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National Service Trust Act of 1993 [4]

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ESPY'S TESTIMONY & SPEECHES

Divider Title: _____

TO:

Carl Baughman

FAX

690-0639

CONFIRMING TELEPHONE NUMBER

720-8767

FROM:

KATHERINE GIBNEY

UNITED STATES DEPARTMENT OF AGRICULTURE

OFFICE OF NATIONAL SERVICE

202 720-8098 (fax)

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NUMBER OF PAGES INCLUDING COVER SHEET

11

MESSAGE: The USDA National Service Working Group is meeting July 1 from 10 a.m. - noon in Room 108-Administration Building to get down to the brass tacks of writing grants to be submitted to the Corporation for National Service as soon as the National Service Trust Act is passed and funded. We would love to have you attend. I am sending in this fax a copy of Secretary Espy's testimony on National Service before the Senate Labor and Human Resources Committee on June 8. As you can see from the testimony, he officially announced our plans - the formation of an environmental corps, an anti-hunger corps, and a rural development corps about which we spoke with you before. If you are unable to attend, feel free to call after the meeting so I can update you.



DEPARTMENT OF AGRICULTURE

OFFICE OF PUBLIC AFFAIRS

WASHINGTON, D. C. 20250-1300

STATEMENT OF MIKE ESPY, SECRETARY OF AGRICULTURE

BEFORE THE COMMITTEE ON LABOR AND HUMAN RESOURCES,
UNITED STATES SENATE, CONCERNING THE PRESIDENT'S PROPOSED
"NATIONAL SERVICE TRUST ACT OF 1993"

June 8, 1993

MR. CHAIRMAN AND MEMBERS OF THE COMMITTEE:

It is an honor to represent President Clinton on the issue of national service -- a dramatically bold initiative that will reinvent the way government interacts with our citizens, and the way citizens interact with our government.

I find it a special honor to testify on this topic before you, Mr. Chairman, given your role in helping President Kennedy create the Peace Corps and your leadership in making Pennsylvania a model for how states and localities can promote youth service.

Mr. Chairman, as you know, Secretary Babbitt appeared before this Committee on May 11 and outlined the basic programmatic details of the Administration's national service initiative. Therefore, I will not repeat those details today, but will instead focus on the underlying civic philosophy behind this initiative, and how my own department -- the Department of Agriculture -- plans to put that philosophy into action.

How National Service Developed

In the years preceding this past Presidential election, then-Governor Clinton led a movement that was dedicated to reuniting the interests of the poor and the middle class by fashioning innovative new avenues of upward mobility. I was proud to have been a part of that movement.

We searched for fresh approaches to governing that would discard the failed and divisive ideologies of the old left and the old right, and would instead implement practical, real-world solutions for the unique new challenges of today.

We based our efforts on the idea that government should promote three fundamental principles: community, opportunity, and responsibility. One proposal more than any other -- voluntary national service -- embodied the very essence of each of those principles.

That's why, as a Member of the House of Representatives, I was so proud to have been a co-sponsor of the National and Community Service Act of 1990, which Senator Kennedy, Senator Mikulski, Senator Pell, and others on this committee did so much to shape and move to final passage.

And that's why President Clinton has continued to adamantly insist that national service be a cornerstone of his Administration.

This Administration stands for many things, such as a comprehensive plan to make our economy competitive again, a fundamental overhaul of our health care system, and a new commitment to boosting rural America. But, just as importantly, we stand firmly, resolutely, and passionately for national service.

Community

Permit me for a minute to discuss the concept of community. This nation was founded, in the words of Benjamin Franklin, on the premise that "We must all hang together or we will most assuredly hang separately." A few decades later, a Frenchman touring the infant republic, Alexis de Tocqueville, wrote eloquently of how America was unique because its citizens banded together into voluntary organizations that worked for the common good.

Volunteers formed fire departments. They created granges. Built settlement houses. Started PTA's. It was the unbridled spirit of community service that made this the greatest nation on the planet.

National service brings us back to our origins as a nation. Properly executed, it will begin to tear down the walls that separate us. It will begin the process of giving all Americans a shared experience to which they can relate.

The armed forces continue to provide many Americans with this joint experience. But as we reduce our armed forces in the aftermath of the cold war, we turn to national service as another way to forge bonds of "sweat equity" among all Americans -- rich and poor, men and women.

Some mistakenly view national service as a jobs program targeted at the poor. Others mistakenly view the idea as a "noblesse oblige" feel-good scheme for the well-off. It is neither.

National service is a civic compact in which any citizen can be tied to the nation by the simple virtue of making a difference in the lives of others.

National service can play a large role in healing this nation's gaping racial, religious, social, and economic divisions.

When young people spend their time together planting a tree or cleaning out cockroaches from the apartment of a low income senior citizen or teaching younger children how to read, they simply don't have the time or the energy to hate each other. Not only that, with each wipe of their sweaty brows, they look into each other's eyes and increasingly come to the conclusion that they are as much alike as they are different.

That is why it would be such a mistake to turn national service into a targeted program just for the disadvantaged. Yes, we need new, innovative programs to help the less fortunate in society. My department is contemplating a wide variety of approaches to eradicate domestic hunger. This Administration is sponsoring an array of empowerment initiatives to combine opportunity with responsibility to help citizens lift themselves out of poverty. Such targeted programs have an important role, but national service will play a much different role. By engaging young people from all types of backgrounds, national service can make this country whole again.

This is not some utopian pipe dream. It is happening right now, right here in our nation's capitol, with the D.C Service Corps. It is happening in the City Year youth service program in Boston. It is happening in the Los Angeles Conservation Corps. In fact, it is happening, in some form or another, in youth service programs now operating in each of our fifty states.

Because we believe in community, we believe in national service.

Opportunity

We also believe in opportunity -- the ability to advance in this society as far as your hard work, ingenuity, determination, and natural skills will take you. We don't believe in mandated outcomes in which all Americans are guaranteed a high-paying job, a big house, two VCRs, and an easy life just because they were born. But we do believe that every American deserves his or her fair shake at earning his or her own slice of the American dream.

Lack of opportunity is not only morally wrong, but it is economically stupid. President Clinton often says that "we don't have a person to waste." He's absolutely right. The only way we can compete successfully in the new global economy is to make sure that our best and the brightest have a real chance to work their way to the top.

How many potential computer scientists and corporate executives and cancer researchers and automobile designers will spend today idling away on a street corner? That's just not smart economics.

One answer to this problem lies in the lessons of the original G.I. bill -- the most successful student aid system this nation ever created. The Clinton national service initiative is a new kind of G.I. bill -- based on the concept that Americans deserve a chance at upward mobility in return for significant service to their country.

It is true that national service is expensive, but it is not as expensive as the broken status quo. We now pay for Americans in prison, on welfare, in hospitals with gunshot wounds, and collecting unemployment. The question is whether we continue paying for only hardships, or whether we want to start investing in success.

Not only will national service benefit the individual participants, but it will also provide work that is of tangible value to urban, suburban, and rural communities throughout America. This work -- in schools, on public lands, in soup kitchens, on community policing patrols, for example -- will also promote opportunity for the citizens served.

Because we believe in opportunity, we believe in national service.

Responsibility

This President and this Administration also believe in responsibility. It is truly amazing how some on the extreme left and some on the extreme right have come to the startlingly similar conclusion that citizens owe nothing, absolutely nothing, to their society. Those on right believe that since government inevitably fails, government has no right to ask citizens for help. Those on the left believe that since an activist government always succeeds, it does not really need any help from the very citizens who will benefit from government programs.

This administration has a very different philosophy. Our philosophy believes that it is each American's responsibility to take advantage of this country's opportunities while avoiding its pitfalls. We believe it is this country's responsibility to make higher education available, but the responsibility of students and their families to make sure the students stay in school, study hard, and, by serving their community, earn the privilege to attend higher education.

America's young people don't want handouts and charity, they want a fair opportunity to make it on their own. Young Americans want more responsibility to become full participants in this society, and we agree with that aim.

National service will also promote responsibility at every level of society, because the success of this initiative rests squarely on the shoulders of non-profit agencies, corporations, states, and local community groups. This program will not be run by a large and burdensome Washington bureaucracy; rather it will be administered mostly by committed citizens at the local level. And so, because we believe in responsibility, we believe in national service.

How USDA is Planning to Participate

President Clinton has made it absolutely clear to his Cabinet members that he wants every one of us to make national service a top priority. USDA has a long and proud history of running youth service programs, dating back as long as the Forest Service and the Soil Conservation Service played major roles in managing the original Civilian Conservation Corps. Today, the Forest Service runs part of the Youth Conservation Corps, the Extension Service coordinates the 4-H system -- one of the largest youth service programs of its type in the world --- and the Soil Conservation Service manages the successful Earth Team volunteer program.

Given our track record of youth service leadership, we have tremendous resources to incorporate into the President's national service plan. I am very excited by our plans some of the possible service programs now being planned by my department.

While most of the service participants will be managed by non-profit organizations, private youth corps, and state and local governments, a small percentage may be managed directly by the federal government. Toward that end, I have directed my Department's Office of Public Liaison to head up a task force of all USDA agencies and offices to prepare three different proposals for possible incorporation into the President's national service program: a National Empowerment and Anti-Hunger Corps, a National Conservation Corps, and a National Rural Development Corps.

The National Empowerment and Anti-Hunger Corps members could work in urban and rural areas to help low-income families and individuals move towards self-sufficiency. The main focus of the Corps could be fighting domestic hunger. Corps members would help individuals apply for food stamps, WIC, and the school breakfast program; overhaul their diets; and learn to prevent food-borne illnesses. Corps members could also help implement the Administration's innovative anti-poverty empowerment agenda of expanded Earned Income Tax Credits, assets development programs, microenterprise loans, and community development banks.

Conservation?
The National Environmental Youth Corps, possibly managed in conjunction with the Interior Department and the Environmental Protection Agency, would have urban and rural components. Corps members could work on such projects as protecting our national forests and national, state, and municipal parks, promoting urban gardening, developing rural recreation areas, and teaching environmentally safe sustainable agriculture techniques.

The National Rural Development Corps could establish teams of "professional" and "paraprofessional" members who could assist communities in identifying needs and resources necessary for economic well-being. The Corps members could assist communities in locating financial resources, preparing proposals, designing educational programs, and implementing strategies necessary for revitalization. This Corps could consist of participants both older and more highly-educated than the other two Corps, and could directly lead to permanent careers in rural development.

If any or all of these proposals are eventually funded by the new Corporation for National Service, we hope to use our programs as models of reinventing government. They will be managed mostly by existing employees and will be entrepreneurial and non-bureaucratic in design.

Pilot programs will start in the fall of 1994 across America and will recruit the most diverse group of participants possible.

The President's goal is nothing short of creating a national service program so successful that it will become a permanent fixture of American society.

Why the Naysayers Are Wrong

Mr. Chairman, this President has real guts for proposing national service.

The Washington insiders who defend the failing status quo pontificated that Clinton would drop his national service campaign pledge as soon as he settled into the Beltway. After all, national service has no existing constituency. No major special interest exists that will benefit directly from national service. Its complicated to explain. Furthermore, the people most likely to benefit from national service don't even vote.

Just drop the idea, advised the sufferers of permanent Potomac fever.

But the President stood by his vision. He kept talking about the issue wherever he went, he presented a specific and well thought-out legislative proposal, and he made it a top personal priority to include national service as an integral part of a budget proposal notable for its cuts in so many other areas.

Why, the naysayers ask, is this President so hell-bent on making national service a reality, against all political odds?

I think I know. In December of 1991, Bill Clinton visited a remarkable program in Boston called City Year.

City Year is an incredible effort -- originally started with only private funding -- that brings together youths from backgrounds as diverse as anyone can imagine.

African-American high school drop-outs from impoverished Roxbury work side-by-side with white students from elite suburban prep schools. Asian-Americans work next to Latinos and working-class Irish and Italian-Americans.

Bill Clinton met with a group of these young people and they looked straight into his eyes and poured their hearts out to him. One by one, they told him how their national service experience had absolutely transformed their lives. How City Year took them off the streets, expanded their understanding and respect of others, and gave many of them a sense of purpose for the first time in their short lives.

On that day, national service for Bill Clinton was transformed from an intellectual abstraction to the most deeply-felt passion.

I had similar feelings when I recently visited the Van Ness Elementary School in Southeast Washington, along with USDA employees who volunteer countless hours tutoring students. When those children looked up at looked at me, I saw in their eyes rare glimmers of hope for the future. I understood immediately why this President will not rest until national service helps give all Americans that hope.

Thank you, Mr. Chairman. Although I must unfortunately leave shortly to attend a previously scheduled event, I look forward to answering any questions you may have.

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TRAINING

Divider Title: _____

**AMERICORPS
USDA PROGRAMS**

TRAINING OUTLINE

The USDA is developing three distinct areas of involvement in the AMERICORPS program of national service. They are Rural Development, Environment, and ~~Anti-Bias~~ Each project, in order to fully meet its objectives must have solid initial planning, training, and finally implementation with a program of ongoing training.

Once projects are approved, the management teams will be selected or appointed. These teams will help put together the leadership teams and almost simultaneously participants will be selected for the pilot project which will have a life expectancy of three years. After the initial period the pilot may be continued as is, with modifications, replicated elsewhere, or cancelled.

Measurement of success can be determined by local citizenry satisfaction with the amount of service provided, retention of participants to completion of commitment, and number of participants taking advantage of educational voucher or (?)

Management TEAM

The management team or project/program officers must be well equipped with leadership development skills, knowledgeable about the overall mission of AMERICORPS, knowledgeable about the specific projects including some level of technical understanding, and knowledgeable about the administrative processes required to operate.

A minimum one week orientation period will be required:

The team will need:

- an overview from the National Program
- Administrative procedures
- Cultural Diversity training
- Team Building exercises *Problem Solving*
- Technical training specific to the project
- Training in dealing with specific types of behavior

LEADERSHIP TEAM

Facilitator Skills
The leadership teams will be the staff in charge of a specific site. They may be recruited from among college seniors having a focus toward the targetted project, returned Peace Corps Volunteers having worked on similar activities, and retired persons having an interest in the project(s).

Training for this group will require two weeks to cover the same

topics as the management teams, but should have more specific technical skills enrichment, more team building experiences, perhaps an actual week like a participant, cultural diversity, practice in managing conflict, administrative procedures, etc.

PARTICIPANT TRAINING

Participant training for the environmental and public lands programs could begin with a week of an "outward bound" style experience, technical job skills, environmental awareness, and overview of the AMERICORPS objectives.

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MODEL GRANT APPLICATION

Divider Title: _____

Carl Bouchard

Room 5235-J

Joel asked me to distribute the accompanying grant application as a good model. He hopes that you will get a chance to review it before Thursday's meeting -- despite the late hour (sorry!).

KB

BARBARA GOODING
Director



STATE OF WASHINGTON

DEPARTMENT OF COMMUNITY DEVELOPMENT

CENTER FOR VOLUNTARY ACTION

906 Columbia Street SW, MS/8300 • Olympia, Washington 98504-8300 • (206) 753-0548

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5 March 1993

To: Partners Group Members

From: Joby Winans

Subject: NCSA Grant

Well, once again our process worked and we got a good grant application into the Commission on National Service. In the last few days, I talked with each of you and relived my childhood - the part where I spent my allowance every Saturday on horror movies. We did a pretty good imitation of the "Night of the Living Dead" or something close to that. I do appreciate the good humor and high quality of all the Partners.

Enclosed is your copy of the grant. The original looked very nice - blue cover and color-coded chapters. With your disks and "experts" here in both MacIntosh and IBM, we got the chapters in approximately the same typeface and made it look like one consolidated application.

How about a meeting in early April? Terry Pickeral has been working closely with the White House on Clinton's higher education service initiative, and Dave Broom is developing some intergenerational programs. Bill Basl's got some important legislation going, and there are other bills in the Washington Legislature that might bode well for future activities together. Maybe we could combine a celebration of success in the application process with a news update from each Partner. **Call me if you cannot meet on Thursday afternoon, 8 April, somewhere in Seattle.** Call by Wednesday, 10 March. Hearing no problems, I'll make arrangements, or, if that's a bad day, I'll let you know when we will meet.

THANKS FOR ALL YOUR HARD WORK ON GETTING THIS GRANT TOGETHER. I'M PROUD TO BE A MEMBER OF THIS GROUP AND REALLY APPRECIATE YOUR COOPERATION, SUPPORT, AND COMMITMENT TO SERVICE. WAY TO GO!!!



MAR 11 1993



Rec'd 3-10-93

State Council on Volunteerism and Citizen Service

Washington State

Department of Community Development

Barbara B. Gooding, Director

906 Columbia Street SW

PO Box 48300

Olympia, Washington 98504-8300

(206) 753-5625

FAX: (206) 586-5880

National and Community Service Act 1993 Proposal

Programs Included in Application:

Serve-America

Year Two Operational \$ 249,872

Leader Program \$ 194,000

Higher Education Innovative Projects

Year One Operational \$ 196,000

Year Two Operational \$ 182,000

Conservation and Youth Service Corp

Year Two Operational \$1,575,000

Year Two Enhancement \$ 500,000

Leader Program \$ 349,455

National and Community Service

Year One Operational \$1,714,695

Year Two Operational \$2,556,035

Year Three Operational \$2,658,276



Recycled Paper

Stronger Communities For A Better Washington

National and Community Service Projects

Includes:

Title Page
Summary
Service Activities
Timetable
Steering Committee and Planning Consortium
Institutional and Personnel Information
Program Flow Chart
Northwest Service Academy Organizational Chart
Budget Form
Budget Narrative

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Comprehensive Plan Update

Serve-America

Higher Education Innovative Projects

American Conservation and Youth Service Corps

National and Community Service Programs



STATE OF WASHINGTON
OFFICE OF THE GOVERNOR

P.O. Box 40002 • Olympia, Washington 98504-0002 • (206) 753-6780

February 11, 1993

Mr. Thomas Ehrlich, Chair
Commission on National and Community Service
The National Press Building, Suite 452
529 14th Street Northwest
Washington, D.C. 20045

Dear Chairman Ehrlich:

Enclosed is Washington State's proposal for 1993 funding under the National and Community Service Act of 1990. Last year we implemented innovative projects for elementary and high school youth, integrated service learning into K-12 and college programs, and improved Washington Service Corps activities. Supporting funds from the state, communities, corporations, and individuals indicate that we will be able to sustain these projects into the future. We are asking for funds to expand service projects into additional communities and to replicate effective programs.

Washington State has been a leader in designing and implementing effective citizen service programs. We were one of the first states to develop a youth service corps, Programs for Local Service, which became a model for service and conservation corps programs around the country. We were the first to establish a state office of volunteerism and have helped other states develop similar programs. We were the first state to allow use of college work-study money for students working in human service agencies. Based on this heritage and on the successes of the first year of NCSA funding, we know we can continue to be a leader in citizen service programs and have requested funds to help others replicate effective citizen involvement programs.

Washington intends to implement a full spectrum of projects across ages, socio-economic backgrounds, and ethnic heritages. Through the opportunities we provide our youth to learn leadership and citizenship skills, we will enhance their futures and improve our communities. This is an investment we must make for tomorrow. Thank you for considering this proposal.

Sincerely,


Mike Lowry
Governor

Enclosure

Title Page

Refer to the Title Page Instructions on page 27.

1. Proposal Type

- ☐ Higher Education Innovative Projects (Subtitle B.2)
☒ National and Community Service Projects (Subtitle D)

2. Proposal Title

North West Service Academy

3. Brief Summary of Proposal

The Northwest Service Academy (NWSA) is a joint proposal by the States of Oregon and Washington to operate a model program under Subtitle D of this Act. The program is a collaborative effort of partners in federal, state, county and local agencies and organizations. The NWSA will target 100 participants recruited from both states in a full time program of service, leadership and education. They will reach across all jurisdictional boundaries while being based at a residential rural site at Troutlake, WA and a non-residential urban site at Corbett, OR.

4. Lead Agency for Award under this Subtitle

Name	WESTERN RURAL DEVELOPMENT CENTER
Address (Complete)	OREGON STATE UNIVERSITY BALLARD EXTENSION HALL 307 CORVALLIS, OREGON 97331-3607
Phone Numbers	503-737-3621
Fax Number	503-737-1599

5. Program Contact

Name	OREGON NICK GUARRIELLO	WASHINGTON WILLIAM C. BASL
Address (Complete)	ORE. EMPLOY. DIVISION 875 UNION ST. NE, RM 311 SALEM, OREGON 97311	WASH. SERVICE CORPS 605 WOODVIEW DR, SE KG-11 OLYMPIA, WASH. 98504
Phone Numbers	503-378-8724	206-438-4072
Fax Number	503-373-7401	206-438-3174

6. Members of Consortium, if applicable

Western Rural Development Center, USDA Forest Service, OR. Employment Division, WA. Employment Security, WA. Service Corps, Mid-Columbia Employment And Job Training (JTPA), Trout Lake School Dist., Hood River School Dist., Columbia Gorge EAP Human Resource Consortium, Mt. Hood Community College, WA. Educational Service Dist. 112.

7. Commission Funds RequestedFirst Year **\$1,714,695**Second Year **\$2,556,035**Third Year **\$2,658,276**
(Subtitle D only)**8. Duration of Project**Starting Date 5 Months after awardEnding Date 41 Months after awardTotal Number 36 operational months
of Months**9. Past Participants**

The NWSA will be a new program, but has considerable input from partners who have a long and active history of operating both residential and non-residential youth programs, volunteer programs and a wide variety of training programs in Oregon and Washington.

10. Population Expected to Participate in This Project

Recruitment will focus on 100 adult residents of the Columbia River Gorge, Portland/Vancouver metro area, Yakima, Umatilla, Nez Perce, and Warm Springs Indian Nations. The participants will reside within 75 miles of Hood River, OR. will reflect a 50/50 male/female ratio plus the minority demographics of the areas served. 12 senior part-time participants as well as parents with dependent children will also be included.

11. Characteristics of Population to Be Served

The population to be served has unemployment rates that far exceed the national average. Rural Skamania and Klickitat Counties have the highest rates in Washington. Current statistics show that over one third of their populations live below the poverty level. The urban areas to be served have high crime and unemployment rates, and a large percentage of young adults involved in gang activities. The NWSA will empower those it reaches to better their life chances and to better serve the communities in which they choose to live.

12. Certification

The applicant certifies to the best of his/her knowledge and belief that the data in this application are true and correct and that the filing of the application has been duly authorized by the governing body of the applicant and that applicant will comply with the assurances required of applicants if the assistance is approved.

Bill Basl

Name

Bill Basl

Signature

Director, Washington Service Corps

Title

Feb 11, 1993 (206) 438-4072

Date

Phone

SUMMARY

Washington and Oregon's three-year proposal under Subtitle D is called the Northwest Service Academy (NWSA). The "Academy" will be a life experience and service learning center making community service projects its classroom. Its mission is to supply two diverse service areas, one rural and one urban, with a cadre of informed, active citizens committed to addressing national issues at a community level.

- The Academy shall provide a special opportunity to contrast a rural residential against an urban nonresidential program under an identical service and educational structure.
- One hundred participants from both states will participate in a year long program of active service and leadership education within their communities.
- The collaborated effort joins federal, state, and private resources in a service program that crosses all political boundaries. Partners in this effort include, but are not limited to:

USDA Forest Service
Mid-Columbia Empl & Training
Oregon Employment Division
Hood River School District
Mt. Hood Community College

Western Rural Development Center
Washington Service Corps
Trout Lake School District
Human Resources Consortium
Educational Service District 112

- By using existing facilities, the substantial costs for start up have been decreased; however, the residential component does raise the overall program cost on a per participant basis.
- This program targets counties in Washington having some of the highest unemployment rates in that state and also targets inner city neighborhoods in Oregon with some of the highest crime rates in the state.
- Service activities shall focus on:
 - Aid to Children
 - Aid to Senior Citizens
 - The Environment

The Academy is the next step in an effort to promote a renewed sense of service to both rural and urban areas. The Academy shall create new leaders and role models engaged in life long service projects within their local communities.



SUPERINTENDENT OF PUBLIC INSTRUCTION

JUDITH A. BILLINGS

OLD CAPITOL BUILDING • PO BOX 47200 • OLYMPIA WA 98504-7200

February 12, 1993

Ms. Ruby K. Anderson
Program Officer, Serve-America
Commission on National and Community Service
529 14th Street Northwest, Suite 452
Washington, D.C. 20045

Dear Ms. Anderson:

I am writing to the Commission to lend my wholehearted support to Washington's 1993-94 Comprehensive State Plan for service learning. I have reviewed the plan with my staff and must say that I am very impressed with the variety of projects and the collaborative efforts underway in our state.

Service learning is an effective way to meet our pressing societal needs by empowering our youth and citizens. Because of the 1992-93 Serve-America grant award, teachers and students are able to work with the business community, the colleges and universities, and the youth corps. Their efforts to provide services to the elderly, low-income, and homeless or to preserve the environment or tutor each other have resulted in a renewed sense of citizenship and have instilled an ethic of stewardship in young and old alike.

I commend the many players on the state and local level who have created this outstanding plan.

Sincerely,

Judith A. Billings
State Superintendent
of Public Instruction

JAB:smh

NWSA APPLICATION: COMMUNITY SERVICE PROJECT

1. GOALS AND OBJECTIVES

The primary goal of the Northwest Service Academy is to implement two of the possible suggested models (Institutional Collaboration Model and a Residentially Based Model) proposed by the Commission under Subtitle D which engages a diverse population of adults (18 and older) in meaningful service opportunities in Oregon and Washington. This comprehensive approach to service will demonstrate how states, local government, private nonprofit organizations, business, and the federal government can come together to meet the following goals:

- To encourage an ethic of civic responsibility through a program of service.
- To further enable citizens to make substantive contributions by removing logistic and economic barriers to service.
- To empower young adults with leadership skills so that they may more readily participate in and sustain their communities.
- To support community self-help enterprises.
- To conserve and enhance natural resources in the areas served.
- To structure a program conducive to effective evaluation and further development.

Men and women who enroll in this Academy experience can be expected to achieve the following **short-term outcomes**:

- GED/high school diploma attainment,
- Understanding of leadership styles and the skills required to be an effective leader,
- Ability to work effectively as an individual while being a contributing member of a team,
- Ability to understand "time" as a resource and to use it effectively, and
- The understanding of and ability to cope with authority.

In addition to the above short-term outcomes, participants can be expected to achieve the following **long-term outcomes**:

- Ability to exercise positive leadership skills including the following of directions,
- An orientation to long-term career goals and how to attain them,
- An enhanced vision of one's self worth,

- Ability to motivate oneself as well as others,
- Value of and respect for the contributions of others,
- A broadened awareness of citizenship and civic responsibility,
- Experiences working with a diverse group of participants and supervisors in service to the community, and
- An understanding of community issues and the participant's role in helping to be the force of change to help address these issues.

This project will serve **community needs** by redirecting of young adults to help complete priority community work projects. Communities will see the valuable contributions unemployed and undirected youth can make when provided an opportunity to serve; they will see the value young adults bring to a community through their ownership of completed priority projects; and communities will see a valued resource in a more engaged group of young adults who can form the future leadership base of a community.

Specific **community needs** will be addressed through the completion of tangible priority projects. We envision participants as part of their leadership development experience to work with local officials to identify, on their own, priority issues that should be addressed. Some of these projects which they might identify include the following:

- The design and development of self-sustaining recycling programs in rural and urban areas where they currently do not exist,
- Identification of child development and child care needs that could be addressed through the development of new child care centers in communities which are currently undeserved,
- Completion of minor home repair projects for home-bound disabled and low income senior citizens so these people can remain in their own homes rather than be sent to publicly supported nursing homes, and
- The completion of economic development, recreational, and environmental learning projects that have regional and national impacts.

The Academy envisions the enrollment of 40 participants at a residential USDA Forest Service facility last utilized for the Young Adult Conservation Corps in Trout Lake, Washington. Just fifty miles away, another former Forest Service facility, a work station in Corbett, Oregon, will be the location of a 60-person nonresidential project. In all, 100 full time participants will be involved in these service activities.

The Academy will utilize at least a **dozen senior citizens** as part-time participants, mentors and role models. Members of Generations United, National Association of Civilian Conservation Corps Alumni, Retired Teachers Association, and Senior Community Service participants are just a few of the groups who can be mobilized to work on these projects.

In addition to some members of the above mentioned senior groups, this project will make heavy use of **nonparticipant volunteers**. Retired building trades people, community leaders from business, government, law enforcement, labor and education are key to the implementation and operation of the Academy. In addition, the USDA Forest Service will play a unique role in providing environmental education for the participants.

Academy participants will be involved in various service activities which promote the long-term goals of this project. The nature of these service activities will focus on service to the community and nation, leadership development, training both on the job and through service learning experience supplemented by secondary and post-secondary education opportunities. We anticipate that approximately 20% of the week will be devoted to **educational experiences** and 80% of the time devoted to the actual completion of **service activities**. Obviously, these efforts will be blended when appropriate to the task at hand. The scope of this effort will require a **full-time commitment for one year** in a combination of service, education, and community involvement. At a minimum, each participant will participate in 1,600 hours of service per year, with residential participants contributing up to 2,080 hours of service because educational activities will be focused in the evening.

The **anticipated changes in the goals** of participants upon completion of this experience would be a recognition of the important service role they have in their community. This renewed sense of community responsibility would help participants focus on attainment of education successes (whether GED, high school, or college), realization of the need to be a life long learner, development of the interdependent role of one's self to others, and the understanding of the career goals that are within reach by applying lessons learned through the Academy experience.

Attitudes that would be changed include increased levels of civic involvement and respect from the community, increased self-worth and self-respect, feelings of success through completion of

projects, an understanding of the importance of making positive life choices, and changes in behavior and attitude through the experience of working as a team to make a positive contribution.

The **education levels** of all participants will be raised regardless of the education level upon program enrollment. Each participant will, at a minimum, graduate from the program with a GED or high school diploma. They will know how to utilize education resources like financial aid, grants, and scholarships to pursue their life-long education needs and will have the ability to make educated career choices through the utilization of resources and materials available in whatever community they wish to reside.

2. SERVICE ACTIVITIES

Service activities will be targeted at three major issues of national concern. The Academy will provide a model for addressing these issues in both the rural and urban context, and from full-time residential and nonresidential operations.

Issues targeted by the Academy are:

- * Aid to Children
- * Aid to Senior Citizens
- * The Environment

Because of the expected age, educational, and life experience levels of the Academy participants, the service activities are designed to provide a stair stepped, service learning approach to participant development. Also, recognizing the potentially dramatic impacts of the Academy program on the culture of very rural communities, the Academy will gradually phase in to direct community level activities.

Sufficient conservation based projects on public lands will be identified prior to start of operations to provide an immediate source of meaningful service projects to occupy the Academy. These generally labor intensive outdoor projects involving the participants working in teams will serve to establish an Academy identity and provide the service learning vehicle for imparting basic work and social skills, Academy code of ethics and conduct, and team building. They will also demonstrate the importance of education and provide the opportunity to begin leadership development by involving participants in daily work planning and supervision on relatively simple projects which show immediate tangible results offering a sense of accomplishment. Having established Academy team and

supervisory relationships through the conservation projects, teams will advance into the arena of direct community involvement.

Under the guidance of the team leaders, teams will **develop and conduct systematic surveys** in the communities through contacts with community leaders in the public and private sectors, nonprofit organizations, and private citizens to determine specific needs and opportunities for service projects in the three issues targeted by the Academy. The teams will **select projects** and build and implement business/action plans to address the identified needs. Existing local advisory groups will assist to assure that the plans are compatible with and complementary to any existing services available to the community.

Team composition and assignment will not be static. Participants will not spend longer than three consecutive months on any team or project.

Aid to Children is the best investment we can make in our communities and our nation. Academy work in this area of concern will provide a service learning opportunity for a broad spectrum of life/parenting skills, job skills and education that addresses what is clearly a major barrier to service for most young adults and women. The Academy will operate its own day care/preschool centers for dependents of participants and, eventually, the communities that they serve.

Aid to Senior Citizens will set up a reciprocating relationship between the Academy and Seniors. The Academy will reach out to engage seniors both as participants and as volunteers, involving seniors in projects and project planning, facilitating open communications and establishment of individual relationships and mentorships between seniors and Academy members. This will bring conversation, reading, crafts, music, activities, etc. as well as assistance with errands and projects requiring physical labor such as yard and home maintenance, and upgrades of accessibility.

The Environment. The Academy will develop projects in three areas relating to the environment: 1) Natural resource conservation and rehabilitation, 2) Recycling, and 3) Energy conservation.

The Academy, because of its two strategic geographical locations, will focus its Natural Resource based projects on public lands in the Columbia River Gorge National Scenic Area, the Mt. Hood and the Gifford Pinchot National Forests.

- Academy participants can be trained in fire suppression and support activities, thus being available to play an active role in Northwest emergency and disaster relief efforts through the National Incident Command System.
- The Academy will help to initiate and operate recycling centers
- The Academy will provide a labor source for existing programs involved in energy conservation and facilities refurbishing.
- As an elective in the evenings, in addition to their daily service activities, Academy members will be encouraged to attend the public meetings of a local council, commission, board, etc. of their choice. Academy members will monitor and make written reports back to their team on the activities of their selected group. This life classroom approach to civic awareness will provide individual exposure for the Academy members and will likely lead to mentorships and their involvement in the work of their "adopted" group. This will further build relationships between the Academy and community organizations and agencies.

3. RECRUITMENT PLAN

- Recruitment will be for 100 adults, 40 for the residential site in Trout Lake and 60 for the nonresidential camp at Corbett. In addition one dozen senior part-time participants will be recruited for both sites. Outreach will be done in Multnomah, Washington, Clackamas, Hood River and Wasco counties in Oregon and Klickitat, Skamania, Yakima and Clark counties in Washington targeting both the rural and urban adults in those areas.

The Native American Tribal Councils and other culturally diverse communities will be included in the recruitment effort for the participants in their respective areas. Special interest groups in these nine counties will be used to assist in the recruitment process.

The diverse population of the camp will be reflective of the demographics in the Pacific Northwest. Proposed goals are:

- 50% male and 50% female
- 15 % African American
- 10% Hispanic
- 5% Native American
- 5% Asian
- 5% physically and mentally challenged

The **economically and educationally disadvantaged** as well as the college-bound youth will be among the populations that will be targeted for recruitment. Adults who have completed undergraduate education or specialized post-secondary training will be encouraged to participate in the Academy to help create a skilled service program.

The Academy shall focus on recruiting **single parents**, both mothers and fathers. Single parents are often left out of the service equation being viewed as recipients of service rather than valued as potential providers of service.

Local newspapers, public service announcements on radio and television, and newsletters will be used to aid in the recruitment. Applications will be made available for adults (18 and older) at schools, public agencies, reservations, and other special interest programs.

Multi-lingual applications, handouts, and brochures will be made available throughout the nine county area for both the residential and the nonresidential programs.

The applications will be submitted and the participants will be chosen through a lottery process. The selected individuals will be evaluated through testing to aid in developing an individualized educational and vocational plan.

4. ORIENTATION, TRAINING, AND SUPERVISION

Orientation for **participants** shall focus on community service and leadership training. This shall first be explored through a one-week orientation session when the participant enters the program, expanded for a week during the participant's midpoint in the program, and then tied to personal and community goals during the participant's last week in the program. Community service

shall also be reinforced during weekly one-hour team building sessions, monthly half day site meetings, and quarterly joint meetings for the entire NW Service Academy.

Orientation for **supervisors** shall focus on leadership and supervisory training, in addition to CPR and first aid training, driver's safety training, drug free work place training, basic training skills, and daily stretching exercises focusing on safe work practices. Each supervisor shall gain specific training in a specialty program area and, in turn, develop a training plan for the participants that shall be working with them in that project area, for example, conservation education, recycling, literacy tutoring, etc.

And finally, orientation for the **host agencies** shall initially be provided by the staff, but later shall be done in partnership with the participants as they develop signature projects targeting specific program areas where the participants themselves have identified a specific need and developed a plan of action to meet that need.

Training shall be accomplished in **ten-person, self-directed service teams** headed by a team leader/teacher. Each team leader/teacher shall work in a specialty area and each participant will have the opportunity to rotate on a **quarterly** basis through a cycle of four teams to develop a spectrum of community service experience. Each team shall have a specific interest/activity such as conservation, education, youth services, or senior services. Examples of projects that a conservation team might work on include streamside restoration, wildlife protection, or historical preservation; while in contrast, an education team might concentrate on after-school home care, literacy tutoring, or block home projects (secure neighborhood homes for school age children).

Each team shall spend two hours each week learning specific skills designed to enhance their ability to reach out to their communities. Training will include cultural diversity, life skills, customer service, organizational systems, conflict resolution, facilitation, personal budget and finance, and volunteer management. Specialists in the field will be drawn upon for the training. For example, volunteer management might be instructed by coordinators from National Forest lands on which the conservation teams are actually working. In 1992 over 4,000 volunteers participated in a wide variety of conservation activities within the Columbia River Gorge National Scenic Area and the Mt. Hood National Forest alone! The teams will then be given the opportunity of planning and implementing

TIMETABLE

ACTIVITY	MONTH	1	2	3	4	5
Notification of Grant Award			X			
Issuance of contract to WRDC and operating agreement to USFS and Project Direction Search begins			X			
Finalize agreement (financial/nonfinancial) with local advisory groups and organizations				X		
Academy Director hired				X		
Hiring process for key staff and lead workers completed					X	
Facilities secured, materials acquired, initial work projects and education programs finalized					X	
Participant recruitment and application process				X & on going		
First day of Academy operations (with enrollees)						X

Bipartisan and nonpartisan support has been the hallmark in the development of the Service Academy concept. The project has support of local officials, legislators, civic leaders, Congressional members of both states, and the Governors of both states.

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7. EVALUATION PLAN

The evaluation plan centers on the project purposes and participant goals, attitudes, and educational achievements identified in Section 1 of this proposal. The multi-stage evaluation focuses on two targets: (1) young adults in Pacific Northwest communities, and (2) community and natural resource conditions. **Drs. Sheila M. Cordray and Richard P. Gale** are the designated persons responsible for managing data collection and evaluation. Dr. Cordray is Assistant Professor of Sociology, Oregon State University. Dr. Gale is Professor of Sociology, University of Oregon and also holds a Courtesy Professor appointment at Oregon State. Both are committed to cooperating with the Commission in evaluation activities.

The evaluation team will submit seven reports. When appropriate, each of these reports will be discussed with local advisory groups and key staff and lead workers, so that evaluation data can be used for Academy management and program improvement.

The evaluation will include several comparisons. In addition to contrasting residential and nonresidential participants, data will also be collected on both nonparticipants and nonparticipant communities.

This is the proposed design but it is subject to modification in collaboration with the commission's evaluation specialists.

Report 1. Baseline Residential and Non-Residential Participant and Participant Characteristics and Attitudes: Interview and/or questionnaire data will be collected from nonresidential participants (N=60 / Corbett), residential participants (N=40 / Trout Lake), and non-participants (N=200 / 100 each in two nonparticipating communities).

Report 1 established a baseline for identifying subsequent change in the participants measured at several time periods. Through questionnaires and interviews, these changes can be tracked through variables such as demographic characteristics, attitudes and values, and reported behavior. Information collected will include education status, work history, job and civic skills, civic participation history, attitudes about work, and community and personal goals.

The participant screening procedures will provide substantial baseline data. Screening instruments will include items that can be used in subsequent phases. Occupational attitudes and goals might be measured through instruments such as the Career Ability Placement Survey or the California Occupational Preference System. The Basic Adult Skills Inventory System (BASIS) can assess basic skills. During the early phases, it will also be important to pay attention to those participants who dropped out of the program. The evaluation may include an exit interview to ascertain the reasons for the dropout.

Report 2. Baseline Secondary Data Analysis: This brief report provides a secondary data analysis of participants contrasted with other residents of the community or region on general demographic characteristics.

Report 3. Community Conditions in Participating and Non-Participating Communities: There are several ways to approach documentation of community change. For example, one indicator would show a more widespread commitment to volunteer service in the community.

Another primarily qualitative component would be the general optimism about the future of the community. An additional approach would be to adapt some standardized community quality-of-life indicators, since many of these indicators (miles of trail, community park space, community service facilities) refer to the type of community facilities that might be improved by participants' projects.

The evaluation team will develop and conduct interviews with key community leaders in both participating and nonparticipating communities. Approximately 35 hour-long interviews will be conducted in each of the participating communities. Approximately 20 half-hour interviews will be conducted in each of the two nonparticipating communities. Participating community interviews will be used as a way to identify projects for the participants. Parents, school faculty, civic leaders, employers, and adults working in human services programs are among those who can evaluate both community conditions and service opportunities for program participants. These interviews, if also focused on a general assessment of the quality of life and volunteer service spirit in the community,

will also provide useful baseline data. The process of project identification will also include natural resource projects.

Report 4. End of Program Year Participant and Non-Participant Evaluation:

At the end of the year, data will be collected from both participating and nonparticipating communities. The focus will be on measuring changes in citizen service activities and projects. This report will be less extensive than the baseline Report 3, but will allow, in addition to identification of project impacts, some tracking of community change.

Report 5. End of Program Year Participating and Non-Participating Community Evaluation: At the end of the year, data will be collected from both participating and nonparticipating communities. The focus will be on measuring changes in citizen service activities and projects. This report will be less extensive than the baseline Report 3, but will allow, in addition to identification of project impacts, some tracking of community change.

Report 6. Two-Year Participant, Non-Participant, and Community Follow-up: After two years, participants and nonparticipants and participating and nonparticipating communities will be contacted. This report is a scaled down combination of Reports 4 and 5. (Special incentives and systems will be needed to maintain contact with participant respondents in both Reports 6 and 7.)

Report 7. Four-Year Participant and Community Follow-up: In the fourth year, the initial data base information will be collected from the participants and communities to determine the sustained impacts of the program. This report is a scaled down version of Report 6. After four years, both participants and nonparticipants and participating and nonparticipating communities would be contacted.

These seven reports would constitute a substantial body of information on both participants and communities. These reports will provide detailed information for others wishing to replicate the Service Academy concept.

8. REPLICATION

Northwest Service Academy is not only committed to sustainability but also designed for replication.

It is a well planned, effective model for a large-scale national service program.

This program has explicit meaningful objectives with measurable outcomes that are readily transferable. The planning team considers this to be a forum for innovation and purposeful experimentation.

The evaluation component is designed for replication in other programs.

The Academy utilizes abandoned or underutilized existing facilities (i.e. military bases, youth camps, etc.) and builds on existing partnerships to save on start up costs.

Service projects targeted by the Academy address issues of national concern in both urban and rural areas.

In order to assist in replication of this model, personnel shall be available (whenever possible or feasible) for site visits at the Academy. Resources and materials that have been used to develop this proposal shall be available and shared.

The listing of planning team members under the Implementation Schedule is available as a resource for future planning efforts.

9. COMMITMENT TO CONTINUATION

The Academy has, in the formulation stage, a process to directly involve participants in the development of a business plan that would enable the Academy to be self-sustaining in three to five years following initial funding. Some of the processes to be considered involve a variety of diverse funding sources in communities familiar to the participants. Some of the "how to's" will be a part of the leadership curriculum provided to the participants. Participants will be expected to play a major role in the design which may include developing presentations to "sell" the product, fund raising, and establishing controls in the safekeeping and disbursement of funds.

Within two years after initial Commission funding, the Academy will have developed a User-Fee Schedule for community projects. To accomplish the transition from a totally subsidized operation to self-sustaining will require skillful selection of community projects that match the skills of the participants and at the same time assure a quality product. Success in this arena will generate enthusiasm in the community to fund additional projects which instill ownership in the final product by the participants. This will, in turn, produce an appreciable reduction in vandalism.

The Academy, through the input of community-based advisory groups, will play an integral role in the selection of community work projects that are within the skill level of the participants.

There will also be analysis of other opportunities that will serve the communities. For example, initially, projects may be the development and improvement of specific recreation parks or sites, and later provide housing improvement for senior citizens and the disabled. Since little of the project work would be suited for completion by individuals, the communities will see teams of participants working together on community projects that benefit both the community and the participants.

The Academy strongly believes that the communities, with sponsorship from other private and public agencies, will provide matching funds and pay project fees, when they see not only the quality of the product produced by the participants, but also the leadership, life skills, and educational incentives available to the participants. The evaluation process will also be instrumental in defusing the notion of "taking work away from local established businesses." The building of tomorrow's business and community leaders will prove that a little investment today will pay significant dividends to local communities 20 years down the road. Businesses understand the bottom line when money is concerned.

10. INSTITUTIONAL AND PERSONNEL INFORMATION

Institutional: **The Western Rural Development Center (WRDC)**, the fiscal agent for both Washington and Oregon for the Northwest Service Academy, has stimulated and supported educational program development in rural communities of both states since 1971. It has a strong history of working in leadership development programs in rural areas. One key aspect of their scope of responsibilities is promotion of youth leadership development, working with seventeen land grant institutions in the west.

The **U.S. Department of Agriculture Forest Service**, the major provider of services, has a long history of operating youth development programs. They have operated the Young Adult Conservation Corps, the Youth Conservation Corps and currently operate Civilian Conservation Job Corps Centers.

The **Washington Employment Security Department** has had administrative responsibility for federal and state funded employment and training as well as ACTION's first statewide demonstration service program. The Department also operated the Youth Conservation Corps and

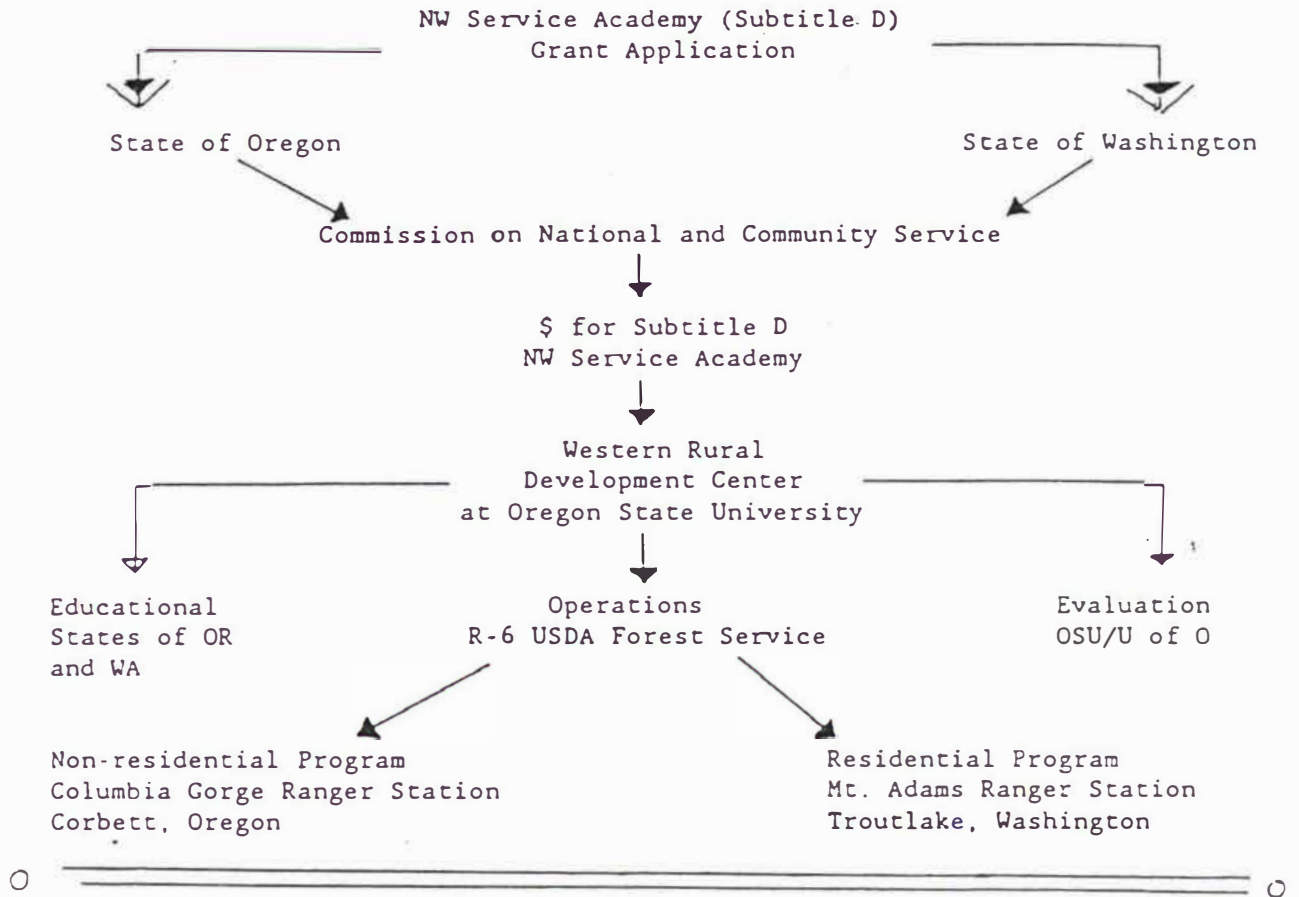
youth service policies. He was responsible for developing the legislation for the Washington Service Corps, and currently implements the strategy and directs the program for the Washington Employment Security Department. He is on the board of Directors and is past president of the National Association of Service and Conservation Corps and the Human Resource Center. He is a Commissioner and former chair of the Seattle Commission on Children and Youth. He is a recipient of the 1991 Governor's Distinguished Management Leadership Award.

Nick Guariello is a program manager with the Oregon State Employment Division. He served as Director of the Oregon Youth Conservation Corps and currently is on the Administrator's staff for Special Projects management, which has included the National and Community Services Act of 1990. He recently completed an Interagency Program Assignment with Department of Labor in Washington, D.C. where he served for fourteen months as the leader of a design team for a national evaluation and appraisal system. He is currently president of his professional organization, the International Association of Personnel in Employment Security (IAPES), a 28,000 member international education association for personnel who work in employment offices throughout the United States, Canada, Japan, China, and twenty other foreign countries.

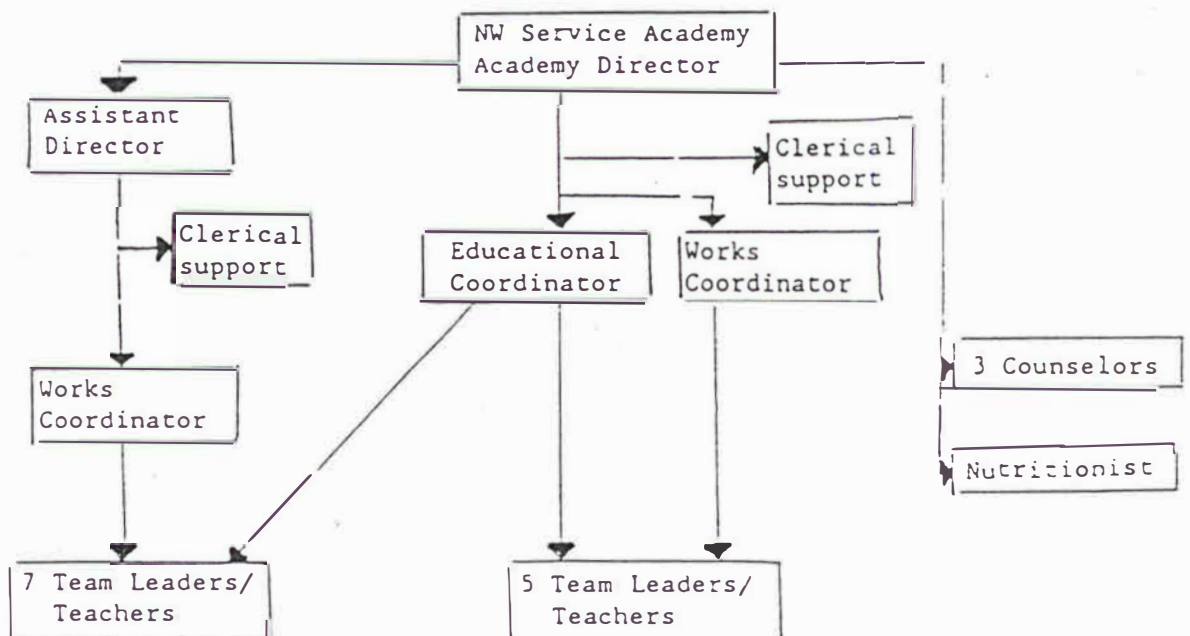
Eric Plimmer is Human Resource Program Coordinator for the Mount Adams Ranger District, Gifford Pinchot National Forest. His duties involve coordinating a wide variety of technical forestry activities and community focused programs targeting a diverse mix of ethnic, gender and age groups.

Jon Stewart is the Human Resource Manager on the Mt. Hood National Forest. For the past decade he has managed Youth Conservation Corps, volunteer and hosted youth programs targeting over 2,000 individuals annually. He is a recipient of the 1990 Department of Agriculture Honors Award for Human Resource Programs and was the Western Oregon Tree Farmer of the Year for 1991.

The Commission on National and Community Service Program Flow Chart



Northwest Service Academy; Organizational Chart



National and Community Service Budget

Northwest Service Academy

Funds
Requested
From the
Commission

A. Participant Support Costs - Full-Time Participants

Living Allowances and Benefits	\$517,700
Health Insurance	28,000
Post-Service Benefits	146,000
Other	
Facilities	28,700
Child Care	70,000

Subtotal	\$790,400
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B. Participant Support Costs - Part-Time Participants

Living Allowances and Benefits (Special Senior Service only)	\$30,625
Health Insurance	8,000
Post-Service Benefits	9,600

Subtotal	\$48,225
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C. Training of Supervisors and Participants	\$322,650
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D. Evaluation	\$36,000
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E. Other Program Costs	\$435,820
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F. Administration (not to exceed 5% of Commission Funds)	\$81,600
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TOTAL 1ST YEAR REQUEST	\$1,714,695
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**TOTAL PROGRAM FUNDING FOR NWSA
DETAILED BUDGET SHEETS**

(First year budget based on start-up and 7 months of full operations)

A. PARTICIPANT SUPPORT COSTS - Full-time

Living Allowance & Benefits	
Stipend	\$510,000
15% Incentive Stipend	7,700
Health Insurance	28,000
Post Service Benefits	292,000
In-Service Education	17,500
Other	
Workman's Comp.	35,000
Facilities	28,700
Child Day Care	70,000
Subtotal	\$988,900

B. SENIORS

Living Allowance & Benefits	\$30,625
Health Insurance	8,000
Post-Service Benefits	19,200
In-Service Education	2,100
Subtotal	\$59,925

C. TRAINING OF SUPERVISORS AND PARTICIPANTS

Educational Coordinator	\$20,800
Group Living Counselors (3)	36,600
Team Leaders/Teachers (12)	181,600
Subtotal C	239,000
Benefits (35%) of C sub	83,650
Consultants and Speakers	10,000
Subtotal	\$332,650

D. EVALUATION	\$36,000
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E. OTHER PROGRAM COSTS

Capital	
Value of Federal Facilities	27,500
Facilities improvements	50,000
Operating	
Material/Supplies	145,000
Travel/Transportation	85,200
Per diem	11,500
Recognition	7,000
Operations Staff	
Academy Director(1)	33,600
Assist. Director(1)	25,200
Community Service Coord. (2)	41,700
Nutritionist	13,200
Clerical Assistance	27,500
Subtotal Staff	141,200
Benefits (35%)	49,420
Staff Total	\$190,620

Subtotal \$516,820

F. ADMINISTRATION \$81,600

G. OTHER

TOTAL FIRST YEAR OPERATIONS \$2,015,895

SECOND YEAR ESTIMATE \$2,954,135

THIRD YEAR ESTIMATE \$3,072,300

TOTAL SUBTITLE D. 3 YEAR JOINT PROPOSAL \$8,042,330

NCSA BUDGET NARRATIVE

(Costs are displayed for a full operating year)

A. PARTICIPANT SUPPORT COSTS - Full-time

Stipends

Residential:

\$175 per week x 50 weeks x 40 enrollees \$350,000

Non-Residential:

\$175 per week x 50 weeks x 60 enrollees 525,000

15% Incentive Stipend

12 assistant team leaders x \$26.50 x 50 weeks 13,125

SUBTOTAL \$888,125

Health Insurance: Based upon a group policy through National Association of Service and Conservation Corps, from Sigma Insurance. \$40/mo for young adults.

Post-Service Benefits: A total of \$250,000 will be provided by the States of Oregon and Washington based on the proportion of enrollees from each state. To be accomplished through a combination of tuition waivers, grants, and work study.

In-Service Education: \$300 per enrollee. Provides consultants including use of Washington/Oregon Governors Leadership Institutes, tuition fees for community education, special training programs and curriculum, satellite connections to deliver curriculum, materials, books and miscellaneous educational supplies. \$10,000 in-kind from private sector speakers and consultants.

SUBTOTAL \$40,000

Other

Facilities: \$7,000 for office space for the nonresidential site, annual maintenance, computer access, furnishings, and utilities costs. \$33,000 for office space, computer access, technical maintenance, furnishings, and utilities.

SUBTOTAL \$40,000

Child Day Care: Based on an estimate of 10 children for 10 hours per day at the residential site @ \$1.25 per hour for 260 days/year.
\$32,500/yr.

Based on an estimate of 15 children for 10 hours per day at the nonresidential site @ \$2.25 per hour for 260 days/year. \$87,750/yr.

Both Sites SUBTOTAL \$120,250

B. PARTICIPANT SUPPORT COSTS - Part-Time Participants

Living Allowance and Benefits (Special Senior Service Only)

Special Senior Citizen Support:

Stipend: 12 part-time seniors will be included, 6 in each program at 20 hrs/wk.

12 Seniors x \$87.50 week x 50 weeks = \$52,500

Health Insurance: @ \$100/mo \$14,400

C. TRAINING OF SUPERVISORS AND PARTICIPANTS

Educational Coordinator: Oversees curriculum program for both residential and nonresidential sites.

Group Living Counselors: Three counselors based at the residential site. This would include one person to coordinate the day care program and develop the delivery of the early childhood development curriculum.

Team Leaders: Actual field direction of enrollees on a wide spectrum of community service projects.

Training: Costs are shown under in-service education in block A, and as part of the salary costs for the Educational Coordinator, Group Living Counselors, and Team Leaders, as the specialized trainings will be conducted primarily through those staff and contracted consultants.

Benefits: This includes social security, retirement, health insurance, workman's compensation and psychoanalysis.

D. EVALUATION: Provided by WRDC as described in the grant application.

E. OTHER PROGRAM COSTS:

Capital: Value of Forest Service facilities \$550,000 prorated @ 20 yrs.

Material/Supplies: Funding to be used as match with cooperators at the field level, plus initial investments in tools, equipment, and safety items, such as raingear, hard hats and boots, and field office supplies (telephones, computer terminals, etc). Outyear estimates show a 40% reduction of needs in this area.

Most of the costs for operation of the residential facility will be offset by charging enrollees nominal fees for room and board. Examples of costs to be offset: Cost of food (\$80,000), bedding and laundry, recreational materials. The dollar amounts estimated below have been factored in to the budget, and do not represent additional reductions.

Less charge for food, \$35 per wk x 40 Enrollees x 50 wk	- 70,000
Less charge for lodging, \$15 per wk x 40 Enrollees x 50 wk	- 30,000
Children's food, \$17.50 wk x 10 youth x 50 wks	- 8,750
Children's lodging \$7.50 wk x 10 youth x 50 wks	- 3,750
Total Deduction	- \$112,500

Travel/Transportation: For lease of fleet vehicles and mileage, plus per diem and private vehicle mileage reimbursement for staff, special seniors, and enrollees involved in individualized off site community service. Also, vehicles mileage and per diem for Academy and Educational Directors.

Includes:

A fleet of: (12) 15 passenger vans @ \$7,500/yr ea.,	
(3) 6 passenger pick-up trucks @ \$6,667/yr ea.	\$100,000
Private veh. mileage: 83,000 @ .275/mi	22,700
Staff Per diem costs: 23 staff @ 5 days/yr = 115 days @ \$100/day	11,500
SUBTOTAL	\$134,200

Recognition: To provide non-monetary awards to outstanding cooperators, staff and enrollees, and to place acknowledgement plaques at Academy service project sites.

Operations Staff

Academy Director: Administrator responsible for overall academy coordination and direction, and fiscal management. Based at residential site.

Assistant Director: Administrator based at the non-residential site.

Community Project Coord.: Maintains project level liaison with cooperators providing work sites to assure scheduling and expectations are met.

Clerical: Clerical and Payrolling. Secretarial support to the Academy Director and Educational Coordinator, also clerical assistants for support at each site.

F. ADMINISTRATION: 5% assessment goes to Western Rural Development Center, includes liability insurance costs estimated @ \$25,000/yr

NOTE: A 4% inflation factor has been applied to total estimate for year 3.

National and Community Service Projects Budget

Please attach the Budget Narrative to this page.
Instructions for this form are on the following page.

Applicant Name _____

	Funds Requested from the Commission	+ Other Federal	= Total Federal	+ State/Local/ Private Funds	= Total Program Funding
A. Participant Support Costs – Full-Time Participants	\$				
• Living Allowances and Benefits	517,700			35,000	552,700
• Health Insurance	28,000				28,000
• Post-Service Benefits	146,000			146,000	292,000
• In-Service Education				17,500	17,500
• Other (specify in Budget Narrative)	98,700				98,700
Subtotal	<u>\$790,400</u>			<u>\$198,500</u>	<u>\$988,900</u>
B. Participant Support Costs – Part-Time Participants					
• Living Allowances and Benefits (Special Senior Service only)	30,625				30,625
• Health Insurance	8,000				8,000
• Post-Service Benefits	9,600			9,600	19,200
• In-Service Education				2,100	2,100
• Other (specify in Budget Narrative)	\$48,225			\$11,700	\$59,925
Subtotal					
C. Training of Supervisors and Participants	<u>\$322,650</u>			<u>\$10,000</u>	<u>\$332,650</u>
D. Evaluation	<u>\$36,000</u>				<u>\$36,000</u>
E. Other Program Costs					
• Operating	435,820			3,500	439,320
• Capital		27,500		50,000	77,500
Subtotal	<u>\$435,820</u>	<u>\$27,500</u>		<u>\$53,500</u>	<u>\$516,820</u>
F. Administration (not to exceed 5% of Commission funds)	<u>\$81,600</u>				<u>\$81,600</u>
G. Other (please specify in the Budget Narrative)	0-				0-
TOTAL	<u>\$1,714,695</u>	<u>\$27,500</u>	<u>\$1,742,195</u>	<u>\$273,700</u>	<u>\$2,015,895</u>

FIRST YEAR BUDGET (7 months of full operations)

National and Community Service Projects Budget

Please attach the Budget Narrative to this page.
Instructions for this form are on the following page.

Applicant Name _____

	Funds Requested from the Commission	+	Other Federal	=	Total Federal	+	State/Local/ Private Funds	=	Total Program Funding
A. Participant Support Costs – Full-Time Participants	\$								
• Living Allowances and Benefits	888,125						60,000		948,125
• Health Insurance	48,000								48,000
• Post-Service Benefits	250,000						250,000		500,000
• In-Service Education	160,250						30,000		30,000
• Other (specify in Budget Narrative)	\$1,346,375						\$340,000		\$1,686,375
Subtotal									
B. Participant Support Costs – Part-Time Participants									
• Living Allowances and Benefits (Special Senior Service only)	52,500								52,500
• Health Insurance	14,400								14,400
• Post-Service Benefits	12,000						12,000		24,000
• In-Service Education							3,600		3,600
• Other (specify in Budget Narrative)	\$78,900						\$15,600		\$94,500
Subtotal									
C. Training of Supervisors and Participants	\$479,385						\$10,000		\$489,375
D. Evaluation	\$36,000								\$36,000
E. Other Program Costs									
• Operating	493,675						5,000		498,675
• Capital			27,500						27,500
Subtotal	\$493,675		\$27,500				\$5,000		\$526,175
F. Administration (not to exceed 5% of Commission funds)	\$121,700								\$121,700
G. Other (please specify in the Budget Narrative)	- () -								- () -
TOTAL	\$2,556,035		\$27,500		\$2,583,535		\$370,600		\$2,954,135

OUT YEAR BUDGET (full year operations)