double the amount of information on the face of this earth. By the year 2000, this is fact, 70% of what you're going to know

in the year 2000 we don't know yet. We don't know yet. We send a little rocket out into outer space, we double the amount of information on space. When I was in high school we studied history up to the 50's. When your grandkids are in high school, they're going to study history up to 2050. When they talk about a curriculum crunch. There is a curriculum crunch. How are you going to put content in it. Who's going to decide which is the most important content? How do you make those kinds of decisions. Now some people say make a longer school year, but that's not going to work either, because this society has too much information. The information is being punched out and thrown in terms of the television, in terms of everything. We live in an information society that is almost unbelievable. Here we are in our schools basically with a content curriculum through 12 years. Ridiculous! Ridiculous!

It won't work, (Mr. Raymond Woodall)

But they haven't learned to read and write yet!....

Yes they have!

No I teach and I know differently.

Well they have because in the sense of the....but I'm sorry to interrupt you.....

No...No That's O.K. Because I don't know what school you're in or whatever.

The bottom line is, I've been in some really very poor schools in the city of Philadelphia and you're right about the reading level, but technology is part of that. If you get a society that's very much interested in television, in watching and not reading, it's obvious that they are not going to read well. It is also obvious in the future that we may have a society that doesn't put as high a flavor and stock on reading. Let me go back to where I was headed. Maybe it will become clearer.

What the schools have to do, in my judgment-and I have somebody disagreeing which is fine, because that is what the world is all about. (another voice)

(Mr. Raymond Woodall) But we are not the school administrator, this is the Leadership Action Group, you see.....Let me just say... I'm sorry to interrupt.

No that's O.K., apparently I hit a nerve and I apologize, but bottom line is I just want to tell about the curriculum and maybe that will maybe clarify it. The bottom line is, and as I say, maybe I'm too hard on schools but I was a principal and I'm being hard on myself to a great extent because I really feel that I didn't do a lot of things right. The bottom line is, that what we get off in curriculum and what we have to do in the future, especially in the secondary school is that we have to do more process teaching and process teaching is not content teaching. Content really has to be on and up to the eighth grade and your right you have to have a certain level of reading. You get the level of reading not by just somebody to read books, but putting them in a position, like I said, with the literacy corps where they are teaching somebody else and they're doing with somebody else and they begin to pick it up. Every remedial reading course I've ever seen they do the same thing they do in a reading course. But this is some material that is available to all of you. This is the bulletin from the Pennsylvania Institute and what it starts with is the issue of how do you do process teaching and what is it. Process teaching is all part of Service Learning. It starts out in this particular case with having a youngster examine the community.

For instance, The Pennsylvania Project Requirement, everyone has to do a project to graduate from high school. The first thing they have to do find out "what project am I going to do? How am I going to help the community?" This is where the futures get a chance to use the process curriculum. Because what you have within this booklet are like five clues in the community. The kids go out and they physically examine the community to see that there are good things and bad things. Kids have to visit agencies in the community. The kinds of institutions that hold the community together. The kids also have to visit a leader in the community. In doing all those things, they have to find all kinds of information. The teachers aren't teaching the youngsters how you do an examination of the community. The teachers, the information, and the content is coming out of the community. What agencies did you visit? Suppose all of a sudden this school had 33 kids going around this neighborhood saying how could we improve the community. Kids become the resource. Now when they come back into the classroom for instance one of the things in process is that you get a map of your community and you put on that map a diagram where the problems are, where five good things and five bad things. Now if you are a teacher and you got 25 kids in a classroom. Now you've got a whole examination of material. What you're really teaching kids is... How you synchronize material? How you examine materials? What is important? How do you think? At some point if we really want to have critical thinking in schools and so forth we have to do those kinds of things. Service Learning is a way to do it.

If you could release the human potential and resources of young persons in school, If you can get them actively involved in their learning, if you could get them to actually be teachers in situations, it's going to improve. The kids that we took to Russia this summer were not extra special kids. They were average kids. They were not anything that college board scores might at the most 900 and with a couple of kids it was less than that. The bottom line is that you just had to be very, very excited because when kids do things that matter and when kids do things they think is important then they become the resource.

So as a kind of closing thing, Service Learning is getting into the high schools and getting into the schools with a curriculum where these kinds of things begin to happen. So we're really talking in Service Learning, not only about the services that happens to the community, but we are talking about changing the way the school operates and it has to be done simply because we are at the point of a technological revolution with an altogether different way of the way the world is operating and it's gotta be done over the next years. O.K. Thank You.

APPLAUDES:

JEFF:

I want to present you with our key and thank you very much for speaking.

END OF TRANSCRIPT



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