

# FOIA MARKER

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**Subgroup/Office of Origin:** Americorps

**Series/Staff Member:** General Files

**Subseries:**

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**OA/ID Number:** 24238

**FolderID:**

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**Folder Title:**

National Service Trust Act of 1993 [5]

**Stack:**

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**Row:**

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### MODELS

Divider Title: \_\_\_\_\_

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TO: Carl Bouchard

FAX 690-0639

CONFIRMING TELEPHONE NUMBER 720-8767

FROM: KATHERINE GIBNEY  
OFFICE OF NATIONAL SERVICE  
202 720-8098 (fax)  
202 720-7033 (telephone)

NUMBER OF PAGES INCLUDING COVER SHEET 2

MESSAGE: The USDA National Service Working Group, about eight people from several USDA agencies, met for two days the week of May 3. I am faxing you the very sketchy model we developed on a Rural Development Corps in preparation for the meeting with Joel Berg on Tuesday, May 11 at 3 p.m. in Room 213-A.

## COLLABORATION FOR COMMUNITY SELF DEVELOPMENT ASSISTANCE

(Joel Berg and Steve Mullen will write the pre-proposal for this model.)

Members of a "professional" corps work with communities to identify needs and resources, working with all community sectors (business, schools, agencies, organizations and local government) to design educational programs and services to meet local needs.

- \* Assess needs and resources
- \* Involve local adult and youth volunteer network
- \* Establish local priorities and collaborations to respond to them
- \* Create community development banks
- \* Community long-range planning
- \* Advice on available programs and resources
- \* Emphasis on child care

### - Housing, Rural

- \* FMHA
- \* Forest service designed housing

- Habitat for Humanity
- Youth build

### - Technical assistance to communities

### - Search conference methodology NMSU

### - Community planning; collaborate decision-making

### - Life skills

### - Environment over conservation

### - "Team"/Corps

### - Collaborate with Interior, BLM, EPA and others

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**PUBLICATION AMERICORP AT AG**

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# AMERICORPS

# AT

# AG

FIRST EDITION

NOVEMBER 1993

Members of the Americorps USDA Team Task Force took their first field trip to see a youth service corps in action October 27. Nine task force members spent most of the day with the DC Service Corps. Nina Tracy (environmental task force), Joanne Guthrie, and Wells Willis (anti-hunger/empowerment task force), went to the Capitol Area Food Bank. Junko Tamaki and Pat Seward (anti-hunger/empowerment task force) spent the day at the Washington Center for Aging Services, and Marjorie Davidson and Phil Villa-Lobos (anti-hunger/empowerment task force), Jim Fuller (environmental and rural development task forces), Katherine Gibney, National Service Assistant, went to Birney Elementary School in Anacostia. Here are some comments about the experience from Task Force members.

"It was very helpful and encouraging to see in action what youth service is all about. The DC Service Corps members from diverse backgrounds are working together to give something back to the community and in the process learning about themselves and their leadership potential." - Nina Tracy

"I felt it was a crosstraining experience. We had the opportunity to tell them about us. We had the opportunity to see what they do." - Pat Seward

"The discussion with corps members was very rewarding. It gave me the chance to listen to what young people had to say. The program is giving the kids from the Boston area who had little experience with minorities the chance to interact, and vice-versa with the kids from Washington. It's a worthwhile program. It's not just giving the kids something to do. The kids had goals and objectives to continue their education." - Jim Fuller.

Because the DC Service Corps is such an excellent model in our own backyard, I think that it would be nice if all task force members could visit this corps. I am going to arrange another trip within the next month. I am scheduling within the next several weeks a visit to the Montgomery County Service Corps. - Katherine

THE LAW IS IN PRINT  
National Service Act (PL 103-82) is now in print and may be obtained from the House Document Room (225-3456). One can only get two copies at a time.

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**MEMOS FROM DEPT**

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PILOT PROJECT TIME-LINE

By March 5, identify:

USDA Washington Coordinator

USDA Agency Involvement

State Commission Contacts

Local Government Contacts

~~Senate or Congressional Office Contacts~~

By March 8, mail information to all potential partners:

By March 10, identify:

Precise Geographical Entity

USDA Field Coordinator - *at each site*

Other Federal Agency Contact

Youth Service Partners - *4-11*

Policy Partners

Educational Partners

By March 20, identify:

Recruitment Coordinator

Training Partners

By March 22, Begin drafting pilot proposal

By March 24, write recruitment, training, education, and evaluation plans

By March 25, specify:

Total Budget

Federal Funding Sources

State and Local Funding Sources

Private or Non-Profit Funding Sources

Work Project #1 Description and Contact - *Job Description*

Work Project #2 Description and Contact

Work Project #3 Description and Contact

Work Project #4 Description and Contact

Work Project #5 Description and Contact

Office Site or Sites

By March 26, write draft pilot proposal:

By March 30, receive comments back from sub-cabinet and agencies

By April 1, submit proposal to OSEC for approval

By April 10, 199, submit proposal to CNCS

FY 94 funds

Mgmt team hired by July

During Aug - mgmt team receives trng



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

January 18, 1994

To: Sarah Whitman, Don Mathis, NCCC  
From: Joel Berg, USDA JB  
Re: USDA-Related Projects for the NCCC in Maryland

In response to both our meeting and the attached note from Phil Caplan to USDA Chief of Staff Ron Blackley, I have been able to make great strides in identifying Departmental resources to develop proposals for how USDA can create and help manage work projects for the NCCC.

Below are some preliminary ideas for joint NCCC/USDA projects that would fit the Corporation's human or environmental priorities. If any of these ideas interest you, we will develop them in much greater depth:

- \* **Building a nature center in Beltsville, Maryland.** USDA's Soil Conservation Service is planning to build a nature center and trail for visitors. This large and labor-intensive project could be a perfect early signature project for the NCCC.
- \* **Performing anti-hunger and other anti-poverty work in Baltimore.** NCCC participants could help low-income individuals and the elderly apply for food stamps and the Women, Infants, and Children (WIC) program, overhaul their diets, and learn to prevent foodborne illnesses. Team members could also help individuals obtain the expanded Earned Income Tax Credit or otherwise benefit from the Administration's new programs aimed at empowering citizens to lift themselves out of poverty.
- \* **Working to improve the water quality of the Anacostia River and the Chesapeake Bay.** NCCC participants could perform some of the physical work needed to protect these ecosystems, such as work in streambank stabilization, watershed improvements, and wetland protection or repair. Team members could perform water quality assessments by conducting samplings. They could also help organize community cleanup days -- they could even organize a Saturday in which hundreds of USDA employees volunteer.
- \* **Providing food assistance to migrant farm workers on the nearby Delmarva Peninsula of Delaware.** The Delmarva Ministries currently provides emergency food assistance to between 800 to 1,000 migrant laborers and their families in Delaware. NCCC participants could help expand or improve this service delivery.

**\* Helping teach environmental education in Maryland schools.** The Forest Service has extensive experience in recruiting young people to teach environmental education. Building upon this experience, USDA could help supervise NCCC participants working in schools and speaking at civic organizations to teach on a wide variety of environmental topics, including: safe handling of household chemicals, tree planting in urban and suburban areas, testing for radon, recycling and reducing waste, and decreasing non-point source pollution.

**\* Running urban farms in Baltimore.** Funding to Baltimore urban gardening projects has recently been cut significantly, so NCCC members could possibly play an important role in continuing projects to allow poor Baltimore residents to grow their own food.

**\* Working on a national forest in Virginia.** NCCC participants could work out of Camp Augusta Springs in the George Washington National Forest of Virginia; this camp has residential facilities that housed a 48-person youth forest camp last summer. NCCC participants can perform work in trail maintenance, recreation management, fish and wildlife management, facility construction and maintenance, and water and soil conservation.

**\* Providing flood relief in the Midwest.** Existing youth corps have played a vital role in the recovery of the flooded Midwest. Unfortunately, heavy flooding is possible again this spring. NCCC participants could be brought into the area rapidly. USDA agencies -- particularly the Soil Conservation Service --- could help coordinate NCCC participants working with local conservation corps members, 4-H volunteers, and work-study students. They could provide physical labor critical to short-term clean up, as well as human services needed for long-term recovery. They could also assist in some of the long-term infrastructure repair, such as levee rebuilding.

USDA would provide the following for each project:

**One full-time employee to provide technical assistance for each work project.** In the case of some projects, USDA might be able to provide up to six employees to act as co-crew leaders for each crew.

**Training for each participant and/or crew leader.** USDA would provide all the technical training needed for each participant and/or each crew leader to perform the difficult anti-hunger, environmental, or flood-relief tasks assigned to them.

**Tools and educational materials needed in each project by participants and/or crew leaders.** USDA would provide tools and equipment and any pamphlets, maps, and/or handbooks needed to perform projects.

**Additional educational curricula in the areas of the environment and anti-hunger work.** In addition to the limited information needed to perform each work project, USDA would also develop advanced curricula in the areas of the environment and nutrition to advance the personal growth of NCCC participants.

DEPARTMENT OF AGRICULTURE  
OFFICE OF COMMUNICATIONS  
WASHINGTON, DC 20250

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# FACSIMILE COVER SHEET

TO: Jim Fuller

Company/Agency: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

FROM: Joel Berg

Agency: USDA, Office of Communications

Phone: (202) 720-4623

Fax: (202) 720-5043

DATE: \_\_\_\_\_

Pages including this cover page: \_\_\_\_\_

Comments: Please review this draft  
and give me comments ASAP  
Monday Morning



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

January 8, 1993

To: Paul Johnson, Chief, Soil Conservation Service  
From: Joel Berg, USDA National Service Coordinator JB  
Subject: Follow-Up on AmeriCorps

Thank you so much for taking the time to meet with me about how SCS can participate in the President's AmeriCorps initiative.

As we discussed, SCS can have a major role in both our Environmental Team and our Rural Development Team. To date, Jim Fuller, Carl Bouchard, and Jeff Anliker of your staff have provided invaluable assistance and advice.

In advance of my meeting with you and your senior staff, let me suggest a few areas which I believe would be useful for us to specifically discuss:

**1) Pilot Program in Maryland in April -**

The National Civilian Community Corps --- the only part of AmeriCorps that will be managed directly by the Corporation for National and Community Service --- will begin a 60-person pilot program this April which will be based in Ft. Meade, Maryland.

Participants in this pilot could potentially help construct the SCS nature center in Beltsville and/or could work on water quality projects and soil conservation projects related to the Chesapeake Bay and the Anacostia River.

Could SCS provide immediate assistance so that USDA can play an important role in the April start-up?

## **2) Summer of Service Program -**

This year's Summer of Service program sponsored by the Corporation for National and Community Service is aimed at crime. In conjunction with the Chicago High School of Agricultural Sciences and the National Future Farmers of America, SCS could help run a summer project aimed at recruiting gang members and other at-risk youth into running urban farms. The program participants would then help form community anti-crime patrols at the farms and create "safe-havens" surrounding the farms for other community activities.

**Could SCS provide staff or other resources for such a project?**

## **3) Long-Term Project Locations -**

We have been considering placing Rural Development Team programs in some or all of the following locations: the Mississippi Delta, the Texas-Mexico Border, the Pacific-Northwest in areas impacted by the spotted owl, Maine, Kansas, Appalachia, the Four Corners area (Utah, Colorado, New Mexico, and Arizona), Alaska, North Dakota, Southern Illinois.

We have been considering placing Public Lands and Environment Team locations in some or all of the following areas: the Hudson River Valley, the Columbia River, the Florida Everglades, Olympia Peninsula in Washington, the New Jersey Shore, Northern California, New Hampshire, Mississippi Delta, Massachusetts, Charleston, Rock, Nebraska, South Dakota, Wyoming, Idaho, Denver, Dallas.

**Do these locations make sense? What other locations would make sense or are high priority areas?**

## **4) Specific Tasks for the Rural Development Team**

The Rural Development Team would establish regional clusters of "professional" and "paraprofessional" participants who could assist communities in identifying needs and resources necessary for economic well-being. The participants would have diverse education and training and would be matched up with individual communities or regions that have specific needs that can be filled by someone with that specific background.

The need to develop new leadership in rural America was a continuing theme of Secretary Espy's recent Rural Development Forum. Americorps/USDA Rural Development Team can help redress that problem by playing a major role in developing that leadership. We will make a concerted effort to recruit participants who want to return to areas similar to those in which they were raised. This program can help begin reversing America's rural "brain drain."

Individuals will be placed in communities where their particular talents can best be utilized. Experts in connecting rural homes to municipal water systems will be matched up to areas with that need. Experts in tourism will be matched up with communities that want to develop their tourism. Experts in sustainable agriculture will be matched up with groups of farmers who need technical assistance in that area. Experts in grant writing will be matched up with communities that need grant writing. Experts in attracting small businesses will be matched up with communities that want to attract more small business. Experts in watershed protection will be matched up with areas that need such help. General planners would also be matched up with communities that need to develop overall economic plans.

Some possible job descriptions:

- \* Assistant State Rural Development Coordinator - Assists USDA State Rural Development Coordinators in helping boost Empowerment Zones and Enterprise Communities. Collects data, provides outreach, coordinates community resources, helps develop strategic plans, helps implement the program, analyzes local data for agencies and organizations so that the needs of the under-served are considered.
- \* Small Business Plan Developer and Information Broker - Assists in the assessment and development of markets for unique local products.
- \* Regional Circuit Rider - Works part time in a number of towns in a region. Provides technical assistance to communities throughout a region in brokering, strategic planning, and community assessment.
- \* Sustainable Agriculture Advisor - Works with farmers in the region to help them develop model sustainable agriculture farms. Directs 4-H volunteers to perform some of the labor intensive work, such as fence-building, needed for successful sustainable farming.
- \* Volunteer Coordinators - The team member would recruit and supervise adult and youth volunteers as part of the SCS Earth Team.

The urban component would be mostly non-residential and members would work on conservation projects on public and private lands in cities of various sizes. The rural component would be both residential and non-residential and would perform conservation-related work projects on private and public lands in rural America.

The urban and rural programs could be linked, with team members having the option of transferring between the rural and urban settings. For example, a team member could work in a rural environment for ten months and then in an urban environment for another two months.

#### Some possible tasks:

- \* **Water quality assessments** - Team members can conduct samplings and provide technical help with delivery systems. They can also work on sanitation and sewerage (wastewater treatment) system improvement.
- \* **Environmental Education** -- Team --- going door-to-door, working in schools and speaking at civic clubs --- could teach a wide variety of topics: safe handling of food, how to make your household more eco-friendly, testing for radon, recycling and waste reduction, and reducing nonpoint-source pollution.
- \* **Energy Conservation**--- Team members could work in crews to provide the physical assistance in weatherizing homes and generally making them more energy efficient.
- \* **River and Streams Protection** - We could possibly run river protection teams in conjunction with the Department of Interior and the Environmental Protection Agency. In a Hudson River Team, USDA participants could work with farmers in the river's watershed to reduce the run-off of agricultural pesticides.
- \* **Tree Planting** - As part of the Administration's initiative to combat global warming, the Public Lands and Environmental team could play a lead role in tremendously expanding the number of trees planted annually in America. Plantings could take place in urban and rural areas on both public and private lands.
- \* **Urban Conservation Projects** - Team members can repair facilities in public parks, paint murals, fix playgrounds and other facilities at public schools, run recycling programs, and run urban farming programs in which low-income individuals grow their own food.
- \* **Urban Farming Projects** -Team members could help low-income urban residents to grow their own food. We could possibly run such a program at public housing complexes in tandem with the Department of Housing and Urban Development. We could possibly run a city-wide program in Chicago the Chicago high school of agriculture.

\* **Watershed Assistance Process Facilitator** - Works to coordinate local watershed protection programs in order to save wetlands, guard drinking-water quality, and prevent flooding. The team member would explain watershed assistance programs, identify key potential participants in local watershed steering committees, arrange local organizational meetings, and facilitate the identification of watershed needs, problems, and concerns.

\* **Natural Resource Specialist** - Under the direction of a Soil Conservation Service professional employee, the team member would work in low-income and socially disadvantaged areas to assist in the acceleration of watershed protection, work with field engineers in the design and layout of community projects, and work with the local Resource Conservation & Development(RC&D) Coordinator for economic development for disadvantaged groups.

\* **Landscape Architect** - The team member would work with soil conservation districts, RC&D councils, and area conservationists to coordinate and include landscape architectural planning for the purpose of maintaining, enhancing, or restoring ecological, social, and economic conditions.

\* **Recreation Specialist** - The team member would provide technical assistance for all activities relating to recreation and tourism, including coordinating efforts among all government agencies, furnish recreation planning and design, and collect and disseminate information on what alternatives will best fit local needs.

\* **Regional 4-H Youth Development Coordinator** - The team member would work with county Extension agents and 4-H coordinators to manage local students involved in youth service.

**Which of these jobs would be most useful for rural communities and regions? What role can SCS employees play in training and managing participants in these positions?**

#### **4) Specific Tasks for the Environment Team**

The Public Lands and Environment Team would have both urban and rural components.

Participants could renovate urban and rural parks, plant trees, perform conservation work in national forests, teach environmental education, promote urban farming, test water quality, boost sustainable agriculture, clean-up rivers and lakes, help families weatherize their homes, instruct the public on how to dispose of household chemicals, and restore wetlands.

\* Wetlands Restoration - The Department of Interior and the Environmental Protection Agency has expressed interest in potentially running a joint program to help restore the Everglades. We could also perform wetlands restoration tasks throughout the country.

\* Sustainable Agriculture - Team members could work under the direction of Extension agents or other sustainable agriculture experts to help local farmers complete some of the labor intensive work -- such as constructing fences -- that is needed to implement a sustainable agriculture plan.

Which of these jobs would be most useful for rural communities and regions? What role can SCS employees play in training and managing participants in these positions?

**6) Budget for Our Long-Term Programs -**

Participants in non-residential Environmental Team projects will cost us approximately \$15,000 per year. Participants in residential Environmental Team projects would cost us approximately \$20,000 per year. Participants in the Rural Development Team would cost us approximately \$30,000 per year. Assuming that half of the Environmental participants are residential and half are non-residential, the following charts outlines various budgets for increasing numbers of participants.

Environment Team # of participants	Rural Development Team # of participants	Total Cost
250	50	5.875 million
500	100	11.750 million
1,000	200	21,000 million
1,500	300	33.750 million

Which, if any, of these budget levels might be realistic for SCS for FY'95?

### **7) Contracting Out With Existing Conservation Corps -**

The Forest Service and the National Park Service frequently contract-out work projects to existing conservation corps throughout the nation. The corps provide work much more cheaply than private contractors.

**How might SCS begin contracting-out levee repair or other work to existing youth service corps?**

### **8) Midwest Flood Relief**

Existing youth corps have played a vital role in the recovery of the flooded Midwest. Unfortunately, heavy flooding is possible again this Spring. Corps members, 4-H volunteers, and work-study students could provide physical labor so critical to short-team clean-up, as well as human services needed for long-term recovery. They could also assist in some of the long-term infrastructure repair such as levee re-building.

**What role could SCS state and county offices play in Midwest flood relief this spring?**

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### **SCS APPLICATION**

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### **RC&D PROJECTS**

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**URBAN PILOTS**

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**WHITE HOUSE CORRESPONDENCE**

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THE WHITE HOUSE

WASHINGTON

White House Office of National Service

Contact: Kate Frucher  
202/456-6444  
Bill Hoing (ACTION)  
202/606-5190

This Packet Includes:

1. Memo to your agency.
2. Background Information on the National Service Initiative.
3. Newsletter from the Commission on National and Community Service Announcing the Summer of Service Program.
4. Summer of Service Program Design.
5. New York Times op-ed from the President on National Service (1/28/93).
6. Federal Register's announcement of Summer Program.
7. OPM document referred to in memo.
8. Nov. 5, 1992 Executive Order referred to in memo.

We hope that you will find this information useful.

## BACKGROUND ON PRESIDENT'S NATIONAL SERVICE INITIATIVE

Timing. The President will submit his legislation to Congress soon.

Two parts. The legislation has two parts. One part will enable young people to pay back their student loans as a small percentage of their income over time, enabling them to take essential public service jobs that accomplish much but sometimes pay relatively little. The other part will create opportunities for young people to serve our country and help pay for college in return.

Funding. The President has requested \$7.4 billion over the next four years for the second part of the national service initiative. The funding level rises each year, to \$3.4 billion in 1997, because this initiative aims to support the growing work of America's communities -- not overwhelm it. Funding starts at \$400 million next year.

Number of Participants. The numbers will reflect the enthusiasm of the American people and the ingenuity of our communities in developing solid ways to put our people's energy to work. By 1997, we believe there could be more than 100,000 young people paying for post-secondary education by serving their country.

Eligibility and benefits. Students before, during and after college will be eligible to serve for a year or two, and in return get a small stipend, health and child care benefits where necessary, and an educational benefit to pay for college or job training. [Note: This is the service-for-benefits option; anyone who needs an income-contingent loan will be eligible to get it.]

Activities. The program aims to meet unmet needs in critical areas. It is not job training. Young people will be able to serve as teachers in schools where kids need extra help; in clinics in areas where people need medical care; in the police force, keeping criminals off the streets and kids out of gangs; and in an environmental corps, recycling waste and stopping pollution.

Administration. The program will be non-bureaucratic, using venture capital to support entrepreneurs and public-private partnerships to support growing programs. States and local organizations will be given the opportunity to design innovative ways to meet identified national priorities.

Nondisplacement. The legislation will include strict nondisplacement and nonduplication provisions. National service will only meet needs that are not otherwise being met.

## Summer of Service Program Design

To demonstrate the power of national service to change both communities served and individuals serving, the President has asked Congress to appropriate \$15 million in the economic stimulus package for a Summer of Service.

The Summer of Service initiative will involve more than 1,000 young people in programs in a limited number of urban and rural areas that will (1) meet the unmet needs of children at risk in the areas of education, health, public safety and environment; and (2) train the young people to become leaders of the full-year national service program.

The Commission on National and Community Service will select programs for funding based on the statutory authority contained in the National and Community Service Act of 1990. Current matching requirements will leverage additional funding to support the funding contained in the economic stimulus package. The following activities indicate examples of services that programs in the Summer of Service might provide:

- assisting health care providers in implementing immunization programs for very young children;
- individualized literacy programs;
- educational enrichment and recreational activities for children at risk of dropping out of school;
- projects to test an entire neighborhood for lead paint.

### Building on Existing Models

Existing not-for-profit organizations (service providers, schools, higher education institutions, youth corps, and/or, public agencies) will be invited to submit program proposals to the Commission. Programs that are funded will be required to reflect the following components, among others:

- a detailed plan showing measurable outcomes from the services to be rendered (e.g., how many children immunized or tutored; how many parks cleaned up or established);
- a minimum of eight weeks of service during the summer of 1993, not including the national training and related activities described below;
- a proven track record of running community service programs of the type proposed;

# Federal Register

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Monday  
March 8, 1993

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Part II

## Commission on National and Community Service

---

Availability of Funds for Summer of  
Service Youth Corps Programs; Notices

## COMMISSION ON NATIONAL AND COMMUNITY SERVICE

### Availability of Funds for Summer of Service

**AGENCY:** Commission on National and Community Service.

**ACTION:** Notice of availability of funds.

**SUMMARY:** The Commission on National and Community Service announces the availability of a \$15 million program, subject to congressional appropriation, to support summer community service initiatives. These funds will enable more than a thousand young people to serve their communities and participate in leadership development training activities, through Summer of Service programs operating in four to ten areas across the country.

In addition to supporting the Summer of Service program, some funds will go to expanding community service activities this summer through the following:

(1) Incentive funding to encourage summer youth corps programs with a proven track record of success to increase the number of funded summer corps participants;

(2) Funding for a summer training program for public and private elementary and secondary school teachers to integrate service-learning in our primary and secondary school curricula; and

(3) A transfer of funds to ACTION to support VISTA summer associate positions this year.

The funds are provided under the authority of the National and Community Service Act of 1990 (Pub. L. 101-610), as amended. This notice will describe the process for applying for the Summer of Service program funds. A subsequent notice will cover the summer youth corps program. No awards of grants will be made until such time as funds are appropriated by Congress.

**DATES:** Proposals must arrive by 6 p.m. e.s.t. on Thursday, April 1, 1993.

**ADDRESSES:** Applications should be submitted to the Commission on National and Community Service, 529 14th Street, suite 452, Washington, DC 20045.

**FOR FURTHER INFORMATION CONTACT:** The Commission on National and Community Service, (202) 724-0600.

**SUPPLEMENTARY INFORMATION:** Approximately ten million dollars in funding will support Summer of Service programs that will engage up to 1800 youth (ages 17 to 25) in serving the health, educational, environmental and

public safety needs of at risk children in four to ten sites across the country. The Summer of Service will be nine and a half weeks long and will include national service and leadership training for staff and participants, at least eight weeks of service, and a closing summit conference with the President.

The goals of the Summer of Service are: To demonstrate immediately, through a summer initiative, the potential of national service; to provide tangible and measurable community benefits; to develop leaders for national and community service; and to unleash the talents and energies of young Americans in tackling the nation's urgent needs.

Summer of Service programs will be run by partnerships between higher education institutions and public organizations including youth corps; health and social service providers; local nonprofits and community-based organizations, public and private schools, and governmental agencies. Each Summer of Service program will recruit and select 50 or more young people preferably from diverse racial, economic and educational backgrounds to participate in service activities for the summer. Summer of Service programs will be funded by the Commission and will provide participants with federal minimum wage stipends and a \$1,000 post-service benefit.

The Summer of Service initiative will fund programs in no less than 4 and no more than 10 areas. An area is defined as a metropolitan statistical area (MSA), a city, or a rural area which may include up to three counties. It is anticipated that approximately 200-500 young people will serve in each larger Summer of Service area which may include several Summer of Service programs. Rural and small urban areas may not have as many participants. Any given area may have one or more operating programs. For example, six programs of 50 participants each could be funded in an area for a total of 300 participants serving. Likewise, one program of 300 could be funded in an area.

The Commission will provide placement assistance to help participants who wish to continue serving after the summer fund year-round full-time service placements. In addition, the Commission may award up to 25 Service Entrepreneurial Awards for Change to participants who wish to develop innovative year-round service projects during the summer. Additional information on both of these aspects of the program will be provided to those programs that are selected.

### L. Eligibility to Apply

Only partnerships between higher education institution(s) and one or more public or private nonprofit organizations are eligible to apply for funds. Examples of organizations that can be partners with higher education institutions include community-based nonprofits, schools, governmental entities, health and social service providers, and youth corps. Although an eligible partnership must include at least one institution of higher education, one of the other organizations in the partnership can serve as the fiduciary agent and be responsible for program management.

### II. Program Description and Proposal Guidelines

Summer of Service applicants will be expected to submit program proposals that meet the criteria listed below under Program Narrative and that contain the following sections. There is no other proposal form.

#### A. Title Page

(1) Name, address and type of organization of applicant with management and fiduciary responsibility. (2) Names and types of organizations in partnership. (3) Signatures of legal applicant and principal partners. (4) Total amount requested, number of stipended participants, and number of other non-stipended volunteers. (5) Brief (not more than one paragraph) description of project service activities and community to be served.

#### B. Program Narrative (See Description Below)

#### C. Institutional and Personnel Information

The quality of project leadership and management is of critical importance in the selection process. Attach descriptions of the experience and major accomplishments of the project director and other key personnel. Also indicate whether these personnel are already committed to the project or are to be recruited. This section should describe the applicant's institutional capacity to administer the program and the organization's experience in running community service programs. Each individual resume or curriculum vitae may not be more than two pages in length. If available, applicants should attach annual reports describing their organization's activities.

*D. Budget (Complete the Attached Budget Form)*

**Program Narrative Description**

The program narrative should cover the following program criteria in no more than 10 single-spaced pages. The primary focus of the narrative should be on sections 1, 2, and 3.

**1. Demonstrated Needs and Impacts**

Most important, programs must define community needs and demonstrate tangible and measurable community benefits for children at risk. Examples of measurable outcomes could include the number of children tutored or immunized, or the number of playgrounds refurbished.

**2. Program Participants**

(a) Programs must provide meaningful service opportunities, stipends and post-service benefits for at least 50 participants. Depending upon the number of areas selected and the number of programs at any given area, programs could enroll up to 500 participants.

(b) Stipended participants in the program must be 17 to 25 years old and preferably be from diverse racial, economic, and educational backgrounds. All applicants must describe the recruitment and selection process they will use to attract a qualified and preferably diverse pool of participants in whom they see leadership potential. Any given program should seek to enroll current college students, recent graduates, entering college students, and non-college bound youth.

(c) In addition, programs will also be judged on their plans to involve other volunteers, particularly middle school children, in service activities. These volunteers may participate in all or part of the service activities, but unlike program participants, they will not receive stipends and post-service benefits.

**3. Service Activities**

(a) Programs must include a minimum of 8 weeks of service which will include necessary on-site training and leadership development activities. Participant activities must focus on delivering services that directly improve the lives of children at risk. Program design must include proper orientation, supervision and service-learning opportunities for participants. Programs should also describe any leadership development activities.

(b) Applicants must specify the service projects to be undertaken, including specific information on which

community agencies will be assisting. Service must be targeted on the needs of at risk children. Service projects must specifically focus on one or more of the following tasks: meeting the health care needs of at risk children (e.g., immunizations, eye examinations, health education outreach); bettering the environment of children at risk (e.g., identifying toxins that threaten the children's environment, building playgrounds); providing educational enrichment activities for at risk children (e.g., tutoring, literacy activities, summer classes); and improving their public safety (e.g., crime prevention activities).

Applicants must demonstrate an ability to implement their proposed projects expeditiously.

**4. Service Entrepreneurial Awards for Change (SEA Change Awards)**

The Commission may grant up to 25 SEA Change Awards to encourage participants in the Summer of Service programs to develop year-round innovative national and community service projects to involve the nation's youth in addressing urgent national needs. Interested participants may submit a plan during the summer detailing their intention to create a service project that they would implement during the nine months following the Summer of Service.

Programs may nominate up to 5 participants to submit to the Commission for the national selection process. Programs should briefly describe the process and criteria that they would like to use in selecting their nominees. Further information and guidelines will be provided by the Commission once programs are selected.

**5. Organizational Capacity, Leadership and Experience**

(a) Applicants must demonstrate that they have in place the infrastructure, including the leadership and organizational capacity, to manage the proposed summer program. In addition, programs should show a measure of broad-based community support for the summer program. Those programs that are able to raise private funds and in-kind matches to support Summer of Service activities will be looked favorably upon in the selection process. Programs will also be judged in part on their success in connecting their activities to other federally funded programs, including summer jobs and summer Chapter 1 school programs, in their communities.

(b) Applicants must have demonstrable experience in operating community service programs and

involving youth in leadership roles. All programs must have appropriate liability arrangements for participants. Programs should indicate what these arrangements are.

**6. Stipends and Post-Service Benefits**

Applicants must include in their budget request to the Commission federal minimum wage stipends for all participants and a \$1,000 post-service benefit to be used for education and training for all participants who successfully complete the Summer of Service. Programs must have the capacity to assure appropriate payment of post-service benefits and to ensure that they are used only for education and training purposes.

**7. National Leadership Training**

Applicants must make a commitment to attend national training activities and present a budget for traveling to them. Current plans for national training activities include:

4-day training for the project directors and mid-level supervisors of the summer programs, tentatively scheduled for May 21-24, on the west coast.

5-day training for participants. Program leaders and mid-level supervisors will also be expected to participate. The 5-day training will tentatively take place from June 21-25 on the west coast.

Closing weekend summit at or near the end of the Summer of Service programs. The closing summit will most likely take place during the second or third weekend in August in the Washington, DC area.

**8. Evaluation Plan**

The Commission will hire a national evaluator to assess the impact of the Summer of Service programs on (a) the communities being served and (b) the participants. Local programs will be required to cooperate with this national evaluation effort.

In the proposal, programs should list the criteria by which they believe the program should be evaluated. Programs should include the quantifiable benefits that they hope to achieve for the community and participants through Summer of Service.

**III. Proposal Selection Criteria**

The following criteria will be used to judge and select applicants for award.

**Important Consideration:** In addition to selecting programs for funding on the evaluation criteria described below, the Commission will have to weigh area considerations in the program selection process.

The Summer of Service initiative will fund programs at 4 to 10 areas across the country. Areas are defined as metropolitan statistical areas (MSA), cities, or rural areas which may include up to three counties. The participant target for each Summer of Service area will be approximately 200 to 500 participants, except in rural and smaller urban areas where there may be fewer and smaller programs. Any given area may have one or more operating programs. For example, six programs of 50 participants each could be funded in an area for a total of 300 participants serving. Likewise, one program of 300 could be funded in an area.

For this reason, programs may receive preference in the selection process if they are located in an urban or rural area where a number of programs are clustered. The "clustering" of programs in an area is intended to demonstrate the impact of a significant number of participants serving in a reasonably concentrated area. Geographic distribution will also influence program and area selection.

#### 1. Quality of the Program (40%)

- A. The proposed program addresses important needs of the community focusing on children-at-risk.
- B. There are clearly defined, measurable outcomes.
- C. The program is well-designed and effective with feasible plans for implementation. The program design includes service-learning and leadership development components.
- D. The program has a recruitment and selection process that will attract a qualified and diverse pool of potential community service leaders.
- E. The operating programs have a proven track record running, monitoring and evaluating community service programs.
- F. The program presents a sound evaluation plan.
- G. The program has the ability to pay and monitor the use of post-service benefits for educational and training purposes.
- H. Those programs that demonstrate a "multiplier effect" by engaging additional non-stipended participants, especially middle school children, in service activities may receive a preference in the selection process.

#### 2. Quality of the Leadership and Management (30%)

The program director(s) and supervisors are well-qualified for their responsibilities. They have previous experience recruiting, selecting and supervising youth participants in

community service programs. Experience in managing or cooperating in a partnership will also be important.

#### 3. Innovation (10%)

The project demonstrates innovation in its partnerships, service delivery and community involvement. Those programs that develop innovative partnerships with other federally funded programs may be favorably judged.

#### 4. Replicability (5%)

The program is a good model adaptable in other locations and circumstances.

#### 5. Sustainability (5%)

The degree to which an applicant can continue the best aspects of the program next summer without Commission funding.

#### 6. Cost Effectiveness (10%)

The budget is reasonable and the program is cost-effective in addressing community needs.

Matching funds from nonfederal sources will also be a consideration evidencing local community support with financial or in-kind participation from the private sector, nonprofits, public agencies or participating partnerships in the application. Other Federal funds that may be used to support this activity would also be considered.

The amount of Administration Costs (including any indirect costs) will also be a consideration in judging cost effectiveness.

#### IV. Summer of Service Program Examples

The following are illustrative of the types of programs envisioned for the Summer of Service Initiative. Applicants should note that they only are examples and do not represent the totality of organizations that should or could be involved nor the only types of services that could be delivered.

##### Example A

A local nonprofit youth corps forms a partnership with an inner city community college to provide tutoring, mentoring and child care/summer camp services for 200 6 to 12 year old children in a summer lunch program. The program involves 180 young service providers who during the week operate a structured program of math and English lessons using service-learning techniques as well as arts, crafts and recreational activities for the children. The youth corps manages the program.

##### Example B

A group of community health centers collaborate with an urban university, a youth

service corps and a middle school. The program places teams of young people composed of middle school students, summer youth corps members, and college students in the community to work on meeting the health needs of children at risk. Teams work with community health centers to assist in the immunization of preschool children by providing support services, contacting parents, following up to make sure children are immunized, and organizing educational presentations at the local community centers on the need to immunize children.

One hundred youth corps members and college student participants are involved in the program and receive stipends. In addition, the partnership is able to attract another 75 volunteers, including the middle school children (who are especially effective in organizing presentations for their parents and neighbors on the importance of early childhood immunization). The program is managed by the consortium of community health centers and the university's urban extension office.

##### Example C

A consortium of colleges and universities form a partnership with city homeless shelters in a large urban area. A team of participants is placed in each shelter to organize a school readiness program which includes tutoring, vision checks, immunizations, and visits to the doctor and dentist for the children in that shelter. The consortium manages the program. Two hundred young people provide service in this summer program.

##### Example D

A state government in cooperation with its cooperative extension service, local 4-H Clubs, and the state land-grant university organizes an environmental assessment and improvement project. Service teams consist of university students, 4-H Club members, recent high school and college graduates, out of school youth, and senior volunteers. These teams conduct environmental audits and pollution prevention programs to identify and reduce health risks for young children throughout a tri-county region in the state. One hundred stipended young people along with 30 senior volunteers serve in this program. The state coordinates the program activities.

##### Example E

The mayor's office coordinates this city-wide project aimed at crime prevention. The partners in this program include two institutions of higher education, the mayor's office, and a nonprofit organization. College students, and former offenders implement projects that range from providing mentoring and peer support to juvenile offenders, to working with the Police Department to organize crime prevention presentations at youth centers in the city, to setting up summer activities for youth in city housing developments to keep them "off the street." The mayor's office manages this Summer of Service program involving over 300 participants.

**Definitions***Metropolitan Statistical Area:*

- A. A city of 50,000 or more population; or
- B. A Census Bureau defined urbanized area of at least 50,000 population, provided that the component county/ counties of the metropolitan statistical area have a total population of at least 100,000 (55 CFR 12154, March 30, 1990).

*Rural Area:*

- A. Open country which is not part of or associated with an urban area;
- B. Any town, village, city or place, including the immediately adjacent densely settled area, which is not

part of or associated with an urban area and which:

- a. Has a population not in excess of 10,000 if it is rural in character; or
- b. Has a population in excess of 10,000 but not in excess of 20,000 and is not contained within a Metropolitan Statistical Area.

*Service-Learning*

A method by which participants learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the community. Service-learning can occur through structured time for a participant to reflect or write about what he or she

did and saw during the actual service activity. Service-learning programs provide participants with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities, enhance what is taught in schools by extending learning beyond the classroom and into the community, and help to foster the development of a sense of caring for others.

For further assistance please contact the Commission at (202) 724-0600.

Authority: 42 U.S.C. 12501 et seq.

Dated: March 4, 1993.

Catherine Milton,  
Executive Director.

■ U.S.G. CODE ■ 42-12501-4

**VISTA SUMMER ASSOCIATES  
FACT SHEET**

**Program:** As part of the Administration's economic stimulus package, \$1.2 million will be transferred from the Commission on National and Community Service to ACTION to support 600 VISTA Summer Associates. These individuals, primarily 18-25 years old, will work full-time along with full-year VISTA Volunteers for a period of 8-10 weeks addressing the needs of children at risk primarily from low-income families.

**Service Activities:** VISTA Summer Associates will focus on the broad needs of these children, including: building houses through Habitat for Humanity; serving as tutors in literacy programs with Literacy Volunteers of America and Laubach Literacy International; providing supportive services within shelters or transitional housing for the homeless, in conjunction with affiliates of the National Coalition for the Homeless; and serving with regional Rural Community Assistance Projects in surveys and outreach related to a lack of potable water and waste water systems, and other environmental health issues.

**Cost:** The Summer Associate Program will cost \$1.2 million, or approximately \$2,000 per volunteer. In addition to payments to volunteers, some projects will receive support funds for supervision, transportation, and related costs. ACTION will administer the activity at no additional cost.

**Benefits to Service Participants:** VISTA Summer Associates engaged in service on a full-time basis will receive: a payment averaging \$620 per month to cover living expenses; on-site training and skill development in a variety of technical and other areas; a meaningful service opportunity, an experience that will translate to a life of service; coverage under FECA and Tort claims; and ongoing support and supervision from a variety of local organizations addressing critical social and economic needs.

**Other Information:** (1) VISTA Summer Associates will be recruited locally from the low-income communities being served as well as from ACTION's national recruitment system. (2) The programs will last from 8-10 weeks over the summer, with variation reflecting local community needs. (3) Approximately 30-60 projects will be supported around the country averaging 10-20 VISTA Associates each.

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### **BUDGETS**

Divider Title: \_\_\_\_\_

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BUDGET FUNDS

- 01 - Conservation Technical Assistance
- 02 - Soil Surveys
- 03 - Flood Prevention PL-534
- 04 - Great Plains Conservation Program
- 06 - Watershed Planning
- 08 - Watershed PL566
- 09 - River Basin, Surveys & Investigations
- 11 - RC&D
- 14 - RAMP
- 16 - Emergency Watershed Protection
- 45 - Snow Surveys
- 46 - Plant Materials Center

01-02-45-46 are placed under Conservation Operations

03-08-16 are placed under Watershed & Flood Prevention Operations

Special Emergency dumped under 16

NATIONAL SERVICE CORPS

PROPOSED SALARY COSTS

	Per Person	100	200	300	500
<b>High School or GED</b>	7,000	700,000	1,400,000	2,100,000	3,500,000
non-residential	<u>2,100</u>	<u>210,000</u>	<u>420,000</u>	<u>630,000</u>	<u>1,050,000</u>
	9,100	910,000	1,820,000	2,730,000	4,550,000
*residential	14,100	1,410,000	2,820,000	4,230,000	7,050,000
<b>Bachelor's Degree</b>					
Salary	15,221	1,522,100	3,044,200	4,566,300	7,610,500
Overhead	<u>4,567</u>	<u>456,700</u>	<u>913,400</u>	<u>1,370,100</u>	<u>2,283,500</u>
TOTAL BS	19,788	1,978,800	3,957,600	5,936,400	9,894,000
<b>Master's Degree</b>					
Salary	19,116	1,911,600	3,823,200	5,734,800	9,558,000
Overhead	<u>5,735</u>	<u>573,500</u>	<u>1,147,000</u>	<u>1,720,500</u>	<u>2,867,500</u>
TOTAL MS	24,851	2,485,500	4,970,200	7,455,300	12,425,500

\* Residential employees receive \$5,000 more per person.

\*\* Salaries based on 1994 Federal Pay levels. Overhead is 30% of salaries.

For each position, \$4,750 education credit to be paid by grant from the Corporation for National and Community Service.

*A-paychart*

NATIONAL SERVICE CORPS

PROPOSED SALARY COSTS

	Per Person	100	200	300	500
<b>High School or GED non-residential</b>	7,480 7,000 4.40 2,100 <sup>244</sup> 724 9,100	748,000 700,000 <u>210,000</u> 224,400 910,000 972,400	96 1,400,000 <u>420,000</u> 48,800 1,820,000 944,800	244 2,100,000 <u>630,000</u> 73,200 2,730,000 917,200	740 3,500,000 <u>1,050,000</u> 122,000 4,550,000 862,000
<b>*residential</b>	14,100 724 ?	1,410,000 72,400	2,820,000 2944,800	4,230,000 4,417,200	7,050,000 7,362,000
<b>Bachelor's Degree</b>	6.60 11,220 <sup>8,95</sup>	1,122,000	2,244,000	3,366,000	5,610,000
Salary	15,221	1,522,100	3,044,200	4,566,300	7,610,500
Overhead	4,567 3,366	456,700 336,600	913,400 673,200	1,370,100 1,009,800	2,283,500 1,683,000
<b>TOTAL BS</b>	19,788 14,586 ?	1,978,800 1,458,600	3,957,600 2,917,200	5,936,400 4,375,800	9,894,000 7,293,000
<b>Master's Degree</b>	8.80 14,960 <sup>11,25</sup>	1,496,000	2,992,000	4,488,000	7,480,000
Salary	19,116	1,911,600	3,823,200	5,734,800	9,558,000
Overhead	5,735 4,488	573,500 448,800	1,147,000 877,600	1,720,500 1,346,400	2,867,500 2,244,000
<b>TOTAL MS</b>	24,851 19,448	2,485,500 1,944,800	4,970,200 3,889,600	7,455,300 5,834,400	12,425,500 9,724,000

*pay per hr.  
4.40*

*6.60*

*8.80*

*Stipend*

*Stipend*

*Stipend*

\* Residential employees receive \$5,000 more per person.  
 \*\* Salaries based on 1994 Federal Pay levels. Overhead is 30% of salaries.  
 For each position, \$4,750 education credit to be paid by grant from the Corporation for National and Community Service.

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### **QUESTIONS**

Divider Title: \_\_\_\_\_

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**QUESTIONS THAT SHOULD BE ANSWERED BY**  
**ANY POTENTIAL AMERICORPS/USDA PILOT PROJECT**

**Questions for All USDA Pilot Projects:**

Where would the pilot project be located? What kind of communities would it serve?

Would the project be residential, non-residential, or both?

What kind of specific work would participants perform on a daily basis? Would participants stay on one project throughout the year or switch projects weekly or monthly?

How would the project provide valuable service to the community by systematically filling unmet social needs? How will the project ensure that none of the work performed duplicates the work performed of existing programs?

How might the project help priority areas affected adversely by federal policies?

How might the project operate in an empowerment zone or an enterprise community?

How would the work performed fulfill significant missions of USDA?

What kind of support would be needed from USDA for the participants to perform such tasks? How much of the program would be directly managed by USDA and how much would be managed by a sponsoring organization?

What kind of support would be needed from other federal agencies, state and local government, non-profit organizations, or the private sector for the participants to perform such tasks? How could we obtain such support?

How will the project planners consult with participants and potential participants, representatives of the communities to be served, community-based agencies with demonstrated record of experience in providing services, and labor organizations?

How will this project build upon existing programs, including federal programs?

How will this project relate to existing volunteer organizations? To existing 4-H programs? To existing youth service corps?

What kind of supervision of participants would be needed? What education and training will supervisors need? What kind of extra supervision will be needed in residential programs?

how much should be unique to the specific jobs that each participant will be performing?  
What type of ongoing training will participants receive after they have started the program?

How will the participants be recruited and selected? How will specific skills of participants be matched-up with specific needs of individual communities? How will the project recruit local participants?

How will the project utilize the latest communications and information technologies?

#### **Questions for Empowerment and Anti-Hunger Pilot Projects:**

How will the project reduce hunger, improve nutrition education, increase participation by diverse socio-economic groups in USDA feeding programs, reduce food-borne illnesses, and empower poor citizens to lift themselves out of poverty?

What measurable goals can this project achieve in meeting human needs?

How will the project interact with state and local social service offices?

Will outreach be conducted door-to-door in neighborhoods, at special public events, in social services offices, or in some other manner?

#### **Questions for Public Lands and Environment Pilot Projects:**

How will this project protect, conserve, maintain, and improve public lands? How will this project protect soil, improve water quality, plant trees, teach environmental education, promote energy conservation, and boost sustainable agriculture?

What can this project achieve measurable goals in meeting environmental needs?

Can some participants meet the voucher requirement by working four summers in a row? Would such an approach hinder our ability to build diverse crews? Could a small percentage of people in each program be on the four-year plan?

How might the project interact with Youth Conservation Corps programs now managed by USDA and the Department of Interior?

How might the project interact with the Earth Team program now managed by the Soil Conservation Service?

How would the projects recruit participants that are socio-economically diverse and include a balance of citizens by race, class, gender, and age? How will the project recruit a management team that is similarly diverse?

What percentage of participants could be recruited from a national pool of applicants compiled by USDA or the Corporation for National Service?

What kind of training would the participants need? What kind of ongoing training would be needed for participants during the course of the program?

What measurable goals can we set for personal benefits obtained by participants? How will the program promote civic responsibility and produce positive change in participants?

What kind of materials or equipment would the project need?

What kind of administrative staff will the project need? How many employees will it have and how much will they get paid?

How can the project expand significantly in the next few years as a full-scale national program is phased-in?

How much will the project cost in total? How much will it cost per person?

How will the project reinvent government by promoting opportunity, responsibility, and community? How will the project be managed entrepreneurially instead of bureaucratically?

How can the project build a distinct identity for the President's AmeriCorps program that is explicitly different from either targeted jobs programs or diffuse volunteerism efforts?

Could the project benefit from the use of former Peace Corps volunteers in the area in a volunteer capacity?

### **Questions for Rural Development Team Pilot Projects:**

How will the project improve the economic conditions, protect watersheds, increase the delivery of running water, boost sustainable agriculture, promote leadership, leverage resources, build volunteerism, and/or improve the environment in rural areas?

What can this project achieve measurable goals in meeting economic, environmental, or human needs?

What kind of specific education will participants need? Why kind of undergraduate or graduate degrees will they need? What kind of additional training will they need? Who will conduct the training? How much of the training should be identical for all participants and

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### **PROJECTS**

Divider Title: \_\_\_\_\_

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Excerpt from:  
Urban Corps Expansion Project  
**WORK AND SERVICE PROJECTS** Resource Book, 1990

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## 2. *Soliciting Projects*

*EXHIBIT B (p. 5)*

### *SAMPLE HANDOUT FOR POTENTIAL PROJECT SPONSORS (continued)*

#### **EXAMPLES OF CORPS PROJECTS:**

##### **Improvement of ~~urban~~ open spaces:**

- Clear, fence, and plant community gardens
- Create new nature trails
- Regreen soccer and volleyball fields
- Clean lakes, creek and fountains in city parks
- Prune and remove vegetation
- Improve public play areas and grounds by assembling play equipment and recreational furniture
- Build picnic tables
- Develop mini-parks in vacant lots and on rooftops
- Develop wildlife habitat
- Clear streams and waterways

##### **Improvement of community facilities:**

- Rehabilitate low-income housing
- Renovate and staff shelters for the homeless
- Install and repair smoke detectors in the homes of the elderly
- Construct hand railings, ramps, bridges, and steps
- Landscaping and light construction of outdoor facilities
- Weatherize public buildings and low-income housing
- Provide minor home repairs for the handicapped and low-income elderly
- Assist a small museum to expand exhibits
- Conduct house-to-house surveys

##### **Assistance in delivery human services:**

- Teach basic life skills to severely retarded adults
- Deliver food to the homebound elderly
- Make home visits to hospice outpatients
- Tutor children
- Conduct a senior citizen day camp

WISCONSIN CONSERVATION CORPS BOARD  
 CONSERVATION PROJECT PRIORITIES

1983

Eligible Projects

Projects which provide long-term benefits to a large segment of the public; projects which satisfy and promote as many natural resource conservation activities as possible, such as wildlife, water, air, land, forestry, recreation, historical, etc.; projects which preserve, maintain, and enhance existing resources; and, projects which increase the state's economic base through improvement of the resource.

Priority I

Projects include but are not limited to the following (not necessarily in order of priority):

- Improving accessibility to recreation areas and facilities
- Fire breaks
- Wildlife cover planting
- Public water access development
- Improvements to conservation education facilities and areas
- Rehabilitation of existing recreation facilities
- Disaster assistance
- Trout stream rehabilitation
- Tree planting and site preparation
- Building removal and landscaping
- Fence construction
- Sign posting and boundary clearing and marking
- Wildlife opening maintenance and creation
- Vegetation control to enhance the resource
- Repair, maintenance of dikes, dams, park and forest roads and parking lots, trails, etc.
- Erosion control measures
- Release and thinning of forests
- Energy conservation improvements
- Construction and development of new basis recreation areas and facilities

Priority II

Projects in this group include those which are routine and continuing or of short duration, low productivity or are of new, not basic (elaborate) construction which will require the continuous expenditure of new funds for maintenance. Included, but not limited to, are:

- Painting and staining of buildings, signs, tables, etc.
- Fish eradication projects in lakes and streams
- Pruning pine plantations
- Fuelwood production
- Construction of elaborate recreation facilities

Ineligible Projects

Leaf raking, weed hoeing, lawn mowing, toilet maintenance, garbage pickup, and other similar non-productive tasks.

### High Value Projects

Records kept on YCC and YACC work accomplishment show that certain kinds of work produced relatively high return on the corps dollar. Listed below are those work categories in which the value of the youth work-hour was at least double the hourly wage paid to corpsmembers. This list is by no means a precise guide to cost-effective projects, nor does it include new work categories (such as solar energy facility installation), urban work (such as low-income housing weatherization), or emergency relief work (such as flood prevention) which is difficult to value. Other factors, such as public need, youth training benefits, and public relations value are, of course, important to project selection.

Tree & Seedling Planting	Seed Production
Pest Control	Campground Construction
Water Recreation Facility Construction	Decorative Fence Construction
Recreational Shelter Construction	Landscaping
Historical Dwelling Restoration	Corner Search Surveys
Historical Monument Restoration	Trail Construction
Bridge Construction & Maintenance	Trail Maintenance
General & Fire Road Maintenance	Irrigation Ditch Maintenance
Foot, Bike & Horse Bridge Maintenance	Drainage Ditch Construction
Well Construction & Maintenance	Cattleguard Construction
Shoreline Erosion Control	Waterfowl Habitat Improvement
Wildlife Control	Fish Tagging
Wildlife Surveys	Catchment Basin Construction
Providing Water for Wildlife	Topographic Surveys
Water Quality Surveys	Telephone & Electric Line Maintenance

--H.E.C.

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## WORK AND SERVICE PROJECTS

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### 1. Urban Corps Work Program

#### 1. THE URBAN CORPS WORK PROGRAM

The development of an urban corps' work program begins with an assessment of community needs. Corps planners and staff will want to consult with a broad range of individuals and public and nonprofit organizations to identify community priorities that are appropriate to corps involvement and consistent with corps strengths.

This assessment process is not intended to identify specific projects but to determine community concerns about specific situations and conditions. At this stage, the planning staff are primarily *listeners* rather than marketers of their services.

There are several approaches to undertaking an assessment of community needs. Some are quite formal and time-consuming, while others are less formal and more expedient. Several urban corps have used a brief survey form to gather information on community needs, while others have conducted community forums, task force meetings, and direct contacts with potential sponsors. In other cases, corps have been able to draw from needs assessments that were previously accomplished by public agencies or community-based organizations.

Once operational, the corps should continue to assess and reevaluate community needs priorities on a regular basis. This can be accomplished through periodic questionnaires, contacts with potential sponsors, corps staff participation in community meetings and other activities. Ongoing assessment of community needs is an activity in which all staff and corpsmembers should take part. Guided discussions and community need surveys provide excellent learning opportunities for corpsmembers.

Once you have gathered information about community concerns, determine what needs can be effectively addressed by the corps and establish priorities for addressing them. These priorities should be tied to three factors--the work's consistency with the corps' mission, its potential for giving the corps visibility in the community, and the corps' capacity to carry out the work effectively.



#### PROJECT CRITERIA

Once community needs have been assessed, your corps should develop criteria for selecting projects and sponsors. These criteria should consider both community needs and program capabilities and structure. They may also vary depending on the level of funding you plan to earn as reimbursement for project work. We recommend that every project be judged according to whether it accomplishes the following:

- Addresses critical community needs that would not be met otherwise, and will result in visible, lasting beneficial effects. Projects may involve improvements to community facilities or enhance the scope of existing services.
- Allows for establishing clear measurable goals for project segments with definable beginnings and endings.
- Provides benefits to corpsmembers by giving them opportunities to learn or reinforce basic and workplace skills, and to increase their participation in the community.

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## WORK AND SERVICE PROJECTS

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- Attracts community support.
- Consists of labor-intensive work that accommodates a crew of up to ten corpsmembers for seven- to eight-hour work days lasting from two to twelve weeks. If the proposed project takes less than two weeks, it should offer a significant variety of tasks and level of visibility.
- Does not use corpsmembers to displace or replace current, laid off or striking workers.
- Provides potential to earn income for the corps.

If the project fails to meet several of these criteria, you may want to consider turning down the project or more carefully assess whether the project can be justified.

### PROJECT SPONSOR CRITERIA

Once a project has been found appropriate for the corps to undertake, verify that a relationship with the project sponsor will be beneficial to the corps. We recommend that the sponsor be expected to provide the following:

- A safe working environment through adequate ventilation, absence of toxic materials, and a sufficient number of fire extinguishers and exits.
- All materials and special equipment necessary to complete the project in a correct and timely manner.
- A project that has been designed in compliance with permit process and other requirements.
- Technical supervision and assignment of a representative to ensure that the work is implemented according to the appropriate procedures and specifications.
- Corpsmember orientation through such steps as providing corpsmembers with an overview of the organization, its goals, mission, key staff and client needs; and an explanation of the specific purpose of the corps project.
- Specialized training for corpsmembers so they will learn particular methods or approaches to service delivery, if necessary.
- Periodic debriefings of the crew in order to provide corpsmembers and crew supervisors with ongoing evaluation.
- Maintenance of the project for a reasonable length of time after completion by the corps.

If a sponsor fails to give assurances on several of these criteria, you may want to consider turning down the project.

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**National Association of  
Service & Conservation Corps**

## **ORGANIZATIONAL HISTORY**

NASCC began to take shape as an independent nonprofit organization in 1985, at the first national gathering of youth corps program directors and staff since the demise of the Young Adult Conservation Corps (YACC) program in 1983. (NASCC is a successor to the National Association of State Conservation Corps Program Agents, which served as the collective voice of state YACC programs in the early 1980s). Since that time, NASCC has grown to include a membership of nearly 100 corps programs operating in 35 states and the District of Columbia. NASCC is governed by a board of corps program representatives from across the U.S. Membership dues from corps programs, as well as numerous grants from the DeWitt Wallace-Reader's Digest, Kellogg, Ford, C.S. Mott, Public Welfare, Hewlett, M.R. Babcock, and other foundations have supported the programs and growth of NASCC.