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Stack:

S

Row:

66

Section:

1

Shelf:

1

Position:

2

Table of Contents

Letters of Welcoming

1. *AmeriCorps/USDA Staff Training: Conference Goals*
2. *Mission and Vision Statements of AmeriCorps/USDA*
3. *AmeriCorps/USDA Staff Training: Schedule of Events*
4. *Excerpt from "The Moral Equivalent of War"*
5. *AmeriCorps Press Release*
6. *AmeriCorps USDA Projects and Objectives*
7. *Introduction to the Corporation for National Service*
8. *Principles for High Quality National Service Programs*
9. *City Year*
10. *AmeriCorps: A National Program*
11. *Building Esprit de Corps*
12. *NASCC Materials*
13. *AmeriCorps Evaluation Components*
14. *Report of the Evaluation Task Force*
15. *AmeriCorps is Coming/National Network of Programs*
16. *State Commission Executive Directors*
17. *AmeriCorps is Here! (News Clips)*
17. *AmeriCorps USDA Application Form*
19. *The AmeriCorps Ethic: Common Skills and Activities for the AmeriCorps Members*
20. *Health Benefits*
21. *Training Evaluation Form*
22. *Notes*

THE WHITE HOUSE

WASHINGTON

July 29, 1994

Welcome to the first gathering of the AmeriCorps National Service Network. Your work this week can help change America.

AmeriCorps represents our nation at its best. "Getting things done" by tackling our communities' most entrenched problems, your program will secure safer streets, stronger schools, and healthier communities. Your service will help our country become the nation that it ought to be, for all our citizens.

While meeting our country's needs, your program will also reinforce our deepest values: community, responsibility, and opportunity. Under your leadership, AmeriCorps will build our national community and strengthen our local neighborhoods, enabling citizens of diverse backgrounds to find common ground in service. The shared experience of AmeriCorps members across the country -- and the powerful example they embody -- will reinforce an ethic of personal and civic responsibility across America. And when AmeriCorps members receive education aid in return for their service, it will represent a hard-earned award and reflect the American commitment to helping those who help their communities.

The mission is ambitious -- and essential for our future. The work you do this week will set the tone for AmeriCorps' critical inaugural year, and your leadership will be vital. In the days ahead, I hope you will remember that you and the AmeriCorps members you guide represent all that is right about America. Your work can transform your communities, and your example can inspire the nation.

Best wishes for a successful conference.

Bill Clinton

*AmeriCorps/USDA
Staff Training: Conference Goals*



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**AMERICORPS/USDA STAFF TRAINING CONFERENCE
AUGUST 8 - 12
NATIONAL 4-H TRAINING CENTER
WASHINGTON, DC**

GOALS

- * To develop a sense of national identity for the AmeriCorps/USDA program
- * To become more knowledgeable about the concept, philosophy, and history of national service
- * To understand the expectations and the structure of the Corporation for National and Community Service, the AmeriCorps/USDA national office, and each agency's AmeriCorps office
- * To obtain a greater understanding of how successful service and conservation corps function
- * To gain clarity about the mission of AmeriCorps and become partners in implementing that mission
- * To enable conference participants to share their expertise with each other
- * To obtain information about administrative issues (including financial, legal, project monitoring, evaluation, and reporting, etc.)
- * To clarify the meaning of diversity and develop strategies to carry it out locally
- * To develop a support network for project directors
- * To develop a model for communications between partners in the field
- * To develop work plans and training plans for participants
- * To build teamwork among all AmeriCorps/USDA staff

Mission and Vision
Statements of AmeriCorps/USDA



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Mission and Vision Statements of AmeriCorps/USDA

AmeriCorps/USDA Mission Statement

The mission of the USDA AmeriCorps program is to engage a diverse group of Americans in working partnerships with communities to provide real and measurable service to meet environmental and human needs, while earning education benefits and building an ethic of service, responsibility, and citizenship.

AmeriCorps/USDA Vision Statement

The vision of the AmeriCorps/USDA program is to have created model federal national service program that has, at the end of the first five years of operation: improved the quality of life significantly in communities across the country, developed a clear national identity respected for its focus on successful results, accomplished a measurable series of concrete goals in meeting environmental and human needs, and created new ways to reinvent government to make it more accountable and responsive to the citizens who fund it. The vision is to institutionalize a innovative, respected, and sustainable program within the Department and implement a long-term plan for expansion and replication that eventually makes quality service opportunities available to all Americans.

AmeriCorps/USDA
Staff Training: Schedule of Events



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AMERICORPS/USDA STAFF TRAINING
National 4-H Council Training Center
7100 Connecticut Avenue
Chevy Chase, Maryland
August 8-12, 1994

SCHEDULE OF EVENTS

Sunday, August 7

7:00-9:00 p.m. Meeting of anti-hunger project managers
John Deere Room

Monday, August 8

9:30-11:15 a.m. Registration
J.C. Penney Lobby A

11:30-12:15 p.m. Welcome and introduction to AmeriCorps/USDA
Aiton Auditorium Joel Berg, Director of National Service, USDA

12:30-1:45 p.m. Buffet Luncheon & Keynote Speaker --
Tennessee Rick Allen, Deputy Assistant to President
Dining Room Clinton and Special Advisor to the CEO,
Corporation for National and Community
Service

2:00-3:00 p.m. Senator Patrick Leahy, Chairman,
Aiton Auditorium Senate Agriculture Committee

Congressman Kika de la Garza, Chairman,
House Committee on Agriculture

Welcomes from Under/Assistant Secretaries

Break

3:15-5:00 p.m. General session on administrative procedures
Aiton Auditorium Panel: Ron DeMunbrun, Joel Berg -- USDA;
Mike Kenefic, Meg Maguire -- CNCS

5:30-6:30 p.m. Dinner
Harder Dining Room

7:00-9:00 p.m. Optional one-on-one/small group sessions for
Michigan Room further discussions of administrative or
Washington Room other operational issues.
Louisiana Room

Tuesday, August 9

Rural Development Team: Agenda to be Provided Separately
(This group will convene in the Aiton Auditorium.)

Anti-Hunger/Environmental Teams:

* All day Tuesday will be directed by NASCC

8:00-8:20 a.m. General Session: Introduction to the day's
Aiton Auditorium events: Setting the stage
 Slide Presentation

8:30-10:00 a.m. Orientation/Program Management
 (4 workshops with this title will be
 conducted during this period) --

Red dot: Colorado Room
Blue Dot: Wisconsin Room
Green Dot: Michigan Room
Yellow Dot: Kentucky Room

10:10-11:40 a.m. Diversity Training
(same locations as above)

11:30-1:00 p.m. Lunch
Harder Dining Room

1:30-3:00 p.m. Team Building
(same locations as above)

3:10-4:40 p.m. Conflict Resolution
(same locations as above)

4:45-5:15 p.m. General Session: Recap of day's events
Aiton Auditorium (Feedback)

5:45-8:30 p.m. "Social hour" and dinner (picnic)
Ohio Room with USDA dignitaries

8:30-9:30 p.m. Optional one-on-one/small group sessions for
Michigan Room further discussions on diversity and/or
Washington Room training plans.
Louisiana Room

8:30-10:45 a.m.
Aiton Auditorium

Evaluation of the work -- processes, expectations, etc. (Panel -- CNCS staff, Joel Berg, David Sears/ERS)

11:30-1:00 p.m. Lunch
Harder Dining Room

5:00-5:30 p.m.	Break-out groups for critical reflection on
Michigan Room	service just performed
Washington Room	
Louisiana Room	
Aiton Auditorium	

7:00-9:00 p.m. Optional one-on-one/small group sessions for
Michigan Room further discussion re: workplans, training
Washington Room plans, and/or diversity.
Louisiana Room

8:30-9:30 a.m.
Aiton Auditorium

Speaker: "AmeriCorps and Reinventing Government" -- Abigail Nichols, National Performance Review

"Spreading the Word" (Press/Communications Issues) -- Katherine Gibney, USDA

Break

9:45-11:15 a.m. Elements of successful youth corps
Aiton Auditorium (Panel: Tony Perez, Alfred Martin, Martha Diepenbrock; Moderator: Andy Moore, Director of Special Projects, NASCC)

11:30-12:30 p.m. Lunch
Harder Dining Room

12:45-1:30 p.m. Speaker: "Effective Coordination between
Aiton Auditorium State Commissions and AmeriCorps/USDA" -
Kathie Blair, Executive Director,
Vermont Commission on Service
Montpelier, Vermont

Break

1:45-5:00 p.m. Break-out sessions by basic models:
Anti-hunger -- **Wisconsin Room**;
Rural Development and Environmental -- **Aiton Auditorium**

5:15-6:30 p.m. General session - feedback/outstanding
Aiton Auditorium issues; Planning for Fiscal Year 1996
(Joel Berg, Ron DeMunbrun -- USDA;
Terry Russell -- CNCS)

7:00-8:30 p.m. Buffet Dinner
Tennessee Dining Room

8:30-9:30 p.m. Optional one-on-one sessions for further
Michigan Room discussion re: monitoring, evaluations,
Louisiana Room workplans, training plans, and/or diversity.
Washington Room

Friday, August 12

8:00-9:30 a.m. General Session (continued from previous
Aiton Auditorium afternoon) -- Rural Development and
Environmental as well as Anti-Hunger, if
needed

9:30-11:30 a.m. Agency/project/issue meetings, as needed
(Locations to be announced)

Excerpt from:
"The Moral Equivalent of War"



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EXCERPT FROM "THE MORAL EQUIVALENT OF WAR"

by William James

This essay, published in 1910, marked the first time in American history in which a program of national service was proposed. Reading this essay today provides great insight on both James' time and our own.

"There is nothing to make one indignant in the mere fact that life is hard, that men should toil and suffer pain. The planetary conditions once for all are such, and we can stand it. But that so many men, by mere accidents of birth and opportunity, should have a life of nothing else by toil and pain and hardness and inferiority imposed upon them, should have no vacation, while others natively no more deserving never get any taste of this campaigning life at all -- this is capable of arousing indignation in reflective minds. It may end by seeming shameful to all of us that some of us have nothing but campaigning, and others nothing but unmanly ease.

If now - and this is my idea - there were, instead of military conscription a conscription of the whole youthful population to form for a certain number of years a part of the army enlisted against Nature, the injustice would tend to be evened out, and numerous other goods to the commonwealth would follow. The military ideals of hardihood and discipline would be wrought into the growing fibre of the people; no one would remain blind as the luxurious classes now are blind, to man's relations to the globe he lives on, and to the permanently sour and hard foundations of his higher life. To coal and iron mines, to freight trains, to fishing fleets in December, to dish-washing, clothes-washing, and window-washing, to road-building and tunnel-making, to foundries and stoke-holes, and to the frames of skyscrapers, would our gilded youths be drafted off, according to their choice, to get the childishness knocked out of them, and to come back into society with healthier sympathies and soberer ideas.

They would have paid their blood-tax, done their own part in the immemorial human warfare against nature; they would tread the earth more proudly, the women would value them more highly, they would be better fathers and teachers of the following generation."

AmeriCorps Press Release



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Release No. 0462.94

Joel Berg (202) 720-6350
Jim Loftus (202) 720-4623

USDA TO RUN AMERICORPS NATIONAL SERVICE PROGRAM

WASHINGTON, June 20--Secretary of Agriculture Mike Espy announced today that the U.S. Department of Agriculture will run 42 different AmeriCorps projects that are designed to fight hunger and improve nutrition, preserve national forests and improve community environmental quality, promote rural development and increase rural water delivery, and boost ongoing flood-relief efforts in the Midwest.

The USDA program, funded in part by a grant from the Corporation for National and Community Service (CNCS), will be the largest single federal agency component of the President's national service initiative.

"President Clinton has made it clear to members of his Cabinet that national service is one of his top priorities, and I am especially pleased that USDA will be playing a key role in the AmeriCorps program," said Espy. "The USDA projects will fulfill the President's vision that national service bring together citizens of varied backgrounds to perform services vital to their communities."

Espy announced that beginning this September, USDA will place 1,200 AmeriCorps national service participants throughout urban and rural America. The participants in these projects will be placed in 32 states, representing every region of the country.

AmeriCorps is President Clinton's national service initiative that allows diverse groups of Americans to earn college or vocational school scholarships while performing critical service to meet human, environmental, public safety, and educational needs. Participants in the program will work for a year earning a stipend of at least \$7,500, and then receive an educational voucher worth \$4,725.

Americans 17 years of age or older may apply for the USDA programs by calling 1-800-880-4183.

"Grounded in the mainstream values of community, responsibility, and opportunity, national service makes sense because it meets multiple ends," Espy said. "It is good for the participants who benefit from their increased ability to attend college or vocational school, good for the communities which benefit from their service and good for the country which benefits from a renewed civic spirit. Moreover, the program is good for USDA because it gives us new ways to boost our mission areas of fighting hunger, protecting the environment and rebuilding rural America."

CNCS is an independent federal corporation created by the National and Community Service Trust Act of 1993. Its purpose is to administer national service programs and provide funding on a competitive basis for national service programs that address the nation's education, human, public safety and environmental needs.

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Under provisions that are unique to that Act, federal agencies are empowered to compete against each other in a competitive grant process to obtain funds from CNCS. The White House announced today that, as a result of the first year of this process, CNCS had awarded USDA 1,200 AmeriCorps slots and \$2.6 million in operating funds. Funds for the Department's program will also be provided from existing USDA programs and from non-profit organizations that serve as partners at individual sites.

The USDA AmeriCorps projects reflect a new emphasis on cooperation among USDA agencies. USDA's Agricultural Research Service, Agricultural Stabilization and Conservation Service, Farmers Home Administration, Food and Nutrition Service, Forest Service, Rural Development Administration, Rural Electrification Administration, and Soil Conservation Service will play significant roles in managing this program.

The Anti-Hunger projects will be at five sites--two rural and three urban--with high levels of hunger and poverty. The projects will work to reduce the number of citizens suffering from hunger and improve the nutritional content of family diets. This program has been designed, and is to run, as a unique partnership between USDA, youth service corps and local anti-hunger groups.

The environmental projects will occur at 32 rural and urban sites in 21 states. The goals of the projects are to help solve local environmental problems, protect local watersheds, repair and upgrade community facilities, promote sustainable agriculture, conduct environmental education seminars, and preserve and restore national forests.

The rural development projects will engage generally older participants, who are college graduates and professional school graduates, in work in 10 pilot regions throughout America. Participants are to help communities protect watersheds, improve housing, promote economic development, boost sustainable agriculture, and aid the Clinton Administration's Empowerment Zone and Enterprise Community initiative. Special disaster-relief projects will also be run in the eight Midwest states most impacted by last summer's record flooding.

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USDA AMERICORPS SITES
(To start operation September 1994)

ANTI-HUNGER -

- #1 Vermont, state-wide
- #2 District of Columbia
- #3 Milwaukee, Wis.
- #4 Mississippi Delta, Miss.
- #5 Los Angeles, Calif.

PUBLIC LANDS AND THE ENVIRONMENT -

- #6 Western Kansas
- #7 Western Oklahoma
- #8 Texas Coast
- #9 Atlanta, Ga.
- #10 Boston, Mass.
- #11 East St. Louis, Ill.
- #12 New Jersey, state-wide
- #13 District of Columbia
- #14 Chicago, Ill.
- #15 Portland, Ore.
- #16 San Bernadino National Forrest, Southern California
- #17 Six Rivers National Forrest, Northern California
- #18 Olympic National Forest Washington State
- #19 Rogue River National Forest, Southern Oregon
- #20 Arizona, state-wide national forests
- #21 Bienville National Forrest, Miss.
- #22 Green Mountain National Forest, Vt.
- #23 White Mountain National Forest, N.H.

RURAL DEVELOPMENT -

- #24 New England (Maine, Vermont, Northwestern New York)
- #25 Appalachia (Tennessee, Virginia, West Virginia)
- #26 South Carolina, state-wide
- #27 Mississippi Delta (Arkansas, Louisiana, Mississippi)
- #28 Great Lakes (Michigan, Ohio)
- #29 Minnesota, state-wide
- #30 Texas Colonias
- #31 Four Corners (Arizona, Colorado, New Mexico, Utah)
- #32 Pacific Northwest (Oregon, Washington)
- #33 California, state-wide

FLOOD RELIEF -

- #34 Illinois
- #35 Iowa
- #36 Kansas
- #37 Minnesota
- #38 Missouri
- #39 Nebraska
- #40 North Dakota
- #41 South Dakota
- #42 Wisconsin

Call Joel Berg at (202) 720-6350 for information on specific sites.

*AmeriCorps/USDA
Projects and Objectives*



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DEPARTMENT OF AGRICULTURE
OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20250

June 7, 1994

Ms. Katherine Milton, Vice-President
Corporation for National and Community Service
1100 Vermont Avenue, NW
Washington, DC 20525

Dear Katherine:

I am writing to respond to your review panel's request that we clarify and revise specified issues related to our direct application.

We are extremely pleased that you have requested the Department to specify how we might utilize approximately \$2.6 million of your funds to support 1,200 approved AmeriCorps slots in projects related to hunger, public lands and the environment, and rural development.

TABLE OF CONTENTS FOR THIS RESPONSE:

I.	Revised Breakdown of Spending and Approved Participant Slots	pages 1-5
II.	Revised Budgets	pages 6-13
III.	Clarified Community Service Objectives	pages 14-35
IV.	Clarified Participant Development Objectives	page 36
V.	Making the Rural Development Team More Like a Corps	page 37

I. REVISED BREAKDOWN OF SPENDING AND APPROVED PARTICIPANT SLOTS

The following breakdown specifies how we will spend \$2.627 million in CNCS funds and how we will allocate our 1,200 approved national service slots. Given the necessary reductions in the number of participants in anti-hunger projects, also specified are the new break-down of crews for each anti-hunger site.

ANTI-HUNGER TEAM:

150 PARTICIPANTS

\$2,269,250 CNCS CONTRIBUTION

#1 Anti-Hunger, Vermont

40 participants

\$800,764 CNCS contribution

(Five regional crews of nine participants each)

#2 - Anti-Hunger, DC
15 participants
\$170,511 CNCS contribution
(Three crews of five participants each)

#3 - Anti-Hunger, Milwaukee
40 participants
\$629,171 CNCS contributions
(Four crews of ten participants each)

#4 - Anti-Hunger, Mississippi Delta
15 participants
\$199,159 CNCS contribution
(Sunflower County crew of seven; Humphreys County crew of eight)

#5 - Anti-Hunger, Los Angeles
40 participants
\$469,400 CNCS contribution
(Four crews of ten participants each)

**PUBLIC LANDS AND THE ENVIRONMENT:
564 PARTICIPANTS
\$179,660 CNCS CONTRIBUTION**

#6 - Environmental, Kansas
20 participants
\$6,300 CNCS contribution

#7 - Environmental, Oklahoma
20 participants
\$6,300 CNCS contribution

#8 - Environmental, Texas Coast
20 participants
\$6,300 CNCS contribution

#9 - Environmental, Atlanta
20 participants
\$6,300 CNCS contribution

#10 - Environmental, Boston
20 participants
\$6,300 CNCS contribution

#11 - Environmental, East St. Louis
20 participants
\$6,300 CNCS contribution

#12 - Environmental, New Jersey
20 participants
\$6,300 CNCS contribution

#13 - Environmental, DC Area
30 participants
\$9,450 CNCS contribution

#14 - Environmental, Chicago
20 participants
\$6,300 CNCS contribution

#15 - Environmental, Portland
20 participants
\$6,300 CNCS contribution

#16 - Environmental, S. California
77 participants
\$24,255 CNCS contribution

#17 - Environmental, N. California
20 participants
\$6,300 CNCS contribution

#18 - Environmental, Washington State
32 participants
\$10,080 CNCS contribution

#19 - Environmental, Oregon
35 participants
\$11,025 CNCS contribution

#20 - Environmental, Arizona
45 participants
\$14,175 CNCS contribution

#21 - Environmental, Mississippi
20 participants
\$8,300 CNCS contribution

#22 - Environmental, Vermont
20 participants
\$6,300 CNCS contribution

#23 - Environmental, New Hampshire
32 participants
\$10,080 CNCS contribution

#23A - Environmental, Midwest Flood States
73 participants
\$22,995 CNCS contribution

**RURAL DEVELOPMENT:
486 PARTICIPANTS
\$178,720 CNCS CONTRIBUTION**

#24 - Rural Development, New England
30 participants
\$9,450 CNCS Contribution

#25 - Rural Development, Appalachia
80 participants
\$31,300 CNCS contribution

#26 - Rural Development, South Carolina
37 participants
\$11,655 CNCS contribution

#27 - Rural Development: Mississippi Delta
67 participants
\$21,105 CNCS contribution

#28 - Rural Development, Great Lakes
20 participants
\$11,300 CNCS contribution

#29 - Rural Development, Minnesota
21 participants
\$11,615 CNCS contribution

#30 - Rural Development, Texas Colonias
30 participants
\$9,450 CNCS contribution

#31 - Rural Development, Four Corners
50 participants
\$15,750 CNCS contribution

#32 - Rural Development, Pacific Northwest
43 participants
\$18,545 CNCS contribution

#32A - Rural Development, California
30 participants
\$13,980 CNCS contribution

#33 - Rural Development - Midwest Flood States
78 participants
\$24,570 CNCS contribution

II. REVISED BUDGETS

On the following eight pages are a two-page aggregate budget for the overall USDA AmeriCorps program, a two-page aggregate budget for the Anti-Hunger Team, a two-page aggregate budget for the Public Lands and Environment Team, and a two-page aggregate budget for the Rural Development Team.

III. CLARIFIED COMMUNITY SERVICE OBJECTIVES

#1 - Anti-Hunger: Vermont (40 participants)

- A. To increase food stamp utilization by 5% statewide, increasing by 3,025 people from 60,500 to 63,525.
- B. To increase the number of Summer Food Service Program sites by 15% statewide.
- C. To increase the availability of School Breakfast Program sites by 5% statewide.
- D. To increase participation in the WIC program by 5% statewide, increasing by 800 people from 16,000 to 16,800.

#2 - Anti-Hunger: DC (15 participants)

- A. To reach 5,000 students with a nutrition education program developed jointly by team members and the faculty of the University of the District of Columbia. Seventy five percent of teachers surveyed after their class receives such education will describe the education provided as worthwhile and indicate they would utilize a similar presentation next year.
- B. To increase School Breakfast Program participation by 20% in the District of Columbia Public School with the lowest participation rate.
- C. Create one urban farming site that will be developed into a farmers market providing food to at least 100 families.

#3 - Anti-Hunger: Milwaukee (40 participants)

- A. To increasing participation in the Summer Feeding Program by 10% at existing sites and to establish five new sites, each serving an average of 20 youth. To conduct an outreach campaign on the availability of food services that will reach a minimum of 10,000 households. To provide a minimum of 500 new referrals to the WIC program that result in a minimum of 10% of those referred participating in the program.
- B. To provide infrastructure construction help at a minimum of 30 emergency food pantries to improve the safety, health, and accessibility of program facilities.

C. To provide affordable fresh produce in targeted neighborhoods where emergency food programs are located through the establishment of four neighborhood farmers markets. Each market will operate a minimum of one day a week through the Summer of 1995 for a minimum of three months. The number of market customers will increase by 50% from the beginning to the end of season. A random survey of minimum 25 market customers and farmers will be conducted to determine the impact of markets on neighborhood residents, the coop, and the community.

#4 - Anti-Hunger; Mississippi Delta (15 participants)

A. To increase by 33% the number of people in poverty who receive food stamps in two counties. Out of 12,303 poor people in Sunflower County, only 11,720 receive food stamps; the goal of this program is to increase the number of recipients in Sunflower County by 192. Out of 5,479 poor people in Humphreys County, 4,253 receive food stamps; the goal of this program is to increase the number of recipients in Humphreys County by 405.

B. To increase the awareness of nutritional programs available to seniors by 25% and to increase the number of seniors receiving meals by at least 25% in the two counties, as measured by food delivered by Meals on Wheels, food pantries, and other local feeding programs.

C. To increase the number of Summer Feeding Program sites by 30% in the both counties, adding one site in Sunflower County and two sites in Humpreheys county. At sites already in operation, to increase the number of children fed by the program by an average of 40 children per site.

#5 - Anti-Hunger: Los Angeles (40 participants)

A. To hold three promotional campaigns school districtwide in Los Angeles to increase School Breakfast and Summer Feeding Program participation by 10%, increasing participation in these programs by 2,000 children. A survey of 25% of parents and school personnel and comparison of participation rates before and after will provide information regarding success.

B. To establish three farmers markets to provide fresh, inexpensive, healthy food to 300 people on a regular basis. One hundred shoppers will be surveyed to determine their satisfaction with the food.

C. To provide nutrition education to 3,000 students in Los Angeles public schools. Seventy five percent of teachers surveyed after their class receives such education will describe the education provided as worthwhile and indicate they would utilize a similar presentation next year.

#6 - Environmental: Kansas (20 participants)

A. To renovate one mile of windbreak in each of five counties by clearing old dead trees and planting 300 new trees in each of the counties to control wind erosion, lengthen the beneficial lifespan of the windbreaks, add biodiversity and aesthetics, and reduce energy needs. Participants will gather time and cost data and survey 100 landowners after planting the trees to determine satisfaction, worthiness of practice, reduction in damage from wind erosion, age and expected lifespan, and reduction in energy needs. All landowners along the five miles will directly benefit from the work performed, however, the information and education effort that will come out of the project will have statewide implications.

B. To plant trees and conduct evaluation studies to determine the adaptation and performance of a wide range of woody plant material for resource conservation. These evaluation sites will reduce the use or need for field plantings and will serve as active demonstrations for user groups, test establishment and maintenance systems to speed the success, increase effectiveness, and maximize the functional life of the plantings. The measure of success will be to develop 12 new plant species that are adapted to the arid region of Kansas and eastern Colorado. All landowners in the western two-thirds (approximately 62 counties) of Kansas will benefit because of this project.

C. To carry out an educational program to inform land users of the benefits of windbreak renovation and adapted wood plant materials that are effective. Participants will conduct field tours, workshops, and media campaigns involving other state and federal agencies. District conservationists (62) and landowners renovating windbreaks will be surveyed to determine increased participation and benefits derived from their point of view. The information and education effort that will come out of the project will have statewide implications.

#7 - Environmental: Oklahoma (20 participants)

A. To protect the fragile Great Plains ecosystem by restoring windbreaks planted by the Civilian Conservation Corps and other mature windbreaks. Work will be conducted on 40 miles of existing windbreaks in a 22-county area.

B. To plant 12,000 trees and shrubs. Existing windbreaks will be renovated by widening, partial replanting, removing and replacing selected trees and shrubs. The results to be achieved are increased lifespan of the windbreaks and a reduction in soil erosion by wind. Quality will be measured by calculating soil wind erosion rates before and after renovation and surveying all landowners and tenants living along the renovated windbreaks. The standard of success will be a reduction in soil erosion by wind and positive responses from the surveys.

C. To increase public awareness by 25% about the value of windbreaks and the need for long-term maintenance by conducting field tours, workshops, and outreach campaigns. Random surveys will be conducted in the affected counties to judge the effectiveness of the outreach campaign in reaching the 25% increased.

#8 Environmental - Texas Coast (20 participants)

A. To reduce shoreline erosion by 25% along 5,280 feet of the Texas gulf coast by establishing wave barriers. The erosion reduction will be measured against the current erosion rate which now averages 3 to 4 feet per year.

B. To plant smooth cordgrass along the entire coastline. Success will be measured by the permanency of the vegetation and an increase in the fin fish production.

C. To conduct a soil survey along the entire section of coastline.

#9 - Environmental: Atlanta (20 participants)

A. To inventory, monitor, and rehabilitate five impaired streams in the Atlanta metropolitan area to reduce erosion and improve water quality. Success will be measured using the "Water Quality Indicator Guide" and a measurement of the turbidity of streams after a significant storm event. The project will also improve the aesthetic attributes qualities of the streams.

B. To place new native plants along the full length of the streams.

C. To conduct work that will decrease maintenance on storm drains, bridges, abutments.

#10 - Environmental: Boston (20 participants)

A. To clean up 25 vacant lots and renovate 10 greenspace parcels. To test soils at 300 vacant parcels to determine levels of lead and other public health hazards in soils, and to test water and trace nonpoint source water pollutants through 50 storm drain systems. To translate materials about this project into Spanish, Vietnamese or various Creoles for non-English speaking citizens. The measure of quality is for 25% of local residents to respond in surveys that their "quality of life " has improved.

B. To revitalize a neighborhood by creating and maintaining recreation areas, green spaces. To determine ownership of 650 parcels of vacant land, decide which parcels, based on easements and permission to work, proximity to other dedicated open space or ability to link parcels into a "greenbelt". The desired result is the establishment of five more acres of public open space and parks, and establishment of at least 100 20'x20' garden plots for use by neighborhood families. We will have succeeded if at least 150 garden plots are in use by the end of the program, and if volunteer community groups are maintaining the open space parcels.

C. To create a greater awareness of ways citizens can act in more environmentally responsible ways, and of their effect on water quality throughout the Boston Harbor area. All 42 training sessions put on by and for the AmeriCorps Team will also be open to the public and will have an estimated 250 citizens -- in addition to AmeriCorps participants -- will benefit from these training episodes. Further, at least 2,000 copies of all publications translated for citizens will be made available to local residents. The desired results include establishment of three volunteer teams to maintain open space and community garden parcels after the AmeriCorps project is finished; development of a list of 25 priority sites for cleanup or fencing, to keep people away from environmental hazards, a 20% increase in the number of complaints to the state's Hazardous Waste Site Cleanup Program, and establishment of at least one waste oil collection and recycling program. We will measure the impact of our services by doing before-and-after water testing in areas where a waste oil collection program is set up, and by polling residents to see if they recycle their oil; we will ask non-profit groups how many volunteer maintenance teams have been set up and how often they work; we will do visual checks of how many of the highest priority hazardous sites have been fenced off, or are no longer used because people understand the health risks.

#11 Environmental: East St. Louis (20 participants)

A. To restore 20 neglected and/or abandoned lots in residential settings to meet the Federal, State and local environmental standards through the service recipients Urban Clean-up (environmental renewal) activities. The 20 sites will be selected by a committee of the local Horticultural Council. Restoration will be completed on 100% of the lots.

B. To clean-up and beautify 5-10 acres at State Community College and renovate the greenhouse at East St. Louis Service High School through the service recipients urban clean-up (environmental renewal) activities. Restoration of the greenhouse will be 100% completed and beautification restoration at the college will pass an assessment review by the needs committee. The clean-up and beautification at SCS will directly affect 1,800 students, faculty, and staff while the greenhouse renovation will directly affect the individual students who have greenhouse projects.

C. To restore 5-10 athletic fields, several floral gardens, a lagoon and stream channel selected by East St. Louis City Park District facilities through the use of service recipients and East St. Louis Park District. The restoration plan will be 100% completed and an assessment will be conducted by appropriate professionals.

#12 - Environmental: New Jersey (20 participants)

A. To improve the stream side habitat of four stream sections in each of the three project watersheds through the installation of soil bioengineering practices, fishery habitat structures and tree buffer establishment. The measure of success is that 100% of the 12 selected stream reaches treated will improve their habitat value from a low to moderate rating.

B. To increase local community support for water quality protection by spearheading an program to have two communities in each of the three project watersheds complete an inventory and prioritize their water quality problems by the end of the first project year. Working with the AmeriCorps personnel, participating communities will survey and catalogue 100% of the water resource problems in their community. Participants will complete stream walks and identify pollution source impacting water quality. The impact of the community participation will be evaluated by the number of communities which complete the stream inventory and evaluation process and prioritize watershed areas needing remediation.

C. The number of communities organizing and supporting stream cleanup projects will increase from four to 15 by the end of the first project year. Projects will be viewed as successful if 25 volunteers work with the project participants to complete each of the 11 new stream cleanup projects; the AmeriCorps participants will therefore recruit a total of 275 working volunteers.

#13 - Environmental: DC Area (30 participants)

A. To remove eight public park and recreation areas by providing needed maintenance to areas currently lacking attention. Random surveys of neighborhood residents and area use counts conducted will determine changes in use of public parks and recreation centers by neighborhood residents. Approximately 28,500 neighborhood residents will benefit by improving the aesthetics of an urban environment.

B. To expand participation in the Thomas L. Ayers Outdoor Classroom Program from 36 - 50 district public schools by helping schools construct outdoor sites and with hands-on educational activities for students. Survey of teachers will identify 14 additional schools participating in program and including environmental education in teaching curriculum. Experimental or hands on environmental education will be provided to 50 district public schools serving 15,000 students.

C. To renovate 200 square feet of the United States Arboretum by removing weedy plants, pruning, replanting, sowing grass seed, and mulching. To restore to good condition 1,500 linear feet of existing poor condition trails. Quality will be assessed by satisfactory ratings by the professional staff of the Agricultural Research Service that runs the Arboretum.

#14 - Environmental: Chicago (20 participants)

A. To build upon the USDA Summer of Safety program by recruiting 500 volunteers to help create sites that combine urban agriculture and public safety at two additional public housing developments and at two empty lots.

B. To provide environmental and urban agriculture education to 1,000 students in Chicago public schools. Seventy five percent of teachers surveyed after their class receive such education will describe the education provided as worthwhile and indicate they would utilize a similar presentation next year.

C. To provide 11,000 hours of tree planting, water quality monitoring, and urban greening service under the direction of the Urban Resources partnership. Quality will be assessed jointly by the members of the partnership: USDA, US DOI, and US EPA.

#15 - Environmental: Portland (20 participants)

A. To restore and enhance the aquatic habitat, riparian zone, and neighboring uplands, of the Whitaker Pond Area to former natural conditions. Participants will remove pest plants and solid waste, plant over six acres with native vegetation, and enhance two urban ponds totaling over 16 acres for warm water fishery establishment. Wildlife habitat will be 100%, restored and water quality significantly improved in 16 acres of ponds and wetlands, and **one**-mile of the Columbia Slough.

B. To enhance two 16- acre urban ponds and wetlands and one-mile of the adjacent Columbia Slough to provide habitat for warm water fishery development and outdoor laboratory for environmental education. Two barrier-free fishing, docks, two miles of shoreline access, a flow control structure, and an interpretive kiosk will be built. Over 8 elementary, middle, and high schools will have direct access to a natural area for environmental education while providing 100%, wildlife habitat restoration for 15 adjacent landowners.

C. To restore three riparian sites, working with local jurisdictions and citizen groups. Restoration will include channel modifications, removing pest plants and planting native vegetation along three miles of the Colombia Slough. One hundred percent of the habitat in the sites will be restored and water quality will be improved throughout the 18-mile corridor of the Columbia Slough benefiting adjacent land owners and the general public.

**#16 - Environmental, S. California (77 participants)
San Bernardino National Forest**

A. To provide environmental and ecosystem management education programs to school children throughout the Southern California Community. Target 2,000 classrooms or 70,000 students during the first year of the program. Reach 80% of the target audience by June 15, 1995. The course standards shall meet national identified training courses; Hug-A-Tree, Project Learning Tree, and Adopt-A-Watershed. Build children's outdoor environmental education center at the National Childrens Forest, when children and families can visit to experience environmental education practices. Complete 50% of center for fall 1995 use by local school classrooms.

B. To maintain and enhance ecosystems for threatened and endangered sensitive species following guidelines set forth by project specialists. Complete 80% of the following projects by September 1, 1995; within the National Childrens Forest, build 30 bird boxes in developed sites and along snag deficient trails, improve osprey habitat in vicinity of Snow Valley Lake, build 20 guzzlers in areas without water sources in wildlife habitat areas and create wildlife corridors outside of spotted owl core area by planting 1000 acres of native brush, oak and conifer. Monitor effects upon wildlife for two years following project completion, utilizing monitoring methods established by wildlife specialist.

C. To rehabilitate campgrounds, picnic areas, trails and other recreational sites on the San Bernardino, Inyo, Sierra and Sequoia National Forests. Complete 50% of the following projects by July 1, 1995, and 85% by October 1, 1995, utilizing standards and guidelines set by the various project specialist; 500 miles of hiking trail, rehabilitate Aspen Glen and Schwitzer day-use picnic areas, rehabilitate and convert Grout Bay Campground to a day-use picnic area, develop two new day-use picnic areas and open for public use by August 15, 1995.

#17 - Environmental, N. California (20 participants)
Six Rivers National Forest

A. To maintain recreational facilities Forestwide which could include the following types of work; replace/repair picnic tables in campgrounds and day-use areas; reconstruct/install rail fences around campgrounds and day-use areas; install parking barriers at recreational sites; paint restrooms, recreational area site signs and fire hazard reduction in campgrounds and around other recreational facilities, complete 60% of the work by July 1, 1995 and the remainder by October 1, 1995.

B. To construct a foot bridge in Bailey Campground. Rehab Fir Cove Nature Trail so that it meets American Disabilities Act standards for wheelchair accessibility; trail widening, leveling, brush removal, and other trail work. Construct a hiking trail and vista overlook in Bailey Timber Sale. Complete all work by October 1, 1995, meeting standards set by District Ranger.

C. To provide environmental and ecosystem education programs to children in elementary schools throughout Humboldt and Del Norte Counties, providing 90% of the programs by June 15, 1995. Meet course standards set forth in the following nationally identified training courses: Hug-A-Tree, Project Wild, and other similar curriculum.

#18 - Environmental, Washington State (32 participants)
Olympic National Forest at Fort Worden, Washington

A. To complete watershed restoration projects including placement of erosion control matting, willow and grass seed planting and fertilization for protection of municipal watersheds and salmon bearing streams on over two miles of stream bed. Community development projects in cooperation with State of Washington and local counties with the aim of reducing the potential listing of threatened salmon species, 80% of the projects would be completed in a time-frame that would be sensitive to the needs of individual species, but no later than September 1, 1995. Guidelines would be developed by fisheries specialist and monitored for at least one year following project completion.

B. To complete rehabilitation and maintenance on campgrounds, picnic areas and other developed recreation facilities on fifteen sites on the Olympic National Forest. Meet established guidelines and universal access design guidelines as identified in the 1994 transition plan. Work may include removal of hazard trees, repair or replacement of tables, fireplaces, comfort stations, water systems and parking barriers. Projects would be completed by September 1, 1995. Recreation specialist would approve final work prior to the project sites being open to the public.

C. To construct 10 "front country" (non-wilderness) horse camps at select locations on the Forest to regional standards, in order to lessen the impact of stock use in Wilderness areas and on water resources. Projects to be coordinated with recreation specialist with completion by September 1, 1996.

#19 - Environmental, Oregon (35 participants)
Rogue River National Forest, Southern Oregon

A. To replace 10 trail bridges on trails at 10 specific stream crossings on the Rogue River National Forest, meeting regional engineering standards, and approved by Forest Engineer prior to public use. Complete 60% of the bridges by September 1, 1995.

B. To maintain 100 miles of hiking trails at high elevation sites determined to be priority maintenance locations, meeting regional hiking trail standards, and completing 80% of the trail projects and making them available for public use by August 30, 1995.

C. To enhance spotted owl ecosystems at 10 locations on the forest, following guidelines set forth by the wildlife biologist, and completing projects in a time frame that would be sensitive to the needs of individual species. Complete 80% of the work by September 15, 1995.

#20 - Environmental, Arizona (45 participants)
National Forests state-wide

A. To enhance five campgrounds and four day-use recreation sites, meeting guidelines set by project specialist at specific locations, and completing 80 individual sites by September 1, 1995.

B. To enhance hiking trail system to regional standards and guidelines, build small bridges and replace trail signs, complete 27 miles of new trail construction and 50 miles of trail maintenance by September 1, 1995.

C. To operate 10 forest campgrounds, making daily visitor contacts, and evening interpretative presentations at least twice weekly, utilizing nationally approved interpretative program, while providing at least 480 staff days in the campgrounds before September 1, 1995.

#21 - Environmental, Mississippi (20 participants)
Bienville National Forest, Mississippi

A. To enhance the habitat of the Red-Cockaded Woodpecker in 80% of 91 colonies at sites selected by the forest wildlife biologist, utilizing herbicides on the midstory vegetation, and complete by September 1, 1995. Survey for performance to be conducted during winter/spring of 1996.

B. To reroute and retread the Bienville Scenic Pine Trail, on a 1.8 mile section, meeting regional trails standards for hikers and handicapped forest visitors, including proper directional and informative signs, and complete the project by April 1, 1995. Open to handicapped forest visitors after approval by the forest recreation specialist.

C. To recondition 23 miles of the Shockaloe Trail, maintain to regional standards for horseback riding and hiking and complete 80% of the trail work by August 20, 1995. Trail considered completed after final approval received by forest recreation officer.

#22 - Environmental, Vermont (20 participants)
Green Mountain National Forest

A. To enhance campgrounds, picnic areas and other developed recreation sites at 12 specific sites on the Green Mountain National Forest. Replace 50 campfire rings and construct 25 picnic tables to meet current standards for accessibility and resource protection at recreational sites, for safer public use, complete 80% of the work by October 1, 1995, under the direction of a recreation specialist.

B. To enhance wildlife habitat throughout the forest, following guidelines set forth by the project specialist, and completing projects in a time-frame that would be sensitive to the needs of individual species, but no later than September 30, 1995. Work would include wildlife habitat improvements on 300 acres of forest land, monitoring 30 wildlife plots and participation in collecting and identification of small mammals as an element of wildlife monitoring activities. Reduce the backlog of maintenance of permanent wildlife openings by cutting approximately 200 acres of openings per year.

C. To utilize the "Forest as a Classroom" to provide environmental education to local elementary schools. Participants would provide environmental education to approximately 1500 children in 50 - 60 classrooms by November 1, 1955. Training would meet nationally developed course standards and be monitored by education specialist.

#23 - Environmental, New Hampshire (32 participants)
White Mountain National Forest

A. Enhance ecosystems for threatened and endangered sensitive species throughout the forest, at 20 specific locations that cover 10,000 acres, following guidelines set forth by the project specialist, and completing projects in a time-frame that would be sensitive to the needs of individual species, but no later than September 1, 1995.

B. Improve snowmobile trail system on 100 miles of trail, to regional snowmobile standards, including building small wooden log bridges and upgrading trails where necessary. Complete 80% of the project by October 1, 1995, and the remainder before the heavy winter snows.

C. Maintain five campgrounds and four day-use recreational sites, meeting guidelines developed by the forest recreation staff. Complete 50% of the projects for forest visitor use by July 1, 1995 and 80% by October 1, 1995.

#23A - Environmental, Midwest Flood States (73 participants)

A. To inspect river systems by canoe and stream walks to prepare damage assessment plans on 25 miles of streams. Debris will be removed from 40% of the assessed area, thereby reducing the risk of future flooding in the communities adjacent to the streams.

B. To restore wetlands in 84 damaged areas to their original condition, benefiting 420 landowners. Inspections by SCS professionals will judge whether the program meets the goal of 95% of the restored wetlands meeting established standards in the SCS Technical Guide.

C. To restore flood control facilities according to the already established plans in 49 counties. Seventy five percent of the plans will be implemented, resulting in benefits to 100 municipalities and 50 agricultural resource districts.

NOTE: GIVEN THAT EACH RURAL DEVELOPMENT REGION HAS NUMEROUS PROJECTS TO BE CONDUCTED BY AS LITTLE AS FIVE PARTICIPANTS, THE BELOW LIST IS ONLY A REPRESENTATIVE SAMPLING OF A FEW SERVICE OBJECTIVES FOR EACH REGION.

#24 - Rural Development: New England (30 participants)

Maine

A. To work with the 12 active and other potential cranberry growers in Washington and Hancock counties to initiate Integrated Crop Management programs on their cranberry operations. By the end of one year 50% will have begun to implement Integrated Crop Management programs.

B. To assist the Shin Pond Association to conduct a Sanitary Survey of 90% of the approximately 250 camps around the pond. To develop from the survey results a Sanitary Improvement Needs Report on the Association members properties for water quality improvement. Make presentations at three association meetings on the survey results and Best Management Practice needs to gain member understanding of work needed. To work with the Department of Environmental Protection to set up a water quality monitoring system on Shin Pond. Assist the Shin Pond Association members with making sanitary and water quality Best Management Practice applications on their properties with ten properties receiving needed practice applications.

C. Assist a consortium of four communities with the development of 18.5 miles of railroad bed for community hiking, biking and snowmobiling trails. These trails will be developed utilizing water quality best management practices. Assist the communities to assess an existing 90-mile trail system for water quality best management practice needs.

Vermont

A. To develop an electronic data base and documentary report of the status of the watershed protection measures installed through the Winooski River Watershed demonstration project in 1941. The data and report will be developed based upon anecdotal information obtained from contacts with at least 80% of the landowners in the project area and an inventory of 100% of the measures installed. Questions to be asked and data to be collected will be approved by the supervisor. The recipients of the report approved by the supervisor. The recipients of the report will be SCS, USDA-Forest Service, Vermont Department of Environmental Conservation, Vermont Department of Forests, Parks and Recreation, Vermont Department of Fish and Wildlife, University of Vermont of Vermont-Department of Civil Engineering, Department of Geology and School of Natural Resources, Winooski Natural Resources Conservation District, Winooski Valley Park District and the Richmond Land Trust. The

findings in the report will be used to 1) document the effectiveness of the original Winooski Project; 2) develop an initial guide for planning and implementing similar measures elsewhere in Vermont and the Northeast; 3) lay the foundation for an outdoor laboratory within the watershed that can be used as a demonstration and educational center for Chittenden County residents, technical staffs of the various partners, and as a biotechnical training center for SCS employees throughout the northeast.

B. To provide skills and technical information to help 40 rural fire departments in Vermont develop comprehensive fire protection plans for their communities that will reduce fire losses and in some case insurance premiums. Fire department capabilities will be assessed on a pre-service and post-service basis. 2) To have ten rural fire departments develop and implement comprehensive fire prevention plans with their citizens that will improve personal fire security and reduce loss of property and life. 3) To install and implement specific improvements to enhance capabilities in twenty rural fire departments. These improvements will be a part of their comprehensive fire protection plan for reducing fire loss. Innovative approaches will be explored using public and private resources. Specific improvements will be identified when completed.

New York

A. To recruit, train, and utilize a diverse group of AmeriCorps participants to focus on the collection, assembly, and utilization of soil and other natural resource data, land use information, and demographic records for use in resource planning and protection, soil and water conservation, community and economic development using Geographic Information Systems technologies. Success in this project will include the increase of soil and water conservation measures throughout Erie County by a minimum of 200% over present annual levels.

B. To work in cooperation with at least 15 other public, private, and non-profit agencies and organizations and will work directly with a minimum of 10 other SCS "Earth Team" volunteers in order to complete the digitizing, conversion of paper map information to computer format, of a variety of map layers for the nearly 700,000 acres in the project area. A minimum of two data layers of moderate complexity will be completed each year. Digitizing of complex data layers like soils, wetlands, or farm parcels will be completed on a minimum of 150,000 acres each year for the objective to be successful.

#25 - Rural Development: Appalachia (80 participants)

Tennessee- Claiborne County, etc.

- A. To determine the actual potential to create collaborative regional tourism based economic and community development in the Appalachian area of Claiborne, Grainger, Hancock, Hawkins and Union Counties, Tennessee. This will be done through a comprehensive planning process to identify, inventory and evaluate current viable specialty recreation and tourism opportunities in order to determine the seven A's of tourism: accessibility, anchors, accommodations, attractions, activities, appreciation, and advertising. A Regional Specialty Recreation and Tourism Feasibility Plan will result for the five county region.
- B. To develop a collaborative Regional Specialty Recreation and Tourism Plan which will outline objectives, resources, actions, costs, milestones and timeliness which, as implemented, will create economic and community development in the five county Appalachian region.
- C. To develop and hold five workshop institutes for specialty recreation and tourism opportunities in order to train 75 participants from the tourism focused business with emphasis on minority and female operated small tourism and recreation based business enterprises.

Tennessee Bent Creek Project

- A To contact all 800 plus landowners in the Bent Creek Watershed and explain the benefits of applying conservation practices as well as explaining how to participate in the variety of programs aimed at helping conserve natural resources. The success will be measured by increasing the number of practices applied to 140 per year. Individual practices will also quantify tons of soil saved, tons of manure prevented from entering streams, and acres of gullied land reclaimed. A questionnaire will be utilized to obtain feedback on how to improve the program and the service as well as identify other customer needs.

Chickasaw-Shiloh Area, Western Tennessee

- A To conduct water quality monitoring and writing contracts for conservation treatment and water quality improvement through effluent land application. Achievements and results of these activities will include water quality data being developed and analyzed for the eight county region and the importance of water quality will be emphasized to the citizens of the area. The impacts of the activities will be measured by the type and amount of water quality data obtained and the number of landowners in the region receiving direct assistance. Chickasaw-Shiloh will measure the success of the program by at least a 50% improvement in the water quality for selected watersheds in the area. Approximately 175 participants will benefit from this project.

B. To develop an environmental awareness training curriculum. This will be made available to 48 elementary schools in the eight county area. Achievements and results of these activities will include participants (elementary schools) developing a better appreciation for the environment. The impact of the activities will be measured by the number of schools that participate in using the curriculum and by requests for additional educational assistance. Chickasaw-Shiloh RC & D will measure the success of the program by 75% of the elementary schools in the area utilizing the curriculum. Approximately 1500 elementary students will benefit from this project activity.

Hull-York Lakeland Area, Tennessee

A. To provide planning and technical assistance to 14 units of county government to implement solid waste and recycling facilities. At the end of this initiative, 100 percent of the solid waste disposal facilities will be state certified. Recycling programs will be established in each county which reduces the volume of solid waste disposed of in landfills by 25%, as measured by weight before and at the completion of the program. The 252,000 individuals of the area will benefit through improved water quality, reduced litter and an improved environment.

B. To improve the environmental awareness of 700 students and 350 adults through environmental education programs presented at 28 schools and 14 civic clubs. Effective presentation will result in a 50% improvement of individuals knowledge of key environmental issues as measured before and after each program by two separate questionnaires.

Waverly, Tennessee

A. Conduct one environmental workshop per month, tours or other organized group activities bi-weekly, and one environmental competition involving area students. Develop lesson plans or activities that can be used by school teachers or other group leaders. Involve 5 youth groups in improving existing nature trails.

Virginia

A. To convert an abandoned railroad line to a recreational trail for use by thousands of local citizens.

B. To make presentations to over 2,000 individuals to increase participation in the water quality and forestry activities of the new River Highlands RC&D activities.

West Virginia

- A. To provide in-field technical assistance to help farmers protect water quality and establish an integrated approach to manage animal waste and field management. To work with rural communities in three counties to provide analysis to three rural community and natural resource based conservation problems.
- B. To provide leadership and technical training to nine community leaders.

#26 - Rural Development: South Carolina (37 participants)

- A. To conduct assessments of water quality in rural watersheds which have a high concentration of livestock and farming operations. Assess water quality in four watersheds and incorporate information in computer or GIS data base. Train five AmeriCorps participants on skills and knowledge in conducting quality assessment. Publish a report of assessment for the four watersheds that will be available for units of government and other groups.
- B. Conduct survey and assessment of environmental conditions and impacts in minority and low income rural communities. Assess environmental condition in five communities and incorporate information into computer or GIS data base. Train five AmeriCorps participants on skills and knowledge in completing environmental assessments. Publish report of assessment for each community that will be available for units of government and other groups
- C. Assist rural farm families in identifying practices that will decrease water pollution risk on individual farmsteads and homesites and implement grasslands initiative to educate grasslands farmers of their impact upon the ecosystem. Work with 150 farm families and grassland farmers to complete surveys. Train AmeriCorps participants on skills and knowledge in order to conduct assessments and work with farm families and grasslands farmers. Identification of practices tailored to reduce water pollution risk on 150 individual farmsteads and grassland farms. A report will be prepared for each farmstead. Forty percent of the participants will move into permanent environmental related jobs. Fifty percent of farmsteads and grassland farmers will incorporate recommended practices on their farms.

#27 - Rural Development: Mississippi Delta (67 participants)Louisiana

- A. To install 1,575 dry fire hydrants to increase fire protection in 45 parishes. 100% of the hydrants will be functioning as per final inspection report by SCS professional personnel.

B. Aid in the developing a voluntary groundwater protection action plan for families in 45 Louisiana parishes. Success will be measured by the number of families completing surveys and beginning the practices suggested by the surveys.

Arkansas

A. To move 250 residents out of a floodplain. Residents will be relocated from 60% of the houses that are in the flood area with priority given to those with substandard conditions. Over 250 residents will receive direct benefit from this program.

B. Area plans will be developed through facilitation of public meetings. The measure of quality will be the number of plans developed and the number of counties contacted during the planning process. Seventy-five percent of 34 counties will have participated in the process and one hundred percent of the areas will have plans in a draft form ready for review by the programs end. Residents in 25 counties will receive long term benefits from this work.

Mississippi

A. To improve livestock waste treatment in 13 counties in southwest Mississippi. Clean out animal waste lagoons (cattle and poultry), and assure proper use of effluent and litter. A result of this activity will be improved water quality. Success will be measured by the number of lagoons pumped out, and the number of lagoons which are brought into compliance with local, state, and federal environmental regulations. Over 250 individuals will benefit from this activity.

B. Assist elderly and limited resource farmers with routine animal husbandry practices such as worming, castrating, dehorning, pregnancy checking, and regular vaccinations. The results of this action should be improved health of cattle heard and increased income for the elderly and limited resource farmers. Success will be measured by the number of farmers who receive assistance per week, setting a goal of one per week. The standard of success will be the net value of livestock sold by participants. It is expected that value received by participants will increase by 25% for a 20 cow herd or \$1,200 per year.

C. Write and produce environmental educational materials for teachers, and develop arboretums for on-site assistance to teachers with environmental education. Measurable results will include the development of brochures, fact sheets, newsletters, slide programs and presentation materials, along with three arboretums. Success will be measured by the number of materials developed, and the diversity and ecosystem appropriateness of plant life incorporated. Standards will include the quality of materials as evidenced by usage, and the usage of the arboretums. This project should benefit over 1,500 low income students.

#28 - Rural Development: Great Lakes (20 participants)Ohio

A. To preserve, maintain, and enhance the Big Darby Creek aquatic and riparian ecosystem. Two individuals will provide input data for the Geographical Information System (GIS) progress tracking procedure and provide input data for water quality models used to estimate load reductions. Land use changes in the Darby Creek watershed will be obtained from project staff, noted on USGS maps and submitted quarterly to Ohio State University.

100% of the data received from the project staff will be noted on maps and all completed maps will be sent within 10 days of the end of each quarter. All discrepancies will be resolved before the beginning of the next quarter. The Darby Creek partners will directly benefit from this project.

B. To assist the five Soil and Water Conservation District partners to do survey and design work for the installation of water quality improvement Best Management Practices (BMP) and to work with the county engineers in checking the adequacy of BMP's installed in urban areas. Annually, the participants will survey and design 50 additional BPM's for critical areas in the watershed and check 85% of urban BMP's. Standards for success will be measured by the 63% reduction of pollutant loadings for each critical site and 100% of each urban BMP's will conform to SCS, SWCD or county engineer's standards. 75 landowners per year plus the endangered species in the river will benefit as the water quality is maintained or improved.

C. To assist with the T.R.E.E.S. turn-key program and work with the vendor in established riparian corridor buffer strips. The buffer strips will assist in increasing acres of additional riparian by 200 acres. 150 acres will be located in the priority areas and 100% of the acres will conform to SCS or the Division of Forestry standards. All participants in the T.R.E.E.S. program and the Darby Partners and the flora and fauna of the areas will benefit.

Michigan

A. To use the FARM"A"SYST standardization evaluation outline to have owner and operators evaluate farm activities. One-on-one assistance will be provided to complete the outline or form. The participant will develop and implement a marketing effort to create interest in the evaluation process. Over 1200 farms will have completed the FARM"A:SYST outline in one year. 50% of the farmers will have heard of the program, and additional farmers will want to participate in the program. Of the 1,200 farms that are contacted, 600 are intending to apply a practice this year. 1,200 farm families will receive direct assistance. 10% of those families will be limited resource families. 50% of the farm families within the watershed boundaries will receive awareness information.

#29 - Rural Development: Minnesota (21 participants)

A. To perform maintenance, provide customer service, landscaping, install bird boxes, install informational signs and check safety along trails. Rehab 32 miles of trail while answering the public's questions. Plant 5,200 trees for landscaping, install 64 bird nesting boxes and install 15 informational signs. Measures of success will be determined from customer surveys, supervisor evaluations and biodiversity studies. Over 1,095 citizens will be recipients of this work performed.

B. To promote local tourism and develop a local segment of ART. Contact and discuss ART with a minimum of 30 local city councils, Chambers of Commerce, businesses and service organizations within the 3 county Joint Powers Board area. Measures of success will be determined from meeting evaluations. Quality will be rated in the increase in, and understanding of, trail tourism. Over 150 city councils, 240 Chambers of Commerce and 750 business and organization representatives will benefit from this program.

C. To promote an understanding of conservation and utilization of conservation programs and opportunities. Contact a minimum of 1000 land operators within 14 counties. Increase participation in conservation programs. Conduct a minimum of 15 conservation presentations in local schools and service organizations. Measures of success will come from presentation evaluations. The program will increase utilization of programs by 10% over the previous 5 year average. Over 1,000 land operators and 375 students will receive benefits from this program.

#30 - Rural Development: TX Colonias (30 participants)

A. To increase the number of citizens whose homes are hooked up to running water by facilitating community applications for USDA rural water and waste programs. The goal is to increase water and waste pre-applications by 20% over the previous five year average.

B. To increase knowledge among socially and economically disadvantaged individuals in the surrounding communities of the availability of loans for rural housing ownership, housing repair, and water hook-up services, and then assist applicants through the loan process. The goal is to increase the number of rural housing loans by 25% over the previous five year average and to increase the actual number of individuals receiving loans by 10%.

C. To work with local residents to facilitate the creation of at least one local non-profit agency which will address a critical local need such as downtown revitalization, child care, etc.

#31 - Rural Development: Four Corners (50 participants)

- A. To create 100 jobs in the community through conducting and then following-up on an inventory to determine the potential for resource-based industries.
- B. To increase knowledge among socially and economically disadvantaged individuals in the surrounding communities of the availability of loans for farm owners, operation, emergencies, etc., and then assist applicants through the loan process. The goal is to increase the number of farm program loans by 25% over the previous five year average and to increase the actual number of individuals receiving loans by 10%
- C. To increase the number of citizens whose homes are hooked up to running water by facilitating community applications for USDA rural water and waste programs. The goal is to increase water and waste pre-applications by 20% over the previous five year average.

#32 - Rural Development, Pacific Northwest (43 participants)Oregon

- A. To provide assistance to rural inhabitants in Southwest Oregon to enable their active participation in planning and implementing activities related to natural resource enhancement, economic and community development to improve the livability of their communities. In each community (watershed council) projects will be developed that respond to locally identified needs, priorities and resources through meetings, interviews and collaboration with community leaders, residents, agencies and organizations; review of projects and discussions in the community should establish at least 60% support of planned activities among community leaders.

Washington

- A. To gain voluntary participation of 20 private landowners to plan, design, and install critical conservation practices.
- B. To restore 6 miles of stream, benefiting the 17,5000 residents of the nearby Yakima Indian Reservation.
- C. To lower in-stream water temperatures and increase Summer water flow. Success will be measured by the survival of juvenile salmon born in restored streams.

#32A - Rural Development, California (30 participants)

A. To adopt an ecosystem, whole watershed, approach to managing forest and watersheds in small, private ownerships while protecting watersheds and individual species. Trees will be planted and erosion control projects completed meeting compliance with plans and specifications. One hundred percent of installations will pass inspection, eighty percent will be rated high quality by SCS DC. Thirty-five small landowners adjacent to the project sites will receive primary benefits, while thousands more downstream residents will receive secondary benefits.

B. To repair burned watersheds and protect them from further damage from wildfire and erosion. Participants will clean debris, install protective measures and prepare designs. Channels will be cleared, erosion control installed and five plans written. All projects will meet compliance with SCS standards, plans, and specifications. 100% of installations will pass inspection, with 80% rated high quality by SCS DC. Twenty local landowners and several thousand downstream residents will benefit from these projects.

C. To reduce water pollution and conserve water by better managing dairies, crops, and improving irrigation. Participants will design and install projects. Designs will be completed, projects installed and waterfowl and fish habitat improved. Compliance with SCS standards, plans and specifications will be met, as well as land owner expectations. All projects will pass CSC inspection. Thirty limited resource farmers, 60 dairies, and 20 small landowners will benefit. Several thousand downstream residents as well as recreationists will also benefit from these projects.

#33 - Rural Development - Midwest Flood States 78 (Participants)

A. To determine and delineate 200 wetlands and incorporate this information into the flood-relief planning process. To directly explain the impact of the wetlands delineation to a minimum of 200 affected landowners.

B. To create 420 wetlands plans to restore farmable areas back to original wetlands conditions. The goal is for 95% of the plans to be approved by SCS technical staff and 75% returned to original wetlands conditions.

C. To plan and implement the improvement of 420 animal waste systems in order to reduce groundwater pollution. The goal is for 75% of the landowners to apply the materials consistent with the plans.

IV. CLARIFIED PARTICIPANT DEVELOPMENT OBJECTIVES

Anti-Hunger Team and Public Lands and Environment Team

Since both the Anti-Hunger Team and the Public Lands and Environment Team will be corps with similar mixes of participants, they will both have the same three participant development objectives, which are:

- A. Enable participants to develop motivation, educational skills, vocational goals, and financial resources so that, out of the participants who started the program with no desire to continue their education, at least 50% will change their mind and decide to further their education. This change will be determined by participant interviews before the start of the service year and at the end of the service year.
- B. Spur 65% of the participants who entered the program without a high school degree to earn G.E.D.s within a year.
- C. Educate participants about hunger, nutrition, and poverty issues -- or about public lands and the environment issues -- so that at least 25% of participants express a desire at the end of the service year to enter careers in the field in which they provided service, and at least 50% express their desire to volunteer for service in that field in the future. This will be determined by participant interviews at the end of the service year.

Rural Development Team

The following are the top three participant development objectives of the Rural Development Team, which will be measured through participant interview conducted before the start of and after the completion of the first year of service:

- A) To increase by 20% the number of participants expressing a desire to obtain a job in rural development or rural environmental protection in the region in which they served or a region with similar characteristics.
- B) To increase by 25% the number of participants who plan to obtain further graduate school or professional school training in their discipline of service.
- C) To obtain a written commitment from 65% participants who graduate from the program to volunteer to mentor participants in the following year's program or to engage in another specific volunteer activity related to rural development or environmental protection.

V. MAKING THE RURAL DEVELOPMENT TEAM MORE LIKE A CORPS

Based on your review team's concerns about the program design our Rural Development Team, we are planning to take five concrete actions to incorporate some of the successful principles of youth corps. While the Rural Development Team will still most closely resemble an individual placement, professional corps model, these changes and clarifications should dispel any doubts whatsoever that the Rural Development Team is clearly an AmeriCorps program.

A) Ensure all Sites Have Critical Mass of Five Participants - Each pilot region will be subdivided into "site clusters" of no less than five participants. Participants in each cluster will work out of offices that are within a fifty miles or a one hour drive of a central meeting point in the cluster.

B) Eliminate Remote and Less Well Thought-Out Sites - We are proposing to drop our original projects planned for such areas as Alaska and Alabama, because the service projects were either too geographically removed from the rest of the region or because the projects were less carefully planned than the other projects. The Pacific Rim region was divided into two more manageable regions: one consisting of California and another consisting of Washington and Oregon.

C) Create Mixed Rural Development/Environmental Flood Relief Corps - The Rural Development Team in the nine Midwest flood states has been modified into a combination rural development/environmental team. In each of those states, the generally older and better-educated rural development team members will plan service projects and then supervise the actual work on those projects by crews of younger environmental team members.

D) Decrease the Stipend - The living wage will be a standard \$12,000 for the year, instead of the originally-proposed \$12,000 - \$15,000 range. This reduction should make it absolutely clear that the Rural Development team is a "service", not a "jobs" program.

E) Increase Joint Activities - All participants in a cluster will meet together in person once a week; they will also speak on conference call at least one other time each week. All participants in a region will be trained together for at least two weeks, will meet together at least four other times during the year, and will talk on conference calls or teleconferences at least once a month. In areas where the Rural Development team will operate nearby USDA Anti-Hunger or public lands and Environment teams, member of both teams will work together on a service project at least once a month.

F) Use Every Possible Method to Build Identity - Rural Development Team members will wear an AmeriCorps uniform and/or an AmeriCorps patch. They will receive either a daily bulletin on team activities sent by fax or computer modem and/or a monthly newsletter on team activities.

As you can see from the above-information, USDA has made a serious and well-thought-out attempt to address all the most significant concerns of our review panel.

Please notify us immediately if you require any additional information before you make your final grant awards.

Thank you for your kind attention.

Sincerely,

A handwritten signature in cursive script, appearing to read "Joel Berg".

Joel Berg
Director of National Service

*Introduction to the
Corporation for National Service*



TM

INTRODUCTION TO THE CORPORATION FOR NATIONAL SERVICE

The Corporation for National Service was created by the National and Community Service Trust Act, the legislation that President Clinton signed in 1993 to establish AmeriCorps. The Corporation merges the work and staff of two existing agencies of the Federal government: ACTION, responsible for the VISTA and Older Americans Volunteer Programs, and the Commission on National and Community Service, which administered a range of service programs.

AmeriCorps is not the only program that the Corporation runs. Programs supported by the Corporation vary in many ways, including the kinds of work performed, the organizations involved, and the individuals participating. There are three basic sets of Corporation initiatives, generally involving three distinct age groups:

- *Learn and Serve America, K-12 and Higher Education* programs engage school- and college-age youth in providing service and developing civic responsibility through service-learning;
- *AmeriCorps* will include more than 20,000 Americans ages seventeen years and older--getting things done, encouraging responsibility, and offering education awards in return for service. Most programs in the AmeriCorps National Service Network are operated by local, state, and national organizations selected competitively by the Corporation and State Commissions. This year, over 1500 programs applied and about 350 will participate. In addition, the Corporation operates two special AmeriCorps programs:
 - AmeriCorps*VISTA, the thirty year-old program which places Americans in high need areas to work with community members, develop those members' capacity to help themselves, and provide needed community services; and
 - AmeriCorps*NCCC, the National Civilian Community Corps, which will involve 1,000 young people ages 18-24 in programs focused on environmental needs and located on downsized or underutilized military bases.
- *National Senior Service Corps* (including the Foster Grandparent, Senior Companion, and Retired Senior Volunteer programs) engages more than 500,000 older Americans in serving their communities. Through these programs, seniors share the experience and expertise of a lifetime with other Americans.

While the Corporation headquarters are in Washington, the Corporation maintains program offices in every state. In addition, State Commissions on National and Community Service or similar entities in each State have significant responsibilities for the Corporation's programs: administering two-thirds of AmeriCorps grants, preparing an application for the community-based Learn and Serve America programs, and developing a comprehensive state plan with a vision and strategy for expanding service opportunities.

A BRIEF HISTORY OF NATIONAL SERVICE

In times of great need, Americans have always answered the call of service. Our nation was founded by citizens who risked everything to build a foundation for freedom. In the years since, Americans have struggled through service to extend freedom to more Americans. From the American Revolution to the Civil Rights Movement and from the smallest farms to the biggest cities, Americans have worked together to improve their communities and their lives.

Throughout this century, each new generation of Americans has risen to the challenge of national service. During the Great Depression of the 1930s, President Franklin D. Roosevelt created the Civilian Conservation Corps (CCC). Four million young people joined in response—restoring the nation's parks, revitalizing its economy, and supporting their families and themselves. In eleven years of Depression, the Civilian Conservation Corps provided billions of dollars in services and enabled millions of families to live in dignity.

During World War II, Roosevelt's GI Bill linked service to education, and offered war veterans the opportunity to pay for school in return for service to their country. Because of the GI Bill, veterans improved their own lives by attending college. They also contributed mightily to America's future: with the education they received, those citizens helped spark the economic boom that made America the world's leading economy. The principles of the CCC and the GI Bill—such as encouraging Americans to serve America and rewarding those who do—inspire AmeriCorps today.

For the next generation, the call to service came from President John F. Kennedy, who developed programs such as the Peace Corps that continue flourishing today. Thousands of Peace Corps volunteers have left the comforts of home and traveled to the poorest corners of the globe, building schools where none existed, helping farmers feed the hungry, and creating hospitals to care for the sick. After meeting vital needs overseas, returned Peace Corps Volunteers have put to work at home their new knowledge of others and spirit of citizenship, changing America for the better.

The 1960s also saw the birth of Volunteers in Service to America, or VISTA, which engages adults here at home in helping low-income communities help themselves. And initiatives such as the Retired Senior Volunteer Corps, the Foster Grandparents Program, and the Senior Companion Program developed in order to engage older Americans in the work of improving the nation.

In the 1970s and 1980s, a variety of programs at the local, state, and national levels expanded to offer young people opportunities to serve. Youth corps and college-based programs in particular mobilized communities—the people at the grassroots—to find and solve their own problems. In a time of scarce resources, these initiatives continued to involve citizens in meeting national needs.

(more)

Today, another President has called Americans to service. In his Inaugural Address, President Bill Clinton challenged Americans to "seasons of service" around the nation. "National service is the American way to change America," Clinton said. In May, 1992, President Clinton introduced historic legislation to expand opportunities for young Americans to serve our country, build up their communities, and earn awards for their own education in return. Months later, Democrats and Republicans in Congress joined together to pass the bill creating AmeriCorps and the agency that administers it, the Corporation for National Service. President Clinton signed the legislation, the National and Community Service Trust Act, on September 21, 1993.

*Principles for High
Quality National Service Programs*



TM

P

inciples
for High Quality
National Service
Programs

Proposed Version

May 1994

CORPORATION
FOR NATIONAL
★ SERVICE

Getting Things Done.

*A letter from
the Corporation for National and Community Service*

We present to readers this handbook, *Principles for High Quality National Service Programs*, which we view as a work in progress, an ongoing collaboration between the Corporation and the national service field. We welcome all comments and suggestions. During the next year, the Corporation hopes to build on these principles to create a set of quality standards for national service programs, working in partnership with more good people.

This first draft is the result of many people contributing their time and talent. Special gratitude goes to Lorne Needle, who had the vision for this work and managed the project, and to Kate Frucher and Judy Karasik who were also principal writers and editors.

We are grateful for the significant contributions and comments made by a thoughtful group of experts including: Sherry Salway Black, Anne Bouie, John Briscoe, Jack Calhoun, Frank Campagna, Tom Carroll, Bernadette Chi, Jennifer Oliver-Cumberbatch, Peter Edelman, Andrew Fisher, Wanda Fleming, Felix Galaviz, Marilyn Gaston, Seth Goldman, Frank Hartmann, Frances Hesselbein, Ellen Porter Honnet, Shirley Johnson, Nick Keller, Jerry Kolker, Ellen Kotlus, Joan Lombardi, Lisa Madry, Jamie Merisotis, Andrew Moore, Kelly Morton, Billie Ann Myers, Dan O'Brien, Jeanie O'Neil, Terry Peterson, Anna Reilly, Rana Sampson, Chuck Sheehan, Paquito Singleton, Frank Slobig, Karen Stokes, Megan Swezey, Brian Trelstad, Anaïs Troadec, Jonathan Weiner, Barry Zigas, and others.

I would like to thank as well all the other Corporation staff who contributed, especially Rick Allen, Nathalie Augustin, Tom Endres, Melinda Hudson, Verna Kuo, Hank Oltmann, Peg Rosenberry, Terry Russell, Shirley Sagawa, Trish Thomson, Myrta Charles, JonCarl Lewis, and Michael Robbins.

We look forward to working with you now to make national service happen.

Catherine Milton
Vice President for National and Community Service Programs

PRINCIPLES FOR HIGH QUALITY NATIONAL SERVICE PROGRAMS

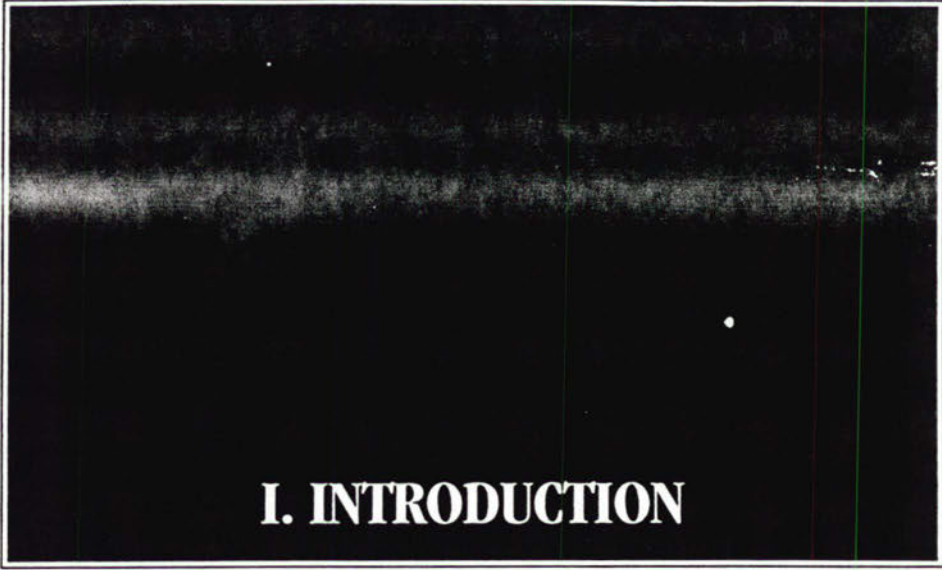
Table of Contents

I. INTRODUCTION	1
II. NATIONAL PRIORITIES	7
1. National Service in Education	9
a. School Readiness	9
b. School Success	13
2. National Service in Public Safety	17
Crime Control	17
Crime Prevention	17
3. National Service in Human Needs	
a. Health	21
b. Home	25
4. National Service in Environment	29
Neighborhood Environment	29
Natural Environment	29
III. THE CORE ELEMENTS of Successful National Service Programs	33
1. A Strong Organization	35
2. Excellent National Service Projects	41

3. Evaluation: Learning lessons and documenting results	45
4. A High Quality Participant Experience: Preparation and Support	47
5. Community Partnerships and Collaboration	53
6. Diversity	55

IV. APPENDICES

Appendix A: Definition of terms	A-61
Appendix B: AmeriCorps Program Requirements	B-63
Appendix C: Program Examples	C-67
Education	C-67
<i>School Readiness: furthering early childhood development</i>	C-67
<i>School Success: improving the educational achievement of school-age children and adults who lack basic academic skills</i>	C-68
Public Safety	C-70
<i>Crime Control: improving criminal justice services, law enforcement, and victim services</i>	C-70
<i>Crime Prevention: reducing the incidence of violence</i>	C-71
Human Needs	C-72
<i>Health: providing independent living assistance and home-and community based health care</i>	C-72
<i>Home: rebuilding neighborhoods and helping people who are homeless or hungry</i>	C-74
Environment	C-76
<i>Neighborhood Environment: reducing community environmental hazards</i>	C-76
<i>Natural Environment: conserving , restoring, and sustaining natural habitats ...</i>	C-76



I. INTRODUCTION

"I hope, believe, and dream that national service will remain throughout the life of America, not a series of promises, but a series of challenges, across all generations and all walks of life, to help us rebuild this beautiful but troubled land . . . National service recognizes a simple but powerful truth, that we make progress not by governmental action alone, but we do best when the people and their government work at the grass roots in genuine partnership."

—President Bill Clinton

Getting Things Done

In service programs across our Nation, people are getting things done: helping children learn, fighting disease, providing shelter, making neighborhoods safe. Service is bringing us together.

This handbook of *Principles For High Quality National Service Programs* is part of an ongoing collaboration among the Corporation for National and Community Service and community problem-solvers across the country to attempt to define what "high quality" national service means. Together we are breaking new ground, building on long traditions of community involvement, making a difference, and taking responsibility.

The Corporation believes that national service achieves three kinds of impacts: (1) on communities by getting things done through direct and demonstrable service in educa-

Principles for High Quality National Service Programs

tion, public safety, human needs, and the environment; (2) on communities by bringing together both institutions and individuals to cooperate in affecting lasting and constructive change; and (3) on participants by developing leadership skills, fostering active, productive citizenship and enhancing educational opportunity. Only programs of the highest quality can achieve these results with the maximum impact on our nation's most critical needs.

These principles present our best thinking to date on what we see as the main ingredients of excellent national service.

We have designed these principles for:

- *People who have expertise in meeting critical needs in the areas of education, public safety, human needs, and the environment.* This handbook will help them design and run excellent service programs that will have direct and demonstrable results in those critical areas.
- *People who work with service programs.* This handbook will help them learn more about how to address new areas of need effectively, identify possible partners among organizations and agencies with specific issue expertise, and improve existing programs.
- *People who are part of State commissions for national service.* This handbook will help them establish standards for assessing programs applying to them for funding.
- *People who would like to learn more about national service.*

The principles set forth in this publication may be applied across a broad range of program designs. This handbook includes information on programs that place individual participants in national service projects, and programs where service is based on crews or teams. This information will be helpful if you are interested in an AmeriCorps program (full- or part-time national service with a post-service educational benefit), if you are interested in a school-based program or one in higher education, and whether you are applying through the States or directly to the Corporation.

Working in communities takes time. We know our reader's don't have a lot of it. So we have tried to be brief. These best practices will help to build solid service programs that strengthen the work they do and strengthen the communities they serve.

How these Principles Relate to the Application Process

This handbook is part of the Corporation's technical assistance to potential grantees.

We do not offer this information with the idea of setting impossible goals or telling applicants what they should say to get Corporation funding. Applicants know better than we do what they should do in their communities—and first and foremost, they should work with those communities to determine needs and creatively solve problems.

The guidelines presented in the pages which follow will be used as background reading for Corporation grant reviewers, and as suggested background reading for State reviews.

However, these principles are not the criteria by which grant reviewers will assess an application. The Corporation's regulations and applications provide the specific requirements and criteria with which a program will be reviewed, including the minimum requirements of high quality programs, eligible activities, and application of national priorities. *See Appendix B.*

We recognize the commitment, experience, and perspective that applicants bring to the task. To realize the promise of national service we imagine a collaboration: the excellence of your program matched with the Corporation's mission, funding, technical assistance, evaluation efforts, and other support.

With this document, then, the Corporation seeks not to exclude or threaten — but to encourage, instruct, and inspire.

What Is Here for Readers

We expect that many potential applicants have expertise primarily either in issue areas or in the service field. National service combines the two. This document is designed to bridge the gap for organizations which have expertise in meeting critical needs in communities, but who have never worked with service participants before, and for organizations which run service programs without specific emphasis on meeting specific community needs.

Our section on National Priority Areas describes ways in which service participants can

help produce direct and demonstrable results meeting critical needs. For example, whether the reader is a law enforcement official or a 4-H Leader, if you would like to know how a service participant can help reduce local crime, you might find the section on Public Safety particularly useful.

Our section on the Core Elements of Successful Programs describes common components of excellent national service programs, regardless of what need a program addresses. Whether the reader is the manager of a health clinic or a campus service coordinator, if you are putting together a program and wondering what kinds of goals to aim for and how to evaluate whether those goals have been successfully completed, you might find the Core Element section on Evaluation especially helpful. Whether you are reading this material from the standpoint of an issue expert or a service expert, we recommend that you read the entire Core Elements piece.

Additional information on definitions, program requirements, and program examples is included in this document's appendices.

What This Handbook Does Not Provide

National service addresses significant needs. Participants do real work. Clearly, this document does not provide programs, regardless of how they are designed, with all of the information needed to get them to a point of excellence.

If a program wants to work in a field in which it has no prior experience, it is essential that professionals from the field direct and guide that work. For example, if participants are going to build housing, the program must involve experienced practitioners in order to train participants in task-related skills and safety practices, to keep to code, to get all necessary licenses and inspections, to coordinate with appropriate unions, to deal with financing issues, and to undertake the other steps necessary to make housing a reality rather than an intention.

This document will not identify all of those best practices. It is the responsibility of programs to identify the field's standards of professional practice and to identify and work closely with highly qualified practitioners to ensure they follow those standards. This will protect and ensure the project's quality, credibility, and safety.

For those organizations who have expertise in meeting critical needs in communities and who want to work with service participants for the first time, it is equally important that they find the expertise necessary for handling participant supervision and support, roles and general training needs; organization; community involvement; goal-setting and evaluation; and the management of the logistics of service projects. These organiza-

I. Introduction

tions would benefit by turning to those who have successfully worked in the field of community service.

In Closing

This document is a first draft, a work in progress, a response to the tremendous creativity and innovation that has always characterized this field. We invite your comments and hope that further drafts will be continue to be made rich by future learnings from the field.

"Service to others provides the threads holding together the fabric of our neighborhoods and of our nation. In an era when that fabric sometimes seems to be worn beyond recognition, service reaffirms both that our neighbors need us — and that we need our neighbors. And service shows that our country deserves to be called a civilization, not for its absence of problems, but for its citizens' willingness to be responsible for solutions."

— Eli J. Segal

II. THE NATIONAL PRIORITIES

INTRODUCTION

Across the United States, national service is solving urgent problems, but it can, and must, do more. It can help most by undertaking those activities that have a maximum impact upon the nation's communities.

To concentrate national efforts and create direct and demonstrable results, Congress instructed the Corporation to establish national priorities. When programs demonstrate that they really can get things done, they enhance their value to their own communities and strengthen the nation's confidence in the ability of service to affect positive change.

A list of the issue areas national service will address and the national priorities within those areas set by the Corporation is provided below. To clarify the distinction between "issue" and "national priority": education is the "issue" area in which the Corporation has chosen school readiness and school success as "priorities". Please note that these may change to address other needs in years to come. Unless programs can provide compelling reasons to do otherwise, programs applying for state competitive funds or national direct funds must address one or more of the national priority areas in order to receive funding. The separate application materials give you the correct guidance on this—please follow them carefully.

The national priorities were selected after extensive discussions with professionals who have found practical solutions to our most pressing problems in these areas—and who have some experience in enriching their work through the powerful tool of service.

II. National Priorities

Community needs hardly every arise in separated categories—problems are connected to other problems, needs to other needs. The Corporation greatly encourages program planners to see the links between the issues, to work across divisions, and to strive to address needs in thoughtful and collaborative ways.

National Issues and Priorities

The four Issue Areas are:

Education

Human Needs

Public Safety

Environment

The Corporation's Priorities are:

in Education

School Readiness: furthering early childhood development

School Success: improving the educational achievement of school-age children and adults who lack basic academic skills

in Public Safety

Crime Control: improving criminal justice services, law enforcement, and victim services

Crime Prevention: reducing the incidence of violence

in Human Needs

Health: providing independent living assistance and home- and community-based health care

Home: rebuilding neighborhoods and helping people who are homeless or hungry

in Environment

Neighborhood Environment: reducing community environmental hazards

Natural Environment: conserving, restoring, and sustaining natural habitats

II. NATIONAL PRIORITIES

1A. NATIONAL SERVICE IN EDUCATION: SCHOOL READINESS

School readiness

Furthering early childhood development

Examples include:

- Improving the quality and availability of child development programs by working in day care and Head Start centers and preschool programs
- Teaching literacy and other basic skills to parents of young children so they can help their children learn
- Helping teen parents stay in school by providing needed services such as child care

Introduction

The first National Education Goal developed by the nation's governors and the President in 1989 calls for the following:

"By the year 2000, all children in America will start school ready to learn."

This goal reflects the nation's awareness that early childhood experiences affect later school performance. National service offers a crucial opportunity to support young children and their families in preparing children to do well in school.

For examples of national service programs involved in education, see the program examples in Appendix C.

Principles to Consider

1. **Participants work toward making young children ready for school, especially reinforcing parents' or caretakers' efforts. Activities for children are appropriate to their age and level of development.**

Parents are the "first teachers" — they have the most impact on whether a child is ready for school. The best programs provide a safe and nurturing environment that meets the needs of young children and their families. They allow for regular and positive adult-child interaction, encourage child-initiated learning activities, and recognize the importance of parent involvement and a child's home environment.

They also recognize that children develop emotionally, intellectually, socially, and physically at different rates and take that into account in programming.

Programs should develop measurable short-term objectives that build to long term results. For example, participants may seek increased participation by parents in the activities of a day care program as an immediate objective—while a long term goal might be educating parents about other possible roles supporting their child's readiness for school.

2. **Programs do not place participants in center-based programs that do not comply with state and local licensing requirements or that are not willing to strive to meet high quality standards.**

Every state and many localities have minimum standards child care programs must meet to become licensed or to operate in the jurisdiction. In addition, the early childhood development field has developed standards for high quality programs, available from the National Association for the Education of Young Children. Programs and participants should become familiar with these standards for the age group with which they work.

3. **Programs serving children in need should encourage collaboration where appropriate among educational, health, and social service agencies as well as with community-based groups and the private sector.**

Educators agree that school readiness depends on more than just getting children to learn their numbers. To be ready for school, a young child needs sufficient academic preparation and general good health —

immunization against disease, sufficient nourishment, sufficient self-confidence, and the ability to interact successfully with peers and adults.

To help children, participants address the needs of the whole child in the context of his or her world. Participants can connect the family to organizations that can help meet the needs of the child and the family, including housing, food, literacy training, and health care.

- 4. As part of their preparation for the work, participants receive pre-service and in-service training to enable them to promote the positive development of children and ensure children's health and safety.**

Training is the most important factor in providing high quality care for young children. Initial orientation should include an introduction to childhood development and the early childhood field, including the major aspects of school readiness. It should include information about the local community and basic health and safety practices, including first aid.

Training should prepare participants to do high quality service and make them aware of established standards for early childhood work. The Child Development Association competency standards provide one example of goals for training "competent" early childhood workers, such as the ability to assess children's behavior and to establish positive and productive relationships with families.

For more on Training, see the Core Element: "A High Quality Participant Experience: Preparation and Support".

II. National Priorities

II. NATIONAL PRIORITIES

1B. NATIONAL SERVICE IN EDUCATION: SCHOOL SUCCESS

School Success

Aiding the educational achievement of school-aged children and adults who lack basic academic skills

Examples include:

- Working in classrooms with high concentrations of low-income students
- Mentoring, tutoring, and providing after-school and summer learning-opportunities
- Coordinating service-learning activities for K-12 students

Introduction

Helping with the success of young people in school is a natural calling for national service and an area of work in which participants can be highly effective. There are many good models for high quality service that contribute to the success of students, including existing service programs and schools that have looked to service participants and volunteers for assistance.

For examples of national service programs involved in education, see the program examples in Appendix C.

Principle to Consider

1. **Participants use challenging and engaging academic content to fill existing gaps in learning; help students master current materials; and introduce new materials needed for enrichment and progress in school at a level needed for high school and college.**

Participants guided by teachers and other professionals teach students how to:

- think clearly and analytically,
- process the knowledge presented to them effectively,
- address real-life situations with the same analytical rigor with which they address classroom problems, and
- address classroom problems with the same interest and energy with which they address real-life problems.

Training and professional supervision give participants the tools they need to develop students as learners and thinkers both inside and outside the classroom.

2. **The best programs find ways to involve parents and other community members in the work participants do with students.**

Participants need to view students as members of families and members of communities and attempt to involve family, caretakers, and community members whenever possible. Staff and participants should find ways to involve parents on a regular basis to discuss how students are doing in the program, and to find out how the parents think the program could be improved. Likewise, finding ways to connect the students to others in the community is important, especially for those children who are from dysfunctional families.

3. **Participants see children as resources to be developed rather than problems to be managed. High expectations for student performance are based on assessments of students' individual strengths and interests.**

Students tend to achieve more and behave better when educators set high expectations, reinforce their belief that students can achieve high standards, and design lessons for students which challenge and engage

them. Teacher and service participant expectations will influence the goals students have for themselves. Participants in good programs set clear standards of acceptable behavior for students.

4. **Participants deal positively and constructively with issues of diversity as they relate to the program and students' individual lives.**

Participants can help when they work with students to acknowledge issues of difference in our society, address those sensitive issues directly, and help students deal with them in positive and constructive ways.

See the Core Element on "Diversity."

5. **In school-based programs, service learning is integrated into the curriculum and is appropriate to the academic level and age of students. It is not an add-on.**

Evidence strongly suggests that service-learning within the curriculum provides a learning experience of far greater impact than add-on activities. Students learn more from lasting programs, so participants can help by managing service-learning projects extending entire semesters, a year, or across several school years. Service-learning projects are designed to be appropriate to the age and academic level of students.

