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USDA [Department of Agriculture]/AmeriCorps - Clinton Library Copies - 1994 Application (for FY 95) to the Corporation for National Service 2 [1]

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TITLE PAGE - AMERICORPS NATIONAL DIRECT APPLICATION

1. APPLICATION TITLE: New England Youth Forest Camp |
 | For Internal Use |
 | Only |
 |X| Single-Site | | Multi-Site | |

2. LEGAL APPLICANT: White Mountain National Forest USDA-FS
 Contact Person's Name: Chuck Myers
 Address: 719 Main Street PO Box 638
 City/State, Zip: Laconia, New Hampshire 03247
 Telephone No/FAX No: 603 528 8721 Fax 603 528 8783
 Applicant's
 Congressional District: Maine Districts 2 ; New Hampshire Districts 1 and 2

3. INSTITUTIONAL |X| Federal | | National Non-Profit
 INFORMATION: Agency Organization

Employer's ID Number: AG11 0922 5170

4. PROJECT DIRECTOR: Chuck Myers
 Organization's Name: White Mountain National Forest USDA-
 Address: 719 Main Street PO Box 638
 City, State, Zip: Laconia, New Hampshire 03247
 Telephone No/FAX No: 603 528 8721 Fax 603 528 8783

5. GRANT TYPE: | | Planning or |X| Operating or | | Educational
 Awards Only

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TITLE PAGE - AMERICORPS NATIONAL DIRECT APPLICATION

(continuation)

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8. PARTICIPANTS:

of Full-time Participants _____ # of Full-time Participants _____

of Full-time Participants 32 Needing Educational Awards 32

of Part-time Participants _____ # of Part-time Participants _____

of Part-time Participants _____ Needing Educational Awards _____

of Participants Needing
Child Care _____

of their Children
Needing Child Care _____

of Unfunded Participants _____ # of Expected National
Recruitment Participants _____

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BUDGET:

Corp Funds Requested Year 1 247,626 Year 2 258,000 Year 3 268,000

Total Budget Amount Year 1 600,375 Year 2 624,000 Year 3 650,000

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10. PROGRAM OPERATES in an area of need as identified by the Corporation?

☒ Yes or ☐ No

Which one? See the attached narrative with discribes the need
and the programs responsiveness.

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11. PROJECT DURATION:

Start Date 10/01/94 End Date 09/30/98

Number of Program Terms 3 program sessions (1 each year)

This program with works incollaboration with Boston City Year

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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 the applicant will comply with the assurances required of applicants if the assistance is approved.

Date: 4/14/94 Name: Otis L. Durham Title: Staff Officer

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Individual Program Summary (one page)

Individual Program Narrative (6 pages)

Needs to be met, and appropriateness for national service

Program design

Participant profile, recruitment strategy, and benefits

Participant Recruitment

Internal Evaluation and Monitoring Activities

Institutional and Personnel Information

INDIVIDUAL PROGRAM APPLICATION #25
PUBLIC LANDS AND EMPOWERMENT TEAM
NEW HAMPSHIRE- WHITE MOUNTAIN NATIONAL FOREST

TITLE PAGE -

Application Title: AmeriCorps/Team USDA
 x Single-Site

Legal Applicant: United States Department of Agriculture
Contact Person's Name: Joel Berg, Director of National Service
Address: Room 538-A, 14th and Independence, SW
City, State, Zip: Washington, DC 20250
Congressional District:

X Federal Agency
Employer's ID Number: ?

Project Director:
Organization's Name:
Address:
City, State, Zip:
Telephone/Fax:
Type of Grant: X Operating
Issue Area and national Priorities:

Areas to be Served:
Congressional Districts of Primary Areas Served: ?
Congressional Districts of Secondary Areas Served: ?
Of Full-Time Participants: ?
Of Part-Time Participants: 0
Of Participants Needing Child Care: ?
Of Their Children Needing Child Care: ?
Of Unfunded Participants: ?
Of Full-Time Participants Needing Educational Awards: ?
Of Part-Time Participants Needing Educational Award: 0
Of Expected National Recruitment Participants: ?

<u>Corporation Funds Requested:</u>	YR1?	YR2 ?	YR3 \$10 million
<u>Total Budget Amount:</u>	YR1 ?	YR2 ?	YR3 ?

Operates in area of need: X Yes
Operates in areas that are:

Project Duration: Start Date ? End Date ? Number of Program Terms ____
Certification: Date, Signature _____

Program Summary

Individual Program Summary (one page)

Individual Program Narrative (6 pages)

Needs to be met, and appropriateness for national service

Program design

Participant profile, recruitment strategy, and benefits

Participant Recruitment

Internal Evaluation and Monitoring Activities

Institutional and Personnel Information

Americorps - New England Youth Forest Camp

Serving Maine, New Hampshire and New England

Needs to be Met

Environment - Restoration, maintenance, and management of national forest resources is the primary need

to be met by this program. Work will reduce backlog maintenance of recreation facilities and trails. Site specific improvements will be made to meet accessibility standards for people with disabilities. Basic customer services in recreation areas, environmental education, and recreation use ethics will be provided to national forest visitors. Wilderness management, watershed improvements, fisheries and wildlife projects will be completed.

Public Safety - Public safety will take three tracks--improved conditions to recreation infrastructure, trails, and campgrounds; increased presence in campgrounds and day use areas; role modeling by camp staff and national forest employees to participants in work habits and lifeskills.

Education - The program will provide mentors, tutors, and education counselling for participants. Community education needs will be met by outreach in environmental education and outdoor education of national forest visitors.

Human Needs - Participants training and education in self esteem and citizenship so that they know of opportunities to break the cycle of public assistance.

Program Design

(TERM STARTING IN SEPTEMBER?)

Thirty-two participants will be headquartered at Bog Brook National Guard Camp. Residential program is 25 weeks annually - March through August. August through March participants will join other programs, such as Boston City Year to provide a year long program (need specifics?). Recruitment of

participants will be joint with the collaborating program to insure integration of crews.

Program Elements

Self confidence will be gained through experiences in working and learning in areas of leadership, goal setting, teamwork, multicultural understanding, conflict resolution, work habits, and a sense of accomplishment will also be gained from work and program completion. Work experience will involve recreation facilities, trails, customer services, wilderness management, watershed improvements, fisheries and wildlife management, environmental education, and recreation conservation ethics.

Recruitment Goals

The program recruitment will strive to mirror the White Mountain National Forest multicultural organization goals. Over the past 8 years, a statewide recruiting network, which includes among other professionals, educators, administrators, guidance counselors, peer leadership, directors, and law enforcement officials, has been established. Materials will be distributed to appropriate youth by these individuals, as well as through all high schools and through an array of state and community organizations such as DCYS, Boys and Girls Clubs, YMCA and YWCA, foster care, court diversion programs, and welfare offices. Recruitment will be coordinated with collaborating programs such as Boston City Year. In addition, recruitment materials will be distributed to recipients of food stamps.

Administering Organization

The Student Conservation Association (SCA) is a national, non-profit organization dedicated to the conservation of natural resources and the environmental education of youth. Since its beginning in 1957, SCA has become a leader in providing opportunities for nearly 2,000 high schools and college-aged young people annually from diverse socio-economic backgrounds. SCA staff is well trained and is a very matched partner to meet gender and multicultural needs stated in Americorps and Forest Service goals.

Program Partners

Student Conservation Association National Forest Foundation

Maine National Guard White Mountain National Forest

Other Work Partners - based on specific project needs including historic societies, trail maintainer clubs, and others.

Program Narrative

Americorps - **New England Youth Forest Camp**

Serving Maine, New Hampshire and New England

Hosted by the White Mountain National Forest

Program Partners

Student Conservation Association National Forest Foundation

Maine National Guard White Mountain National Forest

Other Work Partners - based on specific project needs including historic societies, trail maintainer clubs, and others.

Needs to be Met

This program is centered on meeting the national priority for natural environments. Restoration, maintenance, and management of national forest resources is the primary need to be met by this program. Work will reduce backlog maintenance of recreation facilities and trails. Site specific improvements will be made to meet accessibility standards for people with disabilities. Basic customer services in recreation areas, environmental education, and recreation use ethics will be provided to national forest visitors. Wilderness management, watershed improvements, fisheries and wildlife projects will be completed.

Secondly, the national priority of public safety will be met. This priority will be met by the following activities: improving conditions to recreation infrastructure, trails, and campgrounds; increasing presence in campgrounds and day use areas; role modeling by camp staff and national forest employees to participants in work habits and lifeskills.

The national priorities of education and human needs will be met through program activities and direct services to the participants. The program will provide mentors, tutors, and education counselling for

participants. Community education needs will be met by outreach in environmental education and outdoor education of national forest visitors. Participants will receive training and education in self esteem and citizenship so that they know of opportunities to break the cycle of public assistance.

Needs Identification The primary program need of environment was identified through the 1993 Land and Resource Management Plan Monitoring Report for the White Mountain National Forest. This report was the most comprehensive monitoring that assesses the status of the 1986 Forest and Resource Management Plan. Development of the WMNF Forest Plan and review of the 1993 Monitoring Report have involved local communities and national forest public. In addition, the national forest works closely with other natural resource agencies and private individuals in managing the natural and recreation resources identifying specific environmental needs.

The report detailed the condition of various resources and past national forest accomplishments in producing a range of goods and services to the American public while maintaining the integrity of the social and environmental ecosystems located on the White Mountain National Forest.

Projects have been identified that will have significant and measurable accomplishments in the areas of recreation and trail backlog maintenance; demonstrated recreation operation shortfalls in developed sites and backcountry areas; wilderness management; watershed improvements; fisheries and wildlife habitat improvements; and visitor and community services.

Program Design

Concept Thirty-two participants will be headquartered at Bog Brook National Guard Camp. On site program is 25 weeks annually - March through August. August through March participants will join other programs, such as Boston City Year to provide a year long program. Recruitment of participants will be joint with the collaborating program to insure integration of crews.

The collaborative relationship with the Boston City Year program is a great enhance for the program participants allowing the a variety of challenging service experience and personal growth. The collaboration of peogram components allow for a year long program.

Crew leaders will be chosen from a pool of highly qualified individuals in competitive recruitment and interview process which ensures the safety and success of all education and field programs. Prior to the start of the program, all crew leaders will be rigorously trained during a 2-week program that includes certification in SOLO first aid, youth development, and supervision, backcountry living, and wilderness work skills. In addition, crew leaders receive training that allows them to manage safe and productive work crews as well as provide support and comfort to youth. Special topics such as multicultural sensitivity training, conflict resolution, team work, and leadership are given additional attention. Educational and vocational counselling will be provided through cooperative agreement with community school and youth supporting services.

Camp headquarters will be located at Bog Brook National Guard Camp facility. The camp consist of eight barrack buildings, messhall, laundry, and two training buildings. The headquarters will be used for all group training and during cold weather.

Field camps will be located near the project work sites. The purpose of the field camps is threefold: to provide project efficiency; to better facilitate team development; and to build the confidence of the individuals as they develop and experience backcountry living conditions. A natural outcome of field living is learning of lifelong skills in outdoor recreation in a safe environment.

Participants will be linked to existing components of other youth programs. They will have opportunities to participate in community service projects, educational field trips, college and career workshops, and a variety of activities with mentors and professionals.

SCA will provide tracking to assess and evaluate the progress of participants from the program. This tracking will be completed in three phases. First, these youths will be entered into the alumni data bank and receive updates regarding SCA activities in their area. Second, the youths will be surveyed within 2 months of completion of the program. The survey will focus on changes in attitude, work habits, and general maturity, follow through on individual goals. Finally, all participants will be involved in environmental activities, such as White Mountain Trails Day and Earth Day activities that occur annually.

Service Activities

Recreation Facility Backlog - Restoration of recreation facilities in five campgrounds and four day use sites - Work would include grading and graveling of sites and pathways for resource protection and to better meet accessibility standards; replacement of fire rings and construction of picnic tables; and repair signs and restrooms. Project accomplishments would be the number of individual sites to standard and accessibility.

Trail Backlog - Restoration and maintenance of hiking and snowmobile trails - Work would include cleaning and repairing of trail drainage structures; repairing trail treadway; building small bridges; clearing down trees and trailside vegetation; repairing and replacing trail signs. Project accomplishment would be the miles of trail to standard.

Recreation Operations and Maintenance - Daily operations at 10 major campgrounds - Work would include making visitor contacts; and doing site cleaning and routine maintenance to facilities. In addition to the daily operations at campgrounds, evening interpretative activities would be provided twice weekly in each of the campgrounds. Staff would also assist with visitor contact at three Forest Service Offices. Project accomplishment would be the number of staff days provided and recreation visitor days.

Wilderness Management - Maintenance of Wilderness Trails - Work would also include restoration of dispersed user sites and removal of non-conforming structures within five Wildernesses. Project accomplishment would be the miles of trails to standards, dispersed users sites restored, and non-comforming structures removed.

Watershed Improvements - Work would include restoration of closed roads, seeding and clearing of drainage structures; riparian revegetation. Project accomplishment would be the acres of restorations.

Fisheries and Wildlife Habitat Improvements - Monitoring wildlife plots and participation in collecting and identification of small mammals as an element of wildlife monitoring activities - Work would include monitoring and maintenance and/or installation of five instream fisheries structures and stocking of juvenile Atlantic salmon in headwater streams. Project accomplishment would be the number wildlife

and fisheries sites monitored, acres of habitat improvee, and the number of acres of salmon stocked.

Visitor and Community Services - A mountain stewardship program will allow us to reach hikers and backpackers in the largest alpine area in the Eastern United States. From June to August, stewards will provide information, education and interpretation to protect the scenic beauty and integrity of a unique--but fragile alpine ecosystem. Stewards will also provide information on low-impact camping and hiking, mountain safety and wilderness ethics. Project accomplishment would be the number of individuals contacted.

Environmental Education and Interpretive Programs - Using "the forest as a classroom," participants would provide environmental education in coordination with Project Learning Tree and other resource-based environmental education curricula to local elementary schools. Project accomplishment would be the number of school students attending classes.

Typical Work Week

Relation to Need The projects were directly identified in the needs assessment and were detailed in three documents or data banks. First, the White Mountain National Forest Plan identified specific natural and recreation resource needs. Second, the 1993 Plan Monitoring Report described the natural resource program and project shortfalls. Finally, Forest project data bank listed all of the unmet needs in backlog resource work and their accomplishment needs.

Participant Training and Support The training and support needs of each individual will be met through either classroom style teaching, work practium, and experience or direct services. The program will

provide mentors, tutors, and education counselling for participants. Participants will receive training and education in self esteem and citizenship so that they know of opportunities to break the cycle of public assistance. A typical week will include training and education, in addition the first 2 weeks of the program cycle will be training and education.

Participants will be linked to existing components of other youth programs. They will have opportunities to participate in community service projects, educational field trips, college and career workshops, and a variety of activities with mentors and professionals.

Skills required to complete resource work will be taught by resource staff of the White Mountain National Forest and the SCA. Currently, the national forest and SCA host backcountry and wilderness training in all of the primary skills. This seasoned training staff will conduct the training programs for the participants.

Participants Placement and Supervision All participants will be part of an eight-person crew. The crew leadership will be provided by SCA staff. Work supervision will be provided by SCA with oversight and project design, standards and accomplishment monitoring carried out by the national forest staff and resource professionals. At the conclusion of the March - August cycle the participants will joint other collaborating programs, such as Boston City Year.

Participants Characteristics

Thirty-two participants - The racial or ethnic and gender make of the participants will strive to mirror

the multicultural employee goals of the White Mountain National Forest.

Participant Recruitment Over the past 8 years a statewide recruiting network, which includes other professionals, educators, administrators, guidance counselors, peer leadership directors, and law enforcement officials, has been established. Materials will be distributed to appropriate youth by these individuals as well as through all high schools and an array of state and community organizations such as DCYS, Boys and Girls Clubs, YMCA and YWCA, foster care, court diversion programs, and welfare offices. In addition, recruitment materials will be distributed to recipients of food stamps. This program will be coordinated with other efforts targeting youth with similar needs.

Participant Selection Participants will be asked to submit a brief descriptive application, write an essay on the goals they have set and how this program will assist them in meeting their goals, and two recommendations for a school counselor, teacher, and other community members they have as a supporter, mentor or employer.

Participant selection will be based on a normal ranking of their essays and recommendations, and contribution toward meeting the multicultural goals. Additionally, applications will be ranked on their need for educational assistance. Some participants will be drawn from the national recruitment system.

Participant Benefits

Each participant will receive:

Health care coverage

Part or full-time education award based on service completion

Clothing, room and meals

Weekly living allowance of \$75.00

Evaluation and Monitoring

Each participant will be required to set individual goals for themselves and weekly they will meet with their crew leaders to discuss the goals attainment and to set additional goals. Each crew member will weekly assess the team work effort using a standardized team work assessment instrument of their crew and discuss the successes and shortfalls. Crew leaders will keep a weekly log of crew accomplishments and observations of the crew members. At the completion of each project, national forest staff or resource professional will evaluate the work. Every 6 weeks, a national forest staff and an SCA camp director will evaluate the program accomplishments and set goals for the next evaluation period.

SCA will provide tracking to assess and evaluate the progress of participants from the program. This tracking will be completed in three phases. First, these youths will be entered into the alumni data bank and receive updates regarding SCA activities in their area. Second, the youth will be surveyed within 2 months of completion of the program. The survey will focus on changes in attitude, work habits, general maturity, and follow through on individual goals. Finally, all participants will be involved in environmental activities, such as White Mountain Trails Day and Earth Day activities that occur annually.

Institutional and Personnel Information

The Student Conservation Association (SCA) is a national, non-profit organization dedicated to the

conservation of natural resources and the environmental education of youth. Since its beginning in 1957, SCA has become a leader in providing opportunities for nearly 2,000 high schools and college-aged young people annually from diverse socio-economic backgrounds. SCA staff is well trained and is a very matched partner to meet gender and multicultural needs stated in Americorps and Forest Service goals.

Principle Staff

Sott Weaver, Vice President, Field Operations joined SCA in 1978. Mr. Weaver oversees all of SCA's field programs--including those for at-risk youth and the international conservation youth exchanges operated by SCA. He worked in th field for ten years, and has extensive experience in program development and outdoor work and education projects.

Jay A.Satz, Director of Field Operations. has worked with SCA since 1986. A former crew leader and director of the Wilderness Work Skills Program, Mr. Satz was instrumental in the design and development of much of SCA's Seatle programming. In his current position, he is responsible for the quality, training and safety associated with all of SCA's field programs.

Marta Cruz Kelly, National Director of the CCDP, brings over ten years of conservation and minority program experience to her position. Before joining SCA, Ms. Kelly served as Training, Recruitment, and Interpretation Director, as well as Education Director, for the Philadelphia Ranger Corps. Previously, she was a Supervisory Park Ranger with the National Park Service at Indiana Dunes National Park.

Robert B. Coates, Director of NHCC, previously served with both SCA and NHCC as National Service Coordinator, assisting with development of applications to the Corporation on National and Community Service. Before joining SCA, Mr. Coates worked for both United States Senator Warren Rudman and Congressman Dick Swett, completed a Master in Public Administration Degree from the John F. Kennedy School of Government and a two-year tour with the United States Peace Corps.

Deborah Hinman, Administrative Director of the NHCC, brings eight years of youth training experience to her position, before joining SCA, Ms. Hinman served as a director for Work Options Network which provided education and training to out of school youth. In her current position she has developed and extensive recruiting network which provides applicants for NHCC's statewide programming.

William R. Twombly, Operations Director of the NHCC, has been working with NHCC since 1991 leading residential crews of youth and training crew leaders. Before serving adjudicated youth. In his current positions he has designed and implemented exemplary crew leader training sessions and developed effective models for field supervision and support.

Training SCA's field supervisors are rigorously and individually screened. The selection process includes a comprehensive written application, interviews with SCA's management, and reference checks. Selection criteria includes outdoor living and work experience, first-aid skills and certification, and experience working with youth from diverse populations. All supervisors receive additional training by SCA on an annual basis.

Institutional Strengths SCA's years of experience in operating residential youth programs is their greatest

strength. The recruitment, selection and training of field staff provided quality control of work and education programs offered to youth. Safety training, environmental education and job training material have been developed and proven to be effective. The support of a wide array of alumni add value to working with youth, they draw on alumni for role models and mentors of recent program participants.

BUDGET FORM - AMERICORPS NATIONAL DIRECT APPLICATION

Applicant Name: White Mountain National Forest USDA-FS

Program Name: New England Youth Forest Camp

☐ Aggregate ☒ Program (if applicable)

	Corporation Share (CNCS) Funds Requested	Grantee Share Other Federal /State/Local/ from the Corp	Total Total Program Funding Private Funds
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A. PARTICIPANT SUPPORT COSTS

Training and Education	<u>2,800</u>	+ <u>2,800</u>	= <u>5,600</u>
Uniforms	<u>4,800</u>	<u>4,800</u>	<u>9,600</u>
*Other	<u> </u>	<u> </u>	<u> </u>

* Pls specify in
Budget Narrative.

Subtotal	<u>7,600</u>	<u>7,600</u>	<u>15,200</u>
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B. STAFF

Salaries	<u>74,088</u>	<u>182,688</u>	<u>256,776</u>
Benefits	<u>3,410</u>	<u>16,210</u>	<u>19,620</u>
Training	<u>3,200</u>	<u>3,200</u>	<u>6,400</u>
*Other	<u> </u>	<u> </u>	<u> </u>

*Pls specify in
Budget Narrative.

Subtotal	<u>80,698</u>	<u>202,098</u>	<u>290,796</u>
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C. OPERATIONAL

Travel	<u>1,500</u>	<u>1,500</u>	<u>3,000</u>
Transportation	<u>23,900</u>	<u>23,900</u>	<u>47,800</u>
Supplies	<u>4,000</u>	<u>46,000</u>	<u>50,000</u>
Equipment	<u>0</u>	<u>3,600</u>	<u>3,600</u>
*Other	<u>7,000</u>	<u>22,200</u>	<u>29,200</u>

*Pls specify in
Budget Narrative.

Subtotal	<u>36,400</u>	<u>97,200</u>	<u>133,600</u>
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D. INTERNAL EVAL/MONITORING 3,000 3,000 6,000

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E. ADMINISTRATION 12,000 17,979 29,979

(May not exceed 5%
of Corp funds: A-F)

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(In dollar amounts) Total A-E | 132,098 | + | 335,777 | = | 467,575 |

Percentages 28.3 % + 71.7 % = 100%

(Corporation maximum 75% + Grantee minimum 25% = 100%)

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BUDGET FORM - AMERICORPS NATIONAL DIRECT APPLICATION
(continuation)

F. OTHER PARTICIPANT Number of Corporation Grantee Share Total
SUPPORT COSTS Partici- Share (Minimum 15%) 100%
 pants (Maximum 85%)

Living Allowance	<u>32</u>	<u>51,000</u>	<u>9,000</u>	<u>60,000</u>
meal		44,608	7,872	52,480
FICA and Workers'				
Compensation		<u>4,720</u>		<u>4,720</u>
Health Care*		<u>19,200</u>		<u>19,200</u>
Alternative				
Health Care**				
(\$1,200 per eligible participant)				

Total (F) | 119,528 | + | 16,872 | = | 136,400 |

Total (A-F) | 251,626 | | 352,749 | | 604,375 |

G. CHILD CARE

	Estimated No.	Corp Share	Grantee	Total
Estimated No.	of Eligible	(Maximum	Share	
of Children	Participants	100%)		

TOTAL (A-G) | | | | | |

Number of	Amount per	Total
Participants	Participant	

H. EDUCATION AWARDS

Full-time
Participants 32 \$4725

Part-time
Participants \$2363

Total H 32 x 4725 = 151,200

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* If grantee is utilizing current policy meeting minimum benefits for eligible participants.

** If grantee is utilizing alternative health care policy to be made available.

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**MISSION STATEMENT AND ANNUAL OBJECTIVES - AMERICORPS NATIONAL
DIRECT APPLICATION**

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Applicant Name: White Mountain National Forest USDA-FS

Program Name: New England Youth Forest Camp

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1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

Detailed in the Application Narrative attached

Each application must include statements of primary objectives in three areas:

- **Community Service**
- **Community Building**
- **Participant Development**

Please use a separate copy of this form to describe your objectives in each area (i.e., Community Service, Community Building, Participant Development).

In the case of community service, also use a separate form for each priority area, if you are working one more than one (i.e. education, environment, etc.)

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2. THIS PAGE APPLIES TO:

☒ Community Service	☒ Participant Development	☐ Community Building
☐ Education		
☐ Public Safety		
☐ Human Needs		
☒ Environment		

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3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECKED ABOVE?

List your three primary objectives.

- A. Work Ethics
Team building
Conflict resolution
- B. Leadership and self confidence
Multi-cultural sensitivity
Responsible citizenship
- C. Natural resource management
Recreation, wilderness and trails restoration
Wildlife, fisheries and watershed improvement

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ASSURANCES & CERTIFICATION FORM - AMERICORPS NATIONAL DIRECT APPLICATION

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CERTIFICATION SIGNATURE

Note: This form must be signed and included in the application.
Before You Start. Before completing certification,
please read Certification Instructions, page 30, of
AMERICORPS - NATIONAL DIRECT APPLICATION booklet.

SIGNATURE. By signing this Certification page, the applicant
certifies that it will agree to perform all actions
and support all intentions stated in the Certification
sections in part III of this application. The three
Certifications are:

- Certification: Debarment, Suspension, and Other
Responsibility Matters.
- Certification: Drug-Free Workplace.
- Certification: Lobbying Activities.

Organization Name: _____

Project Name: _____

**Name and Title
of Authorized
Representative:** _____

Signature: _____

Date: _____

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ASSURANCES SIGNATURE

Note: This form must be signed and included in the application.
By signing this assurance page, the applicant certifies
that it will agree to perform all actions and support all
intentions stated in the Assurances on page 28 of the
AMERICORPS - NATIONAL DIRECT APPLICATION booklet.

Organization Name: _____

Project Name: _____

**Name and Title
of Authorized
Representative:** _____

Signature: _____

Date: _____

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MAINE'S AMERICORPS WATER QUALITY TEAM

Sponsored by USDA Soil Conservation Service (SCS)

and

Partners

20 participants
01 \$ 11 \$ 08
60% 30% 10%)

A Program to deliver national, state and community
services to preserve, protect, and enhance the quality of
Maine's water resources and rural economies.

April 7, 1994

Soil Conservation Service
5 Godfrey Drive
Orono, ME 04473

SUMMARY

The specific needs which this project will meet will be environmental in that water quality preservation and enhancement will be the common thread and concern of each of the twenty-nine positions in fifteen individual projects. Rural development, education, human needs, and public safety will also be a critical element of each project and will be addressed throughout the state.

Water quality is critical to Maine's natural resource-based economy which has been severely impacted with unemployment rates ranging from 15.8% in Aroostook County to 21.9% in coastal Washington County during the month of March 1994.

Maine's key economies impacted by water quality are our aquaculture and fishing industries, agriculture, drinking water supplies, new crop development, forestry, forest management practices, tourism, and recreation. If Maine's water quality concerns are not addressed the present bleak state of the economies that depend on this resource will continue.

Maine's AmeriCorps water quality proposal will address the needs of numerous individual projects throughout the state under the umbrella of Maine's USDA Soil Conservation Service (SCS) program of technical assistance. Additionally, a unified AmeriCorps team will be established and trained individually to continue serving the water quality needs of Maine and the nation throughout their careers long after their AmeriCorps experience.

Participants will work under the administration of Maine's USDA Soil Conservation Service team with assistance from the Quebec Labrador Foundation's (QLF) Atlantic Center for the Environment. The QLF will be responsible for selection, screening, training, employee evaluation, monitoring, and employee workshops. Other administrative duties will be provided through and by Maine SCS state and field office professionals in local Soil and Water Conservation Districts (SWCDs) and Resource Conservation and Development (RC&D) areas.

MISSION AND OBJECTIVE

The mission of the USDA Soil Conservation Service (SCS) is to provide effective team leadership and technical expertise in the use and stewardship of Maine's natural resources.

The objectives of this AmeriCorps application are to provide a unified Maine AmeriCorps team of twenty-nine individuals, under USDA-SCS leadership, with training provided by the Quebec Labrador Foundation/Atlantic Center for the Environment to:

- Assess water quality resources in selected regions, from the seacoast to inland waters, through a coordinated program of inventory and monitoring throughout the state of Maine.
- Promote awareness of water quality problems and solutions for Maine's citizens through education and resource management demonstration projects for both Maine citizens and AmeriCorps participants.
- enhance the state's soil and water based economy by providing rural development leadership in management and development of the state's resources.

BRIEF NARRATIVES OF MAINE'S TWENTY-NINE AMERICORPS WATER QUALITY TEAM PROJECTS

CRANBERRY WATER QUALITY COORDINATOR

The Cranberry Committee of the Down East Resource Conservation and Development (RC&D) Council has developed a proposal for an AmeriCorps letter of intent for your consideration and comment.

The council is currently involved with the Maine Department of Agriculture, the University of Maine, the Maine Cranberry Grower's Association, USDA agencies, EPA and U.S. Army Corps of Engineers in a program to promote wise development of Maine's new cranberry farming enterprises. What is needed is a technical water quality coordinator who will address growers' needs and coordinate appropriate available agency programs to one-on-one farmer assistance for water quality monitoring and pest management.

This challenging and rewarding experience will allow an individual to work with a wide variety of people in the community, linked with a number of various agency projects, and be a part of a statewide AmeriCorps-type contingent trying to improve the agricultural and natural resource environment in the State.

LAKES COORDINATOR

The St. John Aroostook RC&D, a 501(c)3 organization, will utilize a Lakes Coordinator to assist the Shin Pond Association conduct a sanitary

survey of 250 camps, utilizing a form developed by the RC&D and Maine Department of Environmental Protection (DEP). Once the surveys are complete the AmeriCorps Lakes Coordinator will develop a sanitary survey report similar to others developed by the RC&D. Once this process is completed the coordinator will assist the Shin Pond Association implement its recommendations. The surveying will begin in May and be completed by October. A member of the Shin Pond Association, a retired professor of geology from Syracuse University, will provide living accommodations at Shin Pond.

From October through the following May the incumbent will implement a plan of work that has been developed by the Fish River Lakes Water Quality Association. The incumbent will reside in a rural setting within this 600,000 acre watershed with office support provided by the St. John Aroostook RC&D.

TRAILS COORDINATOR

The St. John Aroostook RC&D, a 501(c)3 organization, is submitting an application for a Trails Coordinator. The candidate will assist four local communities in administering Land and Water Conservation funding and National Recreational Trails Act funding received for the development of 18.5 miles of abandoned railroad right of way into a year-round multiuse recreational trail. The candidate will be responsible to oversee development by working with personnel from local communities, working with a labor force provided by a local employment training agency, recordkeeping, documenting and inspecting work as it proceeds. This trail system will improve water quality throughout Aroostook County by removing ATV's from highly eroded areas, placing them on trails designed to prevent erosion and sedimentation.

Work is scheduled to commence in May and will continue until late October, or until such time as weather forces termination of work. From November to the following May the candidate will work with local communities to compile data and information into a text which will serve as a guide for future projects. In addition, work will be done coordinating winter schedules with local volunteers, as well as preparing grant reimbursement materials, and soliciting grant funds for ensuing year projects.

ENVIRONMENTAL EDUCATION CIRCUIT RIDER

There is an immediate need in Cumberland County to facilitate and promote teacher training in the use of curricula which addresses the goals for environmental education. Filling this need will enable children to develop an environmental awareness and help them become caring citizens, able and willing to consider human actions, and take action when needed, on critical environmental issues.

The natural resources of Maine and the nation are in danger. Studies show that, in many areas, environmental education curricula are virtually nonexistent. Training opportunities and resource materials are not being used. As a result, young people are not growing up with the knowledge and information they need to make informed decisions and

take action concerning their environment. What is needed is a new vehicle (AmeriCorps employee) that brings together one-on-one teacher training opportunities, promote environmental education and provide resource materials from many sources, emphasizing local resources, and focusing on investigation/evaluation skills and citizenship action. No such vehicle currently exists in Cumberland County.

ATLANTIC SALMON COORDINATOR

With the soon to be built fish ladder at Grand Falls, New Brunswick, Canada, Atlantic salmon will be introduced to the upper St. John in Aroostook County, Maine. The coordinator will develop a strategic business marketing plan with a descriptive benefit and cost analysis to establish private sector participation in the development of this fishery and the control of erosion and sedimentation on the United States side of this watershed.

This fishery will provide economic development opportunities that will help offset the loss of Loring Air Force Base and the decline of the traditional agricultural economy. Additionally, the coordinator will coordinate this economic development program with work being completed by the Atlantic Salmon AmeriCorps Coordinator in the Fish River Lakes which is a major tributary to the St. John River. The St. John River defines most of Maine's border with Canada and has the largest watershed of any river on the east coast from Florida to the Arctic.

ENGINEER COORDINATORS (5)

Community sediment and erosion control projects, such as the Fish River Lakes project and similar watershed projects throughout the state, are desperate for engineering planning assistance to address road construction, culvert sizing, and development pressures around bodies of water. The AmeriCorps engineering team will work with small communities, road commissioners, and lake associations, on flood control projects, the establishment of environmental corridors for water quality, green belts to control runoff and storm water management to improve water quality. This experience will provide training in environmental engineering and expose AmeriCorps engineering students to the latest water quality technology, sharing this skill with the total Maine AmeriCorps team.

MID-COAST FISHERIES COORDINATORS (4)

These coordinators will be trained in fisheries and related skills to preserve and restore the historic sea fish runs to the Medomak River. The four coordinators will interact with community and industry leaders to establish a pilot demonstration hatchery for the culturing of shad and other anadromous species for enhancing absent or depleted runs. They will also inventory and monitor water quality as it relates to this reintroduction effort under the direction of the Time and Tide RC&D aquaculture specialist.

Multiple Use Resource Management Coordinator

Caring for and sharing of Maine's forests, streams, ponds and lakes are the goals of the Down East RC&D's Tourism Committee, Fish and Wildlife Committee and Forestry Committee. Coordination of an educational program for multiple use management of the area's forest lands will help create an understanding and appreciation of management practices enhancing timber production, habitat management, tourism, and regional development. The AmeriCorps employee will be responsible for working with the RC&D Council and committees as a natural resource specialist developing skills in working with teams and coordinating support agencies to provide natural resource management training and education to the area.

MARINE EDUCATION CENTER COORDINATORS (5)

The Beals Island Shellfish Hatchery is designed to enhance the area's economic base through the production of baby seed shellfish (clams, scallops) and through educational training in the interrelationships of basic shellfish biology, resource management, and the effects of varying water quality parameters.

Individuals working with this program will develop community understanding between the relationship of good water quality to the biology and economics of the shellfish industry through a training regime which includes conditioning adult shellfish broodstock to produce eggs, raising the young that develop from the eggs, growing in mass cultures the microscopic plants they feed on and treating all the water that is necessary for these activities in a variety of ways that affect water quality parameters. Training and supervision is conducted by and through a staff of professional hatchery personnel in a functioning hatchery system and out on the water in an actual working growout area.

CASCO BAY WATERSHED COORDINATORS (2)

The Casco Bay Watershed Ecosystem Team will consist of two natural resource employees interested in planning, inventorying, educating and applying total resource management conservation solutions to improve water quality in priority SCS subwatershed units.

AmeriCorps Casco Bay Watershed Team members will be responsible for organizing the Ecosystem project, identifying conservation priorities, developing a team action plan, coordinating with SCS and SWCD technical advisors, monitoring progress, completing technical components, recording any necessary documentation and supervising associate conservation volunteers to assure successful ecosystem goals achievement.

Riparian zone and sensitive nonpoint source protection areas will be located including eroded streambanks, unreclaimed clay and gravel mines, unprotected livestock or recreation stream crossings, eroded roadside ditches, recreation trails, boat launch ramps, critical agricultural, forestry and urban degradation areas. AmeriCorps employees accelerate community assistance and understanding of water quality issues for

farmers, urban and rural landowners, units of government, conservation groups and associations. The coordinators will organize water quality monitoring groups from the community. These groups will serve as associate ecosystem data collection support and provide environmental education to the area.

ST. CROIX RIVER AND CHANDLER RIVER COORDINATORS (2)

The St. Croix Watershed covers 1,640 square miles of northeastern Maine and southwestern New Brunswick, Canada. A preliminary plan has been developed by the Washington County Water Quality Team and the St. Croix International Waterway Commission using a multi-agency approach that involved many local community volunteers.

The coordinator would help complete the assessment and help implement the plan by working with the volunteers and land managers to carry out a non-point source program on forestry, agriculture, roadside erosion and stormwater management.

The coordinator would work closely with the Passamaquoddy Indians Environmental Department on their forestry lands and their reservation development projects, and carry out workshops, demonstrations, and volunteer monitoring aimed at improving water quality in the estuary, main river, and lakes regions.

The Indian River and Chandler River watersheds contain huge significant aquifers. One well produces over 850 gallons of water per minute. The surface of the aquifers is intensively managed for wild blueberries.

Shoreline surveys by the Maine Department of Marine Resources has identified high, unsafe levels of coliform bacteria and the populations of clams and other marine species have crashed. This has resulted in tremendous loss of revenue and jobs.

The coordinator would develop a community non-point source program to address the high coliform counts, protect large aquifer recharge areas used in agriculture, promote wise use of natural resources through best management practices, help maintain the sustainable natural resource-based economy and build environmental awareness within the communities.

The coordinator would work closely with the Washington County Water Quality Team and assist in promoting Integrated Crop Management on wild lowbush blueberries and establish a water monitoring program that will assess community water quality issues.

WATERSHED PROTECTION AND RESTORATION COORDINATOR (2)

The Kennebec County Soil and Water Conservation District has an aggressive and diversified community water quality program. This program has evolved from an identified need in evaluating a lake watershed, to a present program that includes evaluation of other watersheds, development of restoration plans, implementation of measures to improve water quality, and community education.

Each participant will be assigned two watersheds. Of these watersheds, one will not have a formally organized lake or brook improvement organization. The other watershed will have an established organization and will be beginning either the implementation of water quality practices or the beginning of a watershed evaluation and survey.

One person will be assigned Cobbossecontte Lake. This lake already has an organized infrastructure and has had limited application of water quality measures. The same individual will also work in the Jimmy Pond Watershed, which is smaller in area but does not have an organized group concerned with water quality.

The second person will be assigned Bond Brook. Currently Bond Brook is participating in a 319 EPA grant and has the possibility of future funding to implement measures. The community has supported the brook but an organized body has not developed whose concern is the protection and improvement of the brook. The second individual will also work with the Flying Pond Watershed inhabitants. This group is on the verge of becoming a formal organization.

AGRICULTURE WATER QUALITY VIABILITY COORDINATOR

The coordinator, working with local communities and the Southern Aroostook SWCD, will develop resource water quality information for the north branch of the Meduxnekeag River and Prestile Stream Watershed projects. The coordinator will interface with local agriculture businesses, agricultural and forestry processors, citizens and municipalities. Additionally, the participant will work with limited resource farmers and the Houlton Band of Maliseet Indians to gather inventory data and develop draft reports that will lead to the development and implementation of water quality and rural development improvement practices for both of these watersheds.

LITTLE ANDROSCOGGIN RIVER WATERSHED COORDINATOR

The Androscoggin River has been selected as a priority watershed to demonstrate a new strategy to protect water quality using quality management principles. The Little Androscoggin River, a subwatershed of the main stem, is targeted for funding of a variety of demonstration projects. No person or entity exists to coordinate activities within this subbasin.

The watershed coordinator will link the various concerned water quality groups in the watershed. The Little Androscoggin River Watershed Water Quality Steering Committee will be created to develop a watershed protection plan and environmental assessment of the River. The watershed coordinator will coordinate the necessary activities for the development of the plan and will provide assistance to specialists gathering the data for the plan.

The coordinator will report to the Watershed Steering Committee and will receive day to day support from the Soil Conservation Service and Soil and Water Conservation District staffs of the South Paris and Lewiston field offices.

MACD CONSERVATION EDUCATION COORDINATOR

The AmeriCorps Conservation Education Coordinator, working with the Maine Association of Conservation Districts (MACD) and its Education Committee, will coordinate the conservation water quality education activities of Maine's 16 Soil and Water Conservation Districts. Virtually all of the districts have education programs, and some districts have part-time education staff. These district programs are usually oriented towards water quality monitoring and improvement, involving both school students and adults.

For a number of years there has been a need for this coordinator. Maine's conservation districts are ideally situated to provide conservation education to Maine's rural communities. However, the districts have lacked the stimulation and direction which a statewide coordinator will provide.

It is anticipated that the coordinator will also provide organizational support to MACD's Natural Resources Institute, which provides hands-on conservation water quality education training to teachers throughout the state.

PROCESS

The USDA-SCS will be a statewide leader and administrator of an AmeriCorps project that will tie together rural development water quality projects from Maine's 4,000 miles of coastline and estuaries to the state's vast inland lakes and streams. The Quebec Labrador Foundation/Atlantic Center for the Environment (QLF/ACE) will be a partner helping to recruit, train, place, and evaluate applicants and the program. The USDA-SCS will transfer funds to the QLF/ACE under a memo of understanding that will provide specific details of cooperation.

Local SWCDs and RC&D councils throughout the state have identified water quality concerns and needs and proposed AmeriCorps projects to be addressed under the Soil Conservation Service umbrella. Each is staffed with career professional SCS employees with expertise in managing people engaged in projects of this type. These people will provide day-to-day training and supervision to individual AmeriCorps applicants assigned to local projects.

Recruiting/Selection

Project participants will be recruited by the QLF/ACE, in consultation with SCS, RC&Ds and SWCDs, based on their specific skills and education and community needs. Project partners on site will be required to list desired qualifications and skills as part of the Memorandum of Understanding during the project planning period. Most participants are expected to be pursuing or have a bachelors or masters-level degree in natural resource management or environmental studies, though some may have an undergraduate degree in addition to other experience.

Diversity of participants will be a high priority. The QLF/ACE receives hundreds of applications each year from throughout North America and will use that pool, plus the national pools compiled by the Corporation for National and Community Service, USDA, RC&Ds and SWCDs, to select participants from varied backgrounds. Where appropriate, partners will also assist in identifying potential participants from within their communities (e.g., through universities and other institutions). Rural Maine does not have a large minority population. However, our educational institutions and Native Americans together provide a diversified potential participant pool to select from. If necessary, however, qualified minority participants from other parts of the country will be recruited to work with counterparts from within their assigned community.

Participants will be selected based on their qualifications, their maturity and cultural sensitivity, their ability to work independently and with others, and their commitment to conservation, regional planning, and community service.

Implementation/Outreach

Projects will be conducted in communities with orientation and debriefing to take place at QLF/ACE Headquarters in Ipswich, Massachusetts, or a mutually agreed upon location, and quarterly training sessions at designated centralized gathering locations. Projects will include local advisory committees made up of representatives of community organizations and agencies. Volunteers to serve on the committees, including former Peace Corps volunteers, will be solicited by staff during the planning phase.

Each participant may work on more than one project during his or her stay-to-d according to individual memos of understanding. Assignments will last from at least three months to a year or more, depending on community need and participants' suitability and availability. In all cases, participants will be expected to report on their assignment with recommendations in writing and to complete discrete project goals and objectives.

Participants will be trained in developing good community relations and will work with local and regional media sources to describe their project and the AmeriCorps concept and program in general, distinguishing it from other jobs programs. In addition, participants will promote awareness of community partner organizations toward strengthening public support that will outlast the project time period.

Orientation/Training

Working with USDA staff, the QLF/ACE supervisors will conduct a one-week orientation to the AmeriCorps Program Water Quality Team. During this period, participants will take part in group exercises and training. Introduction to philosophy and procedures (e.g., accounting, reporting, emergency procedures, etc.) will also be discussed as a group. Based on project assignments, team members will also meet individually or in

small groups with supervisors to discuss specific communities and to review both project goals and participants' expectations/goals. Either two or three one-week training sessions, in addition to orientation, will take place. These sessions will be pointed towards building team spirit, exchanging ideas and gaining knowledge of other projects from throughout Maine.

Based on the nature of assignments and USDA-SCS and QLF/ACE experience, participants will be given a large degree of autonomy on-site. Community partners and groups will play an important role in guiding the projects with supervisors experienced in advising and supporting field staff through regular phone contacts, conference calls, and field visits. Overall, however, participants themselves will be looked to for assessing project priorities and for choosing appropriate actions. Both communities and participants benefit from this level of independence, which allows for more creative and effective bottom-up problem-solving.

A key component to Maine's program will be its leadership and professional training programming, designed to complement on-site service and experiential learning. In addition to discussions at orientation and debriefing sessions, regular quarterly workshops will bring all AmeriCorps participants together to discuss successes, common problems, and solutions, and to concentrate on topics relevant to their work with community groups, to their careers and to their sense of volunteerism. Program staff and visiting professionals will lead and facilitate discussion. Each session will include readings assigned prior to the session, group exercises, and follow-up individual assignments to be reviewed by staff and discussed with team members. Goals are to promote: organizational capacity in communities; participant understanding of regional issues; leadership and personal development skills; and, a long-term community service ethic among participants. Topics/themes are to include:

- New England/North Atlantic Conservation and Rural Development Issues in the 90's
- Conservation in a Cultural Context: Achieving Cross-cultural Sensitivity
- Effective Organization, Team Building, and Communication (e.g., running meetings, motivating others, budgeting, reporting, etc.)
- Computer Networking and Video Tools and Methods
- Meeting Challenges that Face Small Non-Profit Citizen Groups
 - Recruiting and keeping volunteers
 - Devising and implementing organizational and program strategies
 - Public relations (newsletters, media contact, addressing critics, etc.)
 - Grassroots Fundraising
- What Color is Your Day Pack? Career Planning and Building a Professional Network

Evaluation/Continuation

Each participant will be required to complete evaluations of their projects and their experience at regular intervals (typically a mid-term

report and final report for each distinct assignment). Also, RC&Ds and SWCDs will be asked to complete participant evaluations, a form evaluating project and participant success based on original stated objectives. QLF will coordinate and publish the results.

A primary evaluation criterion for the program will be the level to which participants can establish sound, long-term, community-based, community-driven conservation and development efforts. Community service will be offered in a support capacity and will not assume tasks best managed by local groups. Though this approach requires patience and time, experience has shown that it proves more effective in the long-run as communities assume a greater sense of stewardship.

Another major goal will be the production, distribution, and implementation of locally-produced conservation/development strategies. In all cases, a comprehensive planning approach will be promoted.

Success will be measured in part by the number of:

- watersheds and communities served;
- students, teachers, volunteers, planners, and others influenced and training in the program;
- participants who demonstrate commitment to community service and/or conservation/planning after their assignments by continuing to serve, through other programs or activities;
- participating attendees at meetings and events;
- in-kind matching funds contributed by partners;
- reports and other publications produced (including maps); and,
- news stories in local media on local/regional environmental/development issues.

A vital measure of success will be the actual increase in membership and volunteer support to local watershed/land use planning organizations.

FS

Other predominately black colleges such as ~~that~~ have provided leadership workshops for minority communities to build capacity. AmeriCorp participants could work side by side with rural sociologists and other experts in these fields to develop and disseminate this information. Additionally a study could start which addresses the social changes needed to improve the economy of the region and implementations plans for practical solutions begun.

The Forest Service allocates \$500,000 to fund 5 positions in the Mississippi Delta as follows: (1) \$73,000 of Urban and Community Forestry (UCF) funds for 3 AmeriCorps positions requiring college degrees to transfer recycling technology regarding urban forest residual management, (2) \$73,000 of Wood In Transportation (WIT) dollars funding 3 AmeriCorps positions, two of which are graduate degrees and one undergraduate, to assist communities address their timber bridge needs, and (3) \$238,000 of RCA funds, creating 9 AmeriCorps undergraduate degree positions to perform outreach to 1890 schools, conduct leadership and economic development, and begin a "Delta Social Changes" study.

Alaska

The objectives listed for AmeriCorps participants are need and feasibility. Additionally, these activities are complementary to the activities planned by the Alaska Community Services Commission, the Alaska Department of Community and Regional Affairs, and of equal importance our sister agencies in TEAM USA.

The Forest Service allocates \$155,000 to fund 5 positions in Alaska. The dollars are distributed as follows: (1) \$62,000 of UCF funds, creating 2 positions, requiring undergraduate degrees, to assist selected communities throughout the State of Alaska in developing UCF recycling plans and/or produce prototypes, (2) \$31,000 of RCA program dollars for 1 AmeriCorps member, with a graduate degree, to provide rural community assistance to timber-dependent Southeastern Alaska communities for economic diversification, (3) \$31,000 of RCA program dollars for 1 AmeriCorps member, requiring an undergraduate degree, to provide rural community assistance to help forest and farm owners in South-Central Alaska develop markets and/or cooperatives, and (4) \$31,000 of RCA program dollars for 1 AmeriCorps member, a college graduate, to provide rural community assistance to help Alaska Native Villages by delivering program opportunities to remote Native communities.

Appalachia

(1) Southern Region Component:

This includes the following States: TN, KY, GA, VA, and NC.

Rural tourism efforts are underway in this region and feature recreational and aesthetic opportunities. Local partners have needs for tour guides with interpretive skills. Recreation planners, tourism surveys, and marketing are needed. AmeriCorps participants could work with the Appalachian Regional Commission and other partners to develop regional tourism plans.

Another identified need is hiring professional Economic Development Coordinators who would seek business development opportunities for this area. Business students could work with these professionals and local communities.

Environmental students could work in these areas to identify issues of environmental concern with related new business ventures.

Working with state forestry organizations can provide opportunities for AmeriCorps participants to work with professional Wood Utilization Foresters. The objective would be to promote alternative wood products and value added manufacturing technologies.

The Black Belt studies initiated at North Carolina State University could provide opportunities to implement social changes needed to improve the economy of the region.

The Forest Service targets \$450,000 to the Appalachian States of TN, KY, GA, VA, and NC to fund 20 AmeriCorps positions as follows: (1) \$113,000 from Forest Products Conservation and Recycling (FPC&R) for 5 AmeriCorps members with undergraduate degrees to perform wood utilization activities, and (2) \$337,000 of RCA dollars, creating 15 AmeriCorps positions, three requiring graduate and the rest undergraduate degrees, to engage in rural tourism, economic development, and Black Belt Studies.

(2) Northeastern Area Component:

This section addresses the needs of the State of WV.

Initial Forest Service efforts are directed to those counties eligible for participation in the Empowerment Zone/Enterprise Community program. Corps members will carry out sustainable natural resource-based economic development activities identified by local communities and planned cooperatively by the communities, the West Virginia Division of Forestry, the West Virginia University Appalachian Hardwood Center, and the Northeastern Area's Economic Action Program. This concept is supported by the West Virginia Rural Development Council.

The program's objective is to assist communities in planning for and implementing sustainable economic development strategies based on forest resources with an emphasis on value-added enterprises. Value-added forest based enterprises include, but are not limited to:

- Secondary Wood Products Manufacturing
- Tourism Development
- Gathering and Marketing Special Forest Products
- Manufacturing Recycled Products Based on Wood Fiber

The Forest Service commits \$380,000 (including funds for project related activities) to this section of Appalachia to fund 6 AmeriCorps positions as follows: (1) \$102,000 from U&CF funds for 1 AmeriCorps member, a wood processing specialist with a graduate degree, (2) \$176,000 of RCA program dollars for 3 AmeriCorps people, one a business development specialist with a graduate degree, one a travel and tourism specialist with a graduate degree, and one a marketing specialist with an undergraduate degree, and (3) \$102,000 of WIT money for 2 AmeriCorps positions, a environmental engineer with a graduate degree and one a civil engineer with an undergraduate degree.

Four Corners

TENNESSEE VALLEY RESOURCE CONSERVATION AND DEVELOPMENT COUNCIL



RT 7 Box 1200
Hay 31 South
Decatur, Alabama 35603-9175
FAX NO. 205 355-8285
OFFICE NO. 205 353-6146

ASS'T STC for
Admin &
Programs
Dayna York
New policy responsibility
for RC&D & Rural De

FAX TRANSMITTAL COVER SHEET

DATE: 3/17/94

PLEASE DELIVER THE FOLLOWING PAGE(S) TO:

NAME: PAULA JONES FAX NUMBER: _____

RE: REVISED AMERICORPS PROJECT APPLICATION AS PER YOUR SUGGESTION.

THANK YOU FOR YOUR HELP!

NUMBER OF PAGES (Including Cover Sheet): 6

THIS FAX IS BEING SENT BY:

NAME: MIKE ROSEN

IF YOU DO NOT RECEIVE ALL PAGES, PLEASE CALL AS SOON AS POSSIBLE.

NAME: _____
FAX Operator

PHONE NUMBER: _____ (205) 353-6146

AMERICORPS PROJECT APPLICATION

NEED:

Most rural communities in North Alabama are changing. Those near large cities are experiencing rapid, many time unregulated, suburban sprawl. However, the majority of the rural area is seeing a gradual decline in population and a reduction in the number and variety of small business that make rural living desirable. No one likes to drive 20 miles just to go a grocery store or a hardware store. The primary reason for rural decline is the fact that high school and college graduates are forced to leave home because the farms and small communities offer few employment opportunities. Also, the limited availability of basic quality of life necessities contribute to rural decline. To reverse these trends, projects that offer supplemental or new rural and agricultural income and projects that improve the quality of life in rural areas are needed.

To address this need the Tennessee Valley Resource Conservation and Development Council (RC&D) is actively working on a number of projects. However, due to the lack of funding and low Council operating budgets, the Council has a desperate need of at least one employee who would serve as the hands-on-representative of the Council to ensure the completion of the projects.

PROJECT:

This project features invaluable "Hands On" environmental and rural development opportunities by providing a project manager position to oversee the details of a diverse multi-county resource conservation and development program. The rural development/environmental project manager will work with community groups, individual businesses and governmental units in order to facilitate positive development in the rural areas of North Alabama. Examples of the type projects involved are as follows:

Agribusiness Development - commercial rabbitry
- aquaculture
- shiitake mushrooms
- recycled newspapers for poultry bedding

Environmental/Community - environmental education classrooms
- water quality/lagoon renovations
- composting agriculture & municipal wastes
- dry hydrants for rural fire protection
- strategic planning for community development

TIME FRAME/MILESTONES:

The projected completion dates of existing projects are variable; however, most of the current projects will be completed by 1996. We expect the following project milestones to be reached by the end of the first year.

- Commercial Rabbitry - area wide specialist and processing plant
- Aquaculture - complete privatization
- Shiitake mushrooms - hub producers organized and brokers secured
- Recycled newspapers for poultry bedding - public private venture
- Environmental education classrooms - 5 completed plus 1 major new project started
- Water quality/lagoon renovations - Flint Creek Watershed completed
- Composting agriculture and municipal wastes - demonstrations completed - marketing seminar developed
- Strategic planning - regional conference completed - 5 small towns in planning process
- Dry hydrants for community development

The completion and adoption of new projects occurs annually.

The Americrops employee or employees will require approximately two months of basic orientation plus individual instruction on a project specific basis.

LOCATION:

The Tennessee Valley, Appalachian counties of Alabama. Specifically Dekalb, Jackson, Marshall, Madison, Limestone, Lawrence, Morgan and Cullman counties.

SOCIOECONOMIC CONDITIONS IN THE PROJECT AREA:

The project area is located in North Central and Northeast Alabama. The major land use within the project areas is forest land. Forests cover approximately 45% of the area. Agriculture, primarily cotton in the valley and poultry and livestock in the mountain areas account for the majority of farm sales. Unemployment levels are higher than the state average while the education levels and medium family income levels are lower than the state average. With the exception of Madison County (Huntsville) the area is predominantly rural. The following charts detail the county statistics.

SOCIOECONOMIC CONDITIONS

EDUCATION LEVEL
(1990)HIGH-SCHOOL
GRADUATION %COLLEGE
GRADUATION %

State Average	56.5	12.2
Cullman	46.6	7.3
Dekalb	42.7	5.7
Jackson	47.9	6.8
Lawrence	43.0	4.0
Limestone	50.7	8.8
Marshall	50.1	8.6
Morgan	60.0	11.8
Madison	<u>70.1</u>	<u>21.4</u>
Area Average	51.4	9.3

Median Family Income
(1980)

INCOME

% LIVING BELOW
POVERTY LEVEL

State Average	16353	14.8
Cullman	14161	15.5
Dekalb	13901	16.4
Jackson	15706	13.7
Lawrence	14689	19.4
Limestone	16303	14.0
Marshall	14757	13.9
Morgan	18276	10.8
Madison	<u>19350</u>	<u>10.8</u>
Area Average	15892	14.3

Unemployment	%	%Non-white	Urban/Rural Distribution	
			%Urban	%Rural
State Average	6.8	26.4	60.4	39.6
Cullman	7.1	1.3	19.8	80.2
Dekalb	7.0	3.1	28.8	71.2
Jackson	9.8	6.5	35.0	65.0
Lawrence	9.7	22.1	10.3	89.7
Limestone	5.9	13.8	31.3	68.7
Marshall	12.3	2.1	48.3	51.7
Morgan	6.6	10.9	63.5	36.5
Madison	<u>4.7</u>	<u>22.9</u>	<u>78.1</u>	<u>21.9</u>
Area Average	7.9	10.3	39.4	60.6

NUMBER OF AMERICORPS PARTICIPANTS REQUESTED: 2

TYPE OF POSITION(S):

Project Manager for rural development projects that benefit rural communities and small farmers. The position will require the concurrent supervision of several projects such as 1) an animal waste lagoon renovation and irrigation system, 2) an aquaculture demonstration project, 3) a shiitake mushroom project, 4) a water quality monitoring effort, 5) rural business development.

CAN THE POSITION(S) BE FUNDED WITHIN YOUR CURRENT ALLOCATION?: NO

EXPECTED CHARACTERISTICS OF THE PARTICIPANTS (EDUCATIONAL ATTAINMENT):

This position will provide invaluable work skills such as time management, supervision, and problem solving. Agricultural or environmentally related college graduates or college students are preferred. Ideally, this position will expose college students/graduate to a variety of agricultural and business opportunities.

SPECIALIZED SKILLS REQUIRED:

The ability to work with diverse groups of people on rural development and environmental projects is required. Some college education is suggested. Additional "hands on" project specific training will be provided.

PARTNERS INVOLVED TO THE PROJECT:

The Shiitake Producers Association of Alabama, the Deep South Rabbit Growers Association, the Soil & Water Conservation Districts in eight counties, the Cathedral Caverns Committee, the Flint Creek Watershed Conservancy District, the Moulton Action Team, and the Agricultural related State and Federal agencies.

WILL YOU BE ABLE TO RECRUIT LOCALLY OR USE THE NATIONAL POOL OF APPLICANTS?

Locally if possible.

IF LOCALLY, HOW WILL YOU RECRUIT?

The primary recruitment effort will focus on the land grant universities in Alabama, (Alabama A&M, Auburn and Tuskegee). Secondary recruitment will target the junior and community colleges in North Alabama. The college placement offices and agricultural/environmental deans/department heads will be contacted.

MEASURABLE RESULTS OF THE PROJECT OR ACTIVITIES:

The completion of environmental education projects and rural development projects will occur. However, the hands on involvement with the rural community groups and individual agricultural and business interests will provide practical and invaluable insight on the dynamics of development. Rural agriculture and businesses will realize increased income; communities will have an expanded tax base and citizens will enjoy the quality of life offered in rural areas as a result of these efforts.

SUSTAINABILITY:

The Tennessee Valley RC&D Council is committed to the improvement of the economic, quality of life and environmental challenges in rural North Alabama. Annually, as existing projects are completed, new strategies are being adopted to address these challenges. As the Council's program continues to expand, the need to provide communities and rural areas with a person(s) to actually supervise delivery of the Council's services becomes critical. This need is expected to increase in the future.

TRAINING AVAILABLE FOR PARTICIPANTS:

On the job training. The opportunity of "first hand" exposure to real rural development and environmental projects will be available.

SUPERVISION:

This position will be supervised directly by the Resource Conservation and Development Project Coordinator - USDA, Soil Conservation Service, Decatur, Alabama.

The Wellness Program participant's impact will be measured through improved health conditions of participants. Each of the six target groups is to be tested prior to beginning the program. At the end, we expect to see healthier bodies and minds, as well as the adoption of healthier lifestyles, which in turn results in a decline in illness, less need for medical attention, more energy and a more positive, productive outlook.

Through the mobile wellness unit and educational publicity campaign, persons who do not have the money or the transportation to get to group programs or to medical facilities, unless an emergency occurs, have it brought directly to their door. Sociological studies have shown that, especially among undereducated and economically disadvantaged populations, personal contact is of utmost importance.

All components of the indoor and outdoor program are designed to be replicated by other colleges and other agencies, such as local health departments, public assistance programs, senior citizen centers, medical facilities and so on. The ultimate results will reinforce the contention that spending money to change lives, to prevent catastrophe, is far more cost-effective than spending money to attack disease.

But perhaps one of the greatest result will be the creation of a model or mentor situation for young people in an economically depressed area to witness the dedication and determination of another who is seeking to serve his or her communities while pursuing an education and career.

***project health: a rural health &
wellness program***

Americorps Project Application
USDA--SCS

Submitted by:

Prestonsburg Community College
One Bert T. Combs Drive
Prestonsburg, KY 41653

**AmeriCorps Project Application
USDA-SCS**

Project: **Project HEALTH: A Rural Health & Wellness Program**

Summary:

Project HEALTH: A Rural Health & Wellness Program of Prestonsburg Community College aims to promote wellness and to increase awareness of illness prevention techniques among residents, initially, of a five-county area in Appalachian Kentucky and, ultimately, of 22 counties in the region. The two-fold project includes (1) planning, design and landscaping of an outdoor wellness facility--the River Walk--and (2) a two-pronged demonstration project that involves a structured wellness program for more than 100 area residents and a health education program that targets the 165,000 population in rural communities and isolated hollows in the region.

Prestonsburg Community College (PCC) is a small, rural community college nestled in the Appalachian Mountains of Eastern Kentucky. The college is committed to fulfilling its three-fold mission to provide quality, low-cost educational opportunities in transfer education, technical and career programs, and continuing/community education to residents of Floyd, Johnson, Magoffin, Martin and Pike Counties. PCC is one of fourteen institutions in the University of Kentucky Community College System. It is an integral part of the University of Kentucky, yet maintains autonomy and freedom to relate educational programs directly to the communities of the Big Sandy Valley. The college is accredited fully by the Southern Association of Colleges and Schools.

The college enjoyed 27 years of excellence and growth under the leadership of its founding president and is now in the third year of leadership under the only female community college president in Kentucky. PCC had an initial enrollment in 1964 of 322 students with 33 course offerings. Today, almost 3,000 students are served each semester in approximately 445 credit courses. In addition, more than 22,000 persons are served annually through noncredit continuing education classes and community service activities. PCC operates a comprehensive campus in Prestonsburg, KY, a Pike County Campus in downtown Pikeville, KY, and offers classes in several extended-campus locations in all five counties of the service area. The college maintains an open admissions policy and is accessible to all Kentuckians regardless of age, sex, socioeconomic status, ethnic origin, religion or disability.

NARRATIVE

NEEDS: Socioeconomic Conditions:

The five county service area in the Big Sandy Valley is located in what was previously the 7th Congressional District of Kentucky. The 7th and 5th Districts were merged into the "new" 5th District after the 1990 Census reported a large emigration from both districts in the 1980's. In fact, Floyd and Martin are listed among the Kentucky counties with the highest rates of out-migration of residents to more metropolitan areas. The 5th and 7th Districts were classified as two of the poorest and least educated districts in the United States following the 1980 Census. 1992 statistics released in the Lexington Herald-Leader report more than 32% of the PCC service area population live below the poverty level.

The economic conditions of the region have risen and fallen with the coal-based economy. Although the area continues to produce vast amounts of coal, mechanization has reduced the workforce requirements of the industry and the number of related high paying jobs previously associated with coal production. The loss of mining and mining-related occupations has produced a vast pool of unemployed and under-employed individuals whose skills are targeted to that industry. Increased service industry jobs have not been created at the same rate as reflected by national statistics due to the loss of the major employment base and the population stagnation. The change in major employers 1980 to 1990 is denoted below (US Census 1990):

Employer	5-County Area	Total Jobs	Change
Mining	19.9%	39.6%	-16.7%
Manufacturing (durable)	6.8%	7.0%	- .2%
Health Care	8.3%	7.8%	+ .5%
Education	10.8%	12.9%	+ 2.1%
Retail	19.2%	17.6%	- 1.6%

The actual total number of persons employed has decreased since 1980 by over 37% (KY Workforce Development Cabinet, 1991). Opportunities for employment in other than minimum wage positions are in fields that require skills and training which were previously not needed to produce an employable individual in the region. For Fall 1992, the official unemployment rate for the five county area was reported by the KY Department of Employment Services to be 10.6% (the Commonwealth of Kentucky average is 6.3%). However, the "true" rates of

unemployment for persons willing to return to the job market if positions were available are as follows:

"True" Unemployment Data*

Floyd	40.2%
Johnson	38.9%
Magoffin	53.2%
Martin	57.5%
Pike	44.3%
AVERAGE	46.8%

*UK Appalachian Center study which included those seeking employment and "discouraged workers" who have given up the hope of locating employment.

Statistics for the service area represent the vast differences in economic stability of the Appalachian region. Overall, the five counties are far behind the state of Kentucky and compare even less favorably with the nation as a whole in educational attainment and economic level.

ECONOMIC STATUS OF THE SERVICE AREA

<u>Statistic</u>	<u>5-County Area</u>	<u>Low</u>	<u>High</u>	<u>State</u>	<u>Nation</u>
Per Capita Income	\$10,051	\$7772	\$10,969	\$13,823	\$14,420
Children Receiving Food Stamps	42.2%	33.0%	63%	28%	n/a
Persons Below the Federal Poverty Line	29.5%**	25.4%	42.5%	19.0%	13.1%
Families Below the Federal Poverty Line	29.9%	23.0%	29.2%	16.0%	10.0%

NEEDS: Health Conditions

Similarly, the people of Central Appalachia are typified by high blood pressure, obesity, poor nutrition, and sedentary lifestyles. Past rural initiatives have tackled the issue of locality of health care facilities. However, due to the fact that efforts have not been directed toward health education and prevention, the health conditions of Eastern Kentuckians remain in a critical state.

*The cancer mortality rates for rural Eastern Kentuckians for both males and females have been increasing at a much faster rate than for the US white population

as a whole. In fact, 22.58% of deaths in Central Appalachia are attributed to cancer.

*Lung cancer is the most significant cause of death for rural Appalachian males, the highest rate in the nation, and accounts for nearly 43% of all cancer deaths.

*About 90 Kentucky women die from cervical cancer each year, second in the nation. The cervical cancer mortality rate for women in rural Appalachia is nearly twice that for the white US female population.

*28% of the daily Kentucky deaths are attributed to coronary heart disease, the second highest rate in the nation. The realities in Central Appalachia are even worse with 35.27% of deaths attributed to heart disease.

*The family unit is large in Eastern Kentucky. In fact, 11.5% of total live births in the Big Sandy Valley reported in 1991 were the fourth (or higher number) child to a family.

*An unusually high number of the people in Central Appalachia lack any form of health insurance coverage and rely on indigent care. A half million Kentuckians lack health insurance. Medicaid does not cover more than 240,000 Kentuckians living in poverty.

PROCESS

Despite the disadvantages, the people of the Big Sandy Valley possess a resilient drive to improve their own lives. Prestonsburg Community College is committed to serving as a beacon of opportunity for the 165,000 residents of the region. However, the college is challenged in this commitment by limited resources.

In 1990 Kentucky funded the Kentucky Education Reform Act, which was designed to provide world class educational opportunities for K-12 students. According to US NEWS & WORLD REPORT, more than one-half the new jobs created from 1990 to 2000 will require at least one year of college, KERA did not fund additional resources to meet this demand for students who will graduate and will seek and education at the 13th and 14th grade levels.

PCC is state-assisted rather than state-funded. In fact, Kentucky's Community College System ranks last in funding support among the 15 states comprising the Southern Regional Educational Board. In addition, while the Community College System enrolled more than one-third of the total undergraduate students in Kentucky in 1992-93, the system received only 10.7% of total state appropriations for higher education. At the local level, PCC had to reduce the 1991-92 annual budget through a recurring state budget reduction of 5%. Two percent of the 1992-93 state appropriated funds were also withheld, a net effect of another recurring budget cut.

The college established an Office of Planning & Development in January 1993 in order to begin plans to become more diversified in funding. The institution has completed a needs assessment that determined health education, wellness, and prevention as a top priority for future programs at the college. The needs assessment involved not only faculty, staff, and students, but also formal interviews with 56 community members of influence and affluence as well as informal fact-finding sessions with community organizations. PCC is currently in the initial phase of a major gifts campaign, and while no funds are currently available to provide a program such as AmeriCorps, the college is committed to finding resources to sustain the project.

PROJECT DESIGN

Number of AmeriCorps participants requested: 2

Type of Positions: Landscape Architect, Health & Wellness Instructor

Expected Educational Attainment/Skill Level of Participants:

Landscape Architect: Recent degree recipient and currently enrolled degree-seeking student from accredited college or university in landscape architecture, recreation or closely related field.

Health Instructor: Recent degree recipient and currently enrolled degree-seeking student from accredited college or university in nutrition, recreation, community health, nursing or related field.

Partners involved in project:

Prestonsburg Community College, Big Sandy College Educational Foundation, City of Prestonsburg, Floyd County Fiscal Court, Floyd County SCS, Big Sandy Area Development District, University of Kentucky Wellness Program, UK College of Medicine, local civic and business leaders

Recruitment of applicants:

Prestonsburg Community College seek to recruit applicants from local and regional population base. However, due to specialized skills required, the college also may use the national pool of applicants. The college would advertise locally and regionally for participants as well as contacting personnel from colleges and universities offering landscape architecture and health-related degree programs.

Training and Supervision:

Actual supervision of AmeriCorps participants will be by Prestonsburg Community College personnel with the Health & Wellness Coordinator serving as primary supervisor. In addition, outdoor recreation and other work performed on the PCC River Walk will entail supervision by PCC Maintenance & Operations Director with technical assistance from the Floyd County SCS.

Project Description & Objectives:

The primary objectives of Project Health: A Rural Health & Wellness Program are

- to take an educational program about wellness and disease prevention directly to isolated, disadvantaged Appalachians
- to target a sample group that will prove over a three-month period that a lifestyle keyed to wellness is preferable to treatment after the fact
- to augment the training of college students interested in allied health and medical professions
- to persuade more native Appalachians in the health professions to stay in or return to the mountains
- to prompt elementary and secondary students to consider careers in public service, health and medicine
- to promote closer ties among agencies, schools, and businesses in the area
- to create a public awareness of prevention and wellness
- to improve upon the aesthetics of the campus and to facilitate the conservation and appreciation of the natural resources

Medical research has shown that proper nutrition, appropriate exercise, and a health lifestyle can prevent many common killers and maimers of Appalachian Kentuckians, such as lung cancer, heart disease and infant mortality. In addition, a fit body is believed to contribute to a more positive mental and emotional state. Experts also tell us that early discovery of many health problems, such as diabetes and cervical cancer, leads to better recovery rates, productive lives, and less drain on the public coffers. That, in essence, is what Project HEALTH is about.

Project HEALTH--River Walk (Outdoor) Component

The college has had a monumental impact on wellness in the area in a short period of time. A kilometer-long walking trail, called the River Walk, has been constructed along the college's northeastern boundary beside the Levisa Fork of the Big Sandy River. The total project, with an estimated value of close to \$140,000, was accomplished by donations of money and materials and by voluntary labor--all from the local community and the college staff, illustrating the true commitment to the concept. The trail is used in structure physical education classes and by community members, with an estimated 500 persons per week using it.

However, in order to improve the aesthetics of the area as well as to create a stress-reducing environment for people to relax and exercise, landscaping is needed. In addition, outdoor recreational areas such as volleyball courts need to be planned and implemented. Low-lying areas near the river bank can be areas for expansion of the walk, however, erosion control, drainage, and flood control must be studied and addressed. Similarly, bike trails throughout the campus and River Walk need to be planned.

The college has worked with a planning firm in Dayton, Ohio, to formulate an overall campus physical development plan. Working with this plan and concentrating upon the River Walk area, the participant will create an outdoor classroom and exercise area to assist in the health education, wellness, and prevention project.

Project HEALTH--Wellness Program (Indoor) Component

In this component, the participant will participate with a project team focused upon an intensive program of health education, nutritional monitoring and exercise of six groups of participants (college students, college employees, employee families, community-at-large, senior citizens, and residents of rural, isolated hollows). The program is designed as a model where health screening (pretesting and post-testing) are done and the process as well as the results are utilized to help design a model that can be duplicated in other rural settings. It will also be shared with other area institutions and agencies.

The participant will also assist with a mobile health education vehicle to be taken to communities, schools, and groups throughout the five-county area to present health education programs, to offer classes in healthful habits, to demonstrate health living, to administer health tests, and to help interpret the health reform steps being taken at the state and federal levels by that time. Similarly, a health education program will be launched to educate the population through relevant and understandable measures of the importance of disease prevention and health promotion.

These activities will be done in concert with a grant application to the Appalachian Regional Commission which has received the recommendation of the Governor of the Commonwealth of Kentucky and is pending approval by ARC in Washington.

Anticipated Results and Evaluation:

The River Walk participant will produce direct, tangible results. Through pre and post photographs, landscaping, erosion and flood control, as well as the creation of additional outdoor recreational areas can be measured. Community usage will be measured as well as class offering and enrollment statistics. At the end, we expect to see a beautiful outdoor recreational and wellness laboratory with increased use by community members, students, faculty, and staff.

FOREST SERVICE CONTRIBUTION
TO USDA RURAL DEVELOPMENT TEAM PROPOSAL

INTRODUCTION

The Forest Service, as an integral member of Team USDA, supports President Clinton's national service initiative known as AmeriCorps. The following Forest Service proposal focuses on the Rural Development Team portion of AmeriCorps, as part of the larger USDA program application to the Corporation for National Community Service.

SUMMARY

The Forest Service pledges a total of \$2,599,700, which includes both direct funding and agency in-kind contributions. This level of funding creates 74 AmeriCorps positions. The \$2,599,700 consists of \$1,775,000 from the agency's Rural Community Assistance efforts, \$337,000 from Urban and Community Forestry's recycling efforts, \$275,000 from the Wood In Transportation program, and \$213,000 from the Forest Products Conservation and Recycling program. The particular projects selected for AmeriCorps are described in the following section.

ASSUMPTIONS

The following are a list of assumptions used throughout this proposal:

- (1) All funding dollars include Forest Service in-kind contributions.
- (2) An AmeriCorps person would cost a minimum of \$20,000.
- (3) A strong political need exists to link AmeriCorps projects with Empowerment Zones/Enterprise Communities (EZ/EC Zones)
- (4) The Forest Service will work within its existing authorities and initial PBMI for Fiscal Year 1995 and will not reallocate funds from one Region to another.
- (5) The Forest Service proposal is an integral part of the overall USDA strategy and should not be separated from the Department's efforts.

PROJECT PROPOSALS

Within each of the projects, objectives, number of AmeriCorps members, skills, and funding levels are addressed. The number of AmeriCorps members and associated funding by Forest Service program appropriation is provided on the attached table.

South Carolina

South Carolina has the second highest minority population in the Southern region, composed primarily of African Americans. Current program efforts have had difficulty reaching these communities due to cultural differences. Leadership and sustainable economic development skills are essential for these communities. Developing and identifying community leaders in disenfranchised areas is the first step towards building capacity and enabling the community to set its own vision and attain their goals. Models of this type of training

are available from the Extension Service and state agencies to accomplish this objective.

Persons with a diverse background and understanding of African American culture would be desirable candidates. Interpersonal skills, ability to listen and facilitation skills would be required. Some of these skills can be developed through mentoring with agency personnel. A series of Economic Development Specialists could be assigned to rural sites throughout the state.

The Forest Service commits \$132,000 of its Rural Community Assistance (RCA) dollars to fund 5 AmeriCorps members, with college degrees, who are specialists in either leadership or economic development.

Mississippi Delta

This area includes the following counties: MS Counties: Desoto, Tunica, Panola, Coahoma, Bolivar, Quitman, Tallahatchie, Leflore, Washington, Sunflower, Carrol, Charkey, Holmes, Humphreys, Yazoo, Wassren, Issaquena, Claiborne, and Jefferson. AR Counties: Crittenden, Lee, Phillips, Desha, and Chicot. LA Counties: East Carroll, West Carroll, Madison, Tensas, and Concordia.

The Governor of Mississippi recently signed legislation to authorize replacement of over 6,000 unsafe bridges. Opportunities exist to promote "Wood in Transportation" by having qualified Engineering students working through AmeriCorps to provide technical assistance to communities wanting to install timber bridges. These AmeriCorp participants could also transfer the bridge technology to areas where potential projects could be duplicated and demonstrate the advantages of wooden bridges.

An opportunity exists to transfer recycling technology from the Franklin County Recycling Project to other sites. Development of recycling programs following this model could be duplicated in other areas of the Delta region in order to create jobs for disabled persons.

By working with partnerships developed from ongoing RCA activities, the Forest Service could provide AmeriCorps participants to work with local community leaders in meeting specific community needs, particularly with ongoing social programs, education and infrastructure needs. For example, local leaders developed from the Copiah County leadership development workshops may be able to utilize a Business major to assist citizens in establishing small businesses. In addition other federal agencies, such as the Small Business Administration, could provide technical and financial assistance, furthering agency efforts.

Ongoing outreach efforts can be enhanced by collaborating with 1890 institutions and black colleges. Alcorn State has capacity grants for education programs from day care kindergarden through high school. Future needs for these programs could be identified in local areas, and local leaders could incorporate these social needs into their economic development plans. For example, many persons are unable to work due to child care needs. An AmeriCorp participant would work with community leaders to develop practical solutions.

FS

(4) Develop a 4 Corners business and expansion program through a business retention and expansion (R&E) program for the Four Corners region. The purpose of this program is to identify and solve business problems related to survival, expansion and start-up and thereby to strengthen and/or increase economic activity. The program would require a full-time coordinator familiar with the area who would serve all the program participants.

The Forest Service allocates \$400,000 to fund the program in the Four Corners area. All funds are RCA program dollars. The skills for the 12 positions are as follows: two AmeriCorps members with undergraduate degrees having a socio-economic and data base management background; one AmeriCorps member with a masters degree in community/regional planning; six AmeriCorps people - one regional planner requiring a masters degree, one community development specialist with a masters degree, one public or business administration with a masters degree, one landscape architect with an undergraduate degree, one recreation planner with an undergraduate degree, and one interpretation and environmental educator with an undergraduate degree; and three AmeriCorps members - one with a masters degree in business and economic development and two people with community planning skills and undergraduate degrees.

In the Four Corners area, AmeriCorps members will also be used to address projects contained in the State specific plans of AZ, CO, NM, and UT. Examples of State specific projects include a community and public land partnership in CO and a local community partnerships and networks effort in AZ and NM.

Minnesota

Forest Service efforts are directed to those counties with the highest unemployment rates and with resources available for natural resource-based economic development. AmeriCorps members will carry out sustainable natural resource-based economic development activities identified by local communities and planned cooperatively by the communities, the Minnesota DNR, the Minnesota Department of Economic Development, the University of Minnesota, and the Northeastern Area's Economic Action Program.

Those counties where natural resource based industries make up more than 15% of the economy and with above state average unemployment will be targeted for initial efforts.

The program's objective is to assist communities in planning for and implementing sustainable economic development strategies based on natural resources with an emphasis on value-added enterprises. Value-added natural resource based enterprises include, but are not limited to:

- Secondary Wood Products Manufacturing
- Tourism Development
- Gathering and Marketing Special Forest Products
- Manufacturing Recycled Products Based on Wood Fiber

The Forest Service commits \$615,000 (including funds for project related activities) to Minnesota to fund 11 AmeriCorps positions as follows: (1) \$315,000 of RCA funds for 6 AmeriCorps positions, (2) \$100,000 of FPC&R dollars to fund 1 AmeriCorps individual, (3) \$100,000 of U&CF program dollars for 2 AmeriCorps people, and (4) \$100,000 of WIT money for 2 AmeriCorps positions. These AmeriCorps members will possess the following skills: marketing

specialist (undergraduate degree), business development specialist (graduate degree), computer specialist (undergraduate degree), travel/tourism specialist (graduate degree), industrial engineer/wood processing specialist (graduate degree), aquaculture specialist/fisheries biologist (undergraduate degree), industrial education specialist (graduate degree), environmental engineer (graduate degree), civil engineer (undergraduate degree), and operations management specialist (graduate degree).

20 participants
01 funds

**FOUR CORNERS REGIONAL
RURAL DEVELOPMENT PROJECT**

Where Arizona, Colorado, New Mexico & Utah join together.

Submitted to:

THE AMERICORPS CORPORATION

Submitted by:

SOIL CONSERVATION SERVICE

and

THE FOUR CORNERS RESOURCE CONSERVATION & DEVELOPMENT AREA'S:

HUB RC&D AREA, INC. (New Mexico)

SAN JUAN RC&D AREA, INC. (Colorado)

CASTLELAND RC&D AREA, INC. (Utah)

LITTLE COLORADO RIVER PLATEAU RC&D AREA, INC. (Arizona)

April 11, 1994

SUMMARY

This proposal has been jointly prepared by RC&D Coordinators in Arizona, Colorado, New Mexico and Utah with assistance from conservation district leaders in Arizona and Colorado and RC&D Council members. It addresses the large scale rural development needs of the region.

The Four Corners Region includes some of the most remote and spectacular scenery in the United States. It also includes a population with high joblessness and poverty rates. Natural resource conservation needs are significant and contribute to the depressed economy.

The concept provides for team approaches to addressing key problems common to each state in the region. A need for 20 AmeriCorps participants has been identified. These people would be distributed in functional teams. No funding from SCS in either of the four states is available for this proposal. Its implementation is solely dependent on funding from the AmeriCorps program.

Specifically, the proposal addresses the need to inventory existing human and natural resources for the purpose of determining possible new and innovative natural resource based industry potential. The proposal further provides for the seeking of funds to establish these industries. In addition, the proposal addresses the need to assist limited resource farmers (especially Native Americans) to develop sustainable small scale agricultural systems leading to improved nutrition, increased income and employment, and a quality environment. Finally, the proposal includes an element of education and information directed toward helping area citizens (and others) understand the benefits and costs associated with environmental and economic choices currently being made.

NEEDS

The Four Corners region of the United States is a vast, sparsely populated area of tremendous diversity and spectacular beauty. The region is at the heart of an ongoing struggle to create a sensitive balance between the need to protect and sustain the environment, and the need to provide a sound economic base for the area's residents. This proposal will provide for action which will ultimately help develop that balance.

The area has a population of approximately 441,000 people and covers an area of about 83,000 square miles. The project includes an area about 250 mile in circumference from where the four states of Arizona, Colorado, New Mexico and Utah join together. There are 12 population centers ranging in size from a few hundred to

several thousand persons. The rural population is widely dispersed, with many areas having poor accessibility.

This region is one of the most economically distressed area's in the Nation. Per-capita income is less than \$5,000. About 53 percent of the Navajo Nation's population lives below the poverty level. Unemployment ranges as high as 28%. Unemployment is generally high on all the Indian reservations in the area. About 42 percent of the area's population are members of the Hopi, Navajo, Southern Ute, Ute Mountain Ute, White Mesa Ute or Zuni tribes.

MISSION & OBJECTIVES

MISSION:

The mission of the Four Corners Resource Conservation and Development Council's is to accelerate the conservation, development, and utilization of natural and human resources to improve the general level of economic activity, and to enhance the environment, and standard of living.

OBJECTIVES:

1. Develop and inventory of existing natural resources and determine the feasibility of developing new and innovative natural resources used industries with possible value-added potential.
2. Seek grant funds to provide for the establishment of feasible new industries.
3. Assist small scale, limited resource farmers in developing sustainable agricultural systems for the purpose of improving family nutrition, increasing income, expanding employment, and maintaining a quality environment.
4. Conduct an information and education program for the purpose of helping area residents understand the costs and benefits of environmental and economic choices currently being made.

DESIGN

Activities to Address the Needs

This proposal will demonstrate the ability to achieve the goals of AmeriCorp and the Soil Conservation Service by demonstrating innovation, replicability, and sustainability.

A. Concept

The project concept is to utilize skilled teams of AmeriCorp participants in each of the four states working closely with established agencies and organizations currently dealing with rural development issues related to natural resources and the environment. Each of the major components of the project; inventorying, determining industry potential, small scale agriculture, information and education, will benefit from a team of individuals whose efforts will be directed toward accomplishing specific tasks associated with the component. The project is designed to create strong partnerships with existing professionals in order to minimize replication of efforts and maximize existing resources. The AmeriCorp participants will be housed with and supervised by existing agency personnel. The proposal design is such that the citizens and environment of the Four Corners region will benefit by the synergistic effect created by the partnership. The number of AmeriCorp participants required for the project is 20.

The project will be administered in each of the four states by the RC&D Council in cooperation with the Soil Conservation Service. Each Council is a nonprofit organization consisting of 20 to 24 local sponsors. Sponsors include area communities, counties, Native American Nations, Council of Governments, and Soil Conservation Districts. Each Council has a full time coordinator provided them by the Soil Conservation Service. The broad makeup of the Council's ensures that they deal with concerns at the grassroots level and makes possible the creation of effective partnerships between a wide variety of entities in order to address key concerns.

The project will require cooperation among many partners. Project partners will include each RC&D Council (one per state -- total of 4), the Soil Conservation Districts, local units of government, Council's of Government, the Soil Conservation Service, Extension Service, Forest Service, Bureau of Land Management, Bureau of Indian Affairs and Native American Nations.

Each RC&D Council has a long range plan with a community or rural development objective. Utilization of AmeriCorp participants will accelerate the implementation of Council's objectives.

B. Service Activities

Data Inventory and Industry Potential Analysis. This project will inventory natural resources and socioeconomic data in the region. A project team will be utilized to identify natural resources and new technologies with potential for development. This will involve detailed literature research to determine characteristics of the resource and its value-added potential. The most promising industries will be prioritized and additional work will be done to identify potential markets. This data will then be used for feasibility studies and grant applications to establish natural resource based industries in the region which will improve the employment base.

Typical activities of AmeriCorp participants will be to conduct literature reviews and summarize data, prepare questionnaire for needs assessment, interview key informants on the telephone and in person, gather economic data and enter into a database. Finally, be a team member to prepare grant applications.

Small Scale Agriculture Development. This project is designed to accelerate small scale agriculture primarily with the Native Americans nations in the region. It addresses the need to improve Native American nutrition and increase employment and per capita income on Indian reservations in the region. In partnership with local organizations, a team of specialists will provide intensive training to partnership agencies and facilitate training workshops to reach large numbers of people in remote areas. Training would include small animal production, gardening, preserving products for future use and related activities. A team of five persons would be utilized to service the region.

Typical activities of AmeriCorp participants will be to provide training in their speciality area, organize small groups to conduct this training. AmeriCorp participants with marketing or business administration will assist to establish marketing cooperative to sell excess products.

Natural Resources Inventory. This inventory would include soils, rangeland, woodland, wildlife land, riparian and wetlands, cultural resources sites, water resources, land use and ownership. The inventory would be digitized into a GIS format. A public information specialist will be used to keep local residents apprised of progress and to provide information on potential uses of the inventory data.

Typical activities of AmeriCorp participants will be to gather data in the field. Data will be placed on maps under the direction of a natural resource professional. Data will then be entered into a GIS system.

Information and Education. This project would develop and implement a communications plan for internal and external audiences. Educational materials would be targeted to citizens in the Four Corners region. Topics will reflect the need for strong resource conservation and development to increase the economic viability of the region. Project activities will include press releases, speakers bureau, static displays, and other appropriate mediums.

Typical activities of AmeriCorp participants will be to research and write press releases for newsletters and the general media. Make contact with media representatives in each community.

C. Relation to Need.
more...

D. Participant Training and Support.

Training would include orientation to the RC&D program, participation in conferences and seminars in the region, and intensive on the job experience. Each RC&D Coordinator will provide direct training for needed skills to accomplish job assignment. Colleges and universities will be utilized for specialized training as feasible. Every effort will be made to integrate into the participants academic program experience and training to facilitate the school-to-work transition.

E. Participant Placement and Supervision.

Recruitment. In addition to the national pool, recruitment will focus on the colleges located in the four corners region and the employment and outreach agencies of the Indian tribes and JPTA. Recruitment will also be done through appropriate state and local agencies. SCS special emphasis program managers in each state will be involved in the search. Emphasis will be made to recruit from schools with significant populations of Native Americans.

When recruiting we will seek out AmeriCorp participants of different ages, races, genders, ethnicities, abilities and disabilities or economic backgrounds. Also, we will seek students from public and private schools.

AmeriCorp participants should have some college level work within the professional type positions. College graduates would be highly desirable. High school graduates would be appropriate for certain technical and clerical positions. In general, AmeriCorp participants should meet the requirements for a GS-5 entry level positions for the professional disciplines listed. Types of positions desired include rural sociologist, business administration specialist, marketing specialist, economist, agriculture education, horticulturist, agronomist, home economics specialist, public affairs specialists and clerk.

Supervision. RC&D coordinators at each RC&D office will provide direct supervision to participants. When participants are assigned to work with project partners adequate supervision arrangements will be established. The work assignment will be agreed to prior beginning work.

Placement. The placement of participants in each location follows:

Activity	Castleland	HUB	Little Colorado	San Juan
Industry Potential	2	2	2	2
Small Scale Ag			5	
Natural Resource Inv.				3
Information & Education	1	1	1	1

FS Four Corners

This area includes the States of AZ, CO, NM, and UT.

Prior to the initiation of the regional agency and community "Strengthening Partnerships for Active Rural Communities" (SPARCS) collaboration, the Forest Service was actively working with many partners in the 4 Corners area, including a dozen Community Action Teams, and projects with the Navajo, Zuni and Jicarilla Apache tribes. The intent of SPARCS was to build on the existing partnerships, as well as to develop new ones that have broad-based community support. The agency's desire under the Americorps program, is to strongly support both its longer term partnerships at the individual community level, as well as to accelerate the projects identified in the last six months within the SPARCS process.

The 4 Corners Site is defined for the Americorps proposal as the lands contained within the boundaries of the 4 RC&D areas that touch at the 4 Corners Monument. Included within the area are the lands or influence zones of the San Juan, Rio Grande, Manti-La Sal, Carson, Cibola, Santa Fe Coconino and Apache-Sitgreaves National Forests.

The Forest Service plans to use Americorps members to work on four projects as follows:

- (1) Devise social, economic and demographic shared data bases to support sustainable economic development. Specifically these data bases are needed to establish baseline information regarding current local conditions and trends. They will be used to suggest and validate strategies for diversifying or strengthening local economies.
- (2) Train people for community capacity building and leadership development throughout the 4-Corners region by conducting regional workshops and local seminars; increasing preparedness and skill to support sustainable rural economic development; and promoting dialogue and collaborative learning activities organized around regional development concerns, such as value-added forestry, agriculture and tourism.
- (3) Develop a tribal tourism and 4 Corners Heritage Council throughout the 4-Corners area, with emphasis on tribal lands. All of the Tribes within the 4-Corners are pursuing tourism development as an economic development strategy. The Heritage Council was commissioned by the Governors of the four affected states with a charter to develop locally-based heritage tourism opportunities, with an emphasis on providing an economic boost to the tribes and rural communities. They have 4 mutual objectives (projects) for 1994-97:
 - a. Community Tourism Development Plans on the Navajo Reservation
 - b. Tourism / Recreation Facilities Site Plans on the Navajo Reservation
 - c. Train Native American Resource Interpreters
 - d. Archaeological Research, Guided Tours, and Ruin Stabilization on the Ute Mtn Ute Tribal Park.

(4) Develop a 4 Corners business and expansion program through a business retention and expansion (R&E) program for the Four Corners region. The purpose of this program is to identify and solve business problems related to survival, expansion and start-up and thereby to strengthen and/or increase economic activity. The program would require a full-time coordinator familiar with the area who would serve all the program participants.

The Forest Service estimates that 12 positions will be needed in the Four Corners area. All funds are RCA program dollars. The skills for the 12 positions are as follows: two AmeriCorps members with undergraduate degrees having a socio-economic and data base management background; one AmeriCorps member with a masters degree in community/regional planning; six AmeriCorps people - one regional planner requiring a masters degree, one community development specialist with a masters degree, one public or business administration with a masters degree, one landscape architect with an undergraduate degree, one recreation planner with an undergraduate degree, and one interpretation and environmental educator with an undergraduate degree; and three AmeriCorps members - one with a masters degree in business and economic development and two people with community planning skills and undergraduate degrees.

In the Four Corners area, AmeriCorps members will also be used to address projects contained in the State specific plans of AZ, CO, NM, and UT. Examples of State specific projects include a community and public land partnership in CO and a local community partnerships and networks effort in AZ and NM.

Minnesota

Forest Service efforts are directed to those counties with the highest unemployment rates and with resources available for natural resource-based economic development. AmeriCorps members will carry out sustainable natural resource-based economic development activities identified by local communities and planned cooperatively by the communities, the Minnesota DNR, the Minnesota Department of Economic Development, the University of Minnesota, and the Northeastern Area's Economic Action Program.

Those counties where natural resource based industries make up more than 15% of the economy and with above state average unemployment will be targeted for initial efforts.

The program's objective is to assist communities in planning for and implementing sustainable economic development strategies based on natural resources with an emphasis on value-added enterprises. Value-added natural resource based enterprises include, but are not limited to:

- Secondary Wood Products Manufacturing
- Tourism Development
- Gathering and Marketing Special Forest Products
- Manufacturing Recycled Products Based on Wood Fiber

The Forest Service commits \$615,000 (including funds for project related activities) to Minnesota to fund 11 AmeriCorps positions as follows: (1) \$315,000 of RCA funds for 6 AmeriCorps positions, (2) \$100,000 of FPC&R dollars to fund 1 AmeriCorps individual, (3) \$100,000 of U&CF program dollars for 2 AmeriCorps people, and (4) \$100,000 of WHT money for 2 AmeriCorps positions. These AmeriCorps members will possess the following skills: marketing

INDIVIDUAL PROGRAM APPLICATION #37
RURAL DEVELOPMENT TEAM
MISSISSIPPI DELTA
TITLE PAGE -

Application Title: AmeriCorps/Team USDA
 x Single-Site

Legal Applicant: United States Department of Agriculture
Contact Person's Name: Joel Berg, Director of National Service
Address: Room 538-A, 14th and Independence, SW
City, State, Zip: Washington, DC 20250
Congressional District:

X Federal Agency
Employer's ID Number: ?

Project Director:
Organization's Name:
Address:
City, State, Zip:
Telephone/Fax:
Type of Grant: X Operating
Issue Area and national Priorities:

Areas to be Served:
Congressional Districts of Primary Areas Served: ?
Congressional Districts of Secondary Areas Served: ?
Of Full-Time Participants: ?
Of Part-Time Participants: 0
Of Participants Needing Child Care: ?
Of Their Children Needing Child Care: ?
Of Unfunded Participants: ?
Of Full-Time Participants Needing Educational Awards: ?
Of Part-Time Participants Needing Educational Award: 0
Of Expected National Recruitment Participants: ?

<u>Corporation Funds Requested:</u>	YR1?	YR2 ?
YR3 \$10 million		
<u>Total Budget Amount:</u>	YR1 ?	YR2 ?
?		
<u>Operates in area of need:</u> X Yes		
<u>Operates in areas that are:</u>		

Project Duration: Start Date ? End Date ? Number of Program Terms ____
Certification: Date, Signature _____

AGGREGATE BUDGET FORM AND NARRATIVE

ASSURANCES AND CERTIFICATION SIGNATURE FORM

By signing this Certification page, the applicant certifies that it will agree to perform all actions and agree to perform all actions and support all intentions stated in the Corporation sections in Part III of this application. The three certifications are:

- X Certification: Debarment, Suspension, and Other Responsibility Matters
- X Certification: Drug-Free Workplace
- X Certification: Lobbying Activities

Organization Name: United States Department of Agriculture

Project Name: AmeriCorps/Team USDA

Name and Title of Authorized Representative: Joel Berg, Director of National Service

Signature:

Date:

By signing this assurances page, the applicant certifies that it will agree to perform all actions and support

all intentions stated in the Assurances on a page 28.

Organization Name: United States Department of Agriculture

Project Name: AmeriCorps/Team USDA

Name and Title of Authorized Representative: Joel Berg, Director of National Service

Signature:

Date:

FS
are available from the Extension Service and state agencies to accomplish this objective.

Persons with a diverse background and understanding of African American culture would be desirable candidates. Interpersonal skills, ability to listen and facilitation skills would be required. Some of these skills can be developed through training. A series of Economic Development Specialists could be assigned to rural sites throughout the state.

The Forest Service commits \$132,000 of its Rural Community Assistance (RCA) dollars to fund 5 AmeriCorps members, with college degrees, who are specialists in either leadership or economic development.

Mississippi Delta

This area includes the following counties: MS Counties: Desoto, Tunica, Panola, Coahoma, Bolivar, Quitman, Tallahatchie, Leflore, Washington, Sunflower, Carrol, Charkey, Holmes, Humphreys, Yazoo, Wassren, Issaquena, Claiborne, and Jefferson. AR Counties: Crittenden, Lee, Phillips, Desha, and Chicot. LA Counties: East Carroll, West Carroll, Madison, Tensas, and Concordia.

The Governor of Mississippi recently signed legislation to authorize replacement of over 6,000 unsafe bridges. Opportunities exist to promote "Wood in Transportation" by having qualified Engineering students working through AmeriCorps to provide technical assistance to communities wanting to install timber bridges. These AmeriCorp participants could also transfer the bridge technology to areas where potential projects could be duplicated and demonstrate the advantages of wooden bridges.

An opportunity exists to transfer recycling technology from the Franklin County Recycling Project to other sites. Development of recycling programs following this model could be duplicated in other areas of the Delta region in order to create jobs for disabled persons.

By working with partnerships developed from ongoing RCA activities, the Forest Service could provide AmeriCorps participants to work with local community leaders in meeting specific community needs, particularly with ongoing social programs, education and infrastructure needs. For example, local leaders developed from the Copiah County leadership development workshops may be able to utilize a Business major to assist citizens in establishing small businesses. In addition other federal agencies, such as the Small Business Administration, could provide technical and financial assistance, furthering agency efforts.

Ongoing outreach efforts can be enhanced by collaborating with 1890 institutions and black colleges. Alcorn State has capacity grants for education programs from day care kindergarden through high school. Future needs for these programs could be identified in local areas, and local leaders could incorporate these social needs into their economic development plans. For example, many persons are unable to work due to child care needs. An AmeriCorp participant would work with community leaders to develop practical solutions.

Other predominately black colleges such as Rust have provided leadership workshops for minority communities to build capacity. AmeriCorp participants could work side by side with rural sociologists and other experts in these fields to develop and disseminate this information. Additionally a study could start which addresses the social changes needed to improve the economy of the region and implementations plans for practical solutions begun.

The Forest Service allocates \$238,000 to fund 9 positions in Mississippi Delta as follows: (1) \$73,000 of Urban and Community Forestry (U&CF) funds for 3 AmeriCorps positions requiring college degrees to transfer recycling technology regarding urban forest residual management, (2) \$73,000 of Wood In Transportation (WIT) dollars funding 3 AmeriCorps positions, two of which are graduate degrees and one undergraduate, to assist communities address their timber bridge needs, and (3) \$238,000 of RCA funds, creating 9 AmeriCorps undergraduate degreed positions to perform outreach to 1890 schools, conduct leadership and economic development, and begin a "Delta Social Changes" study.

Alaska

The objectives listed for AmeriCorps participants are need and feasibility. Additionally, these activities are complementary to the activities planned by the Alaska Community Services Commission, the Alaska Department of Community and Regional Affairs, and of equal importance our sister agencies in TEAM USDA.

52 The Forest Service allocates \$155,000 to fund 5 positions in Alaska. The dollars are distributed as follows: (1) \$62,000 of U&CF funds, creating 2 positions, requiring undergraduate degrees, to assist selected communities throughout the State of Alaska in developing U&CF recycling plans and/or produce prototypes, (2) \$31,000 of RCA program dollars for 1 AmeriCorps member, with a graduate degree, to provide rural community assistance to timber-dependent Southeastern Alaska communities for economic diversification, (3) \$31,000 of RCA program dollars for 1 AmeriCorps member, requiring an undergraduate degree, to provide rural community assistance to help forest and farm owners in South-Central Alaska develop markets and/or cooperatives, and (4) \$31,000 of RCA program dollars for 1 AmeriCorps member, a college graduate, to provide rural community assistance to help Alaska Native Villages by delivering program opportunities to remote Native communities.

Appalachia

(1) Southern Region Component:

This includes the following States: TN, KY, GA, VA, and NC.

Rural tourism efforts are underway in this region and feature recreational and aesthetic opportunities. Local partners have needs for tour guides with interpretive skills. Recreation planners, tourism surveys, and marketing are needed. AmeriCorps participants could work with the Appalachian Regional Commission and other partners to develop regional tourism plans.

Another identified need is hiring professional Economic Development Coordinators who would seek business development opportunities for this area. Business students could work with these professionals and local communities.

Need to See Rest of

APR-11-94 MON 7:37 AREA 3 NEW ALBANY

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P.01

Delta proposals



FAX TO:

PAULA Jones/Dec

PAGE 1 OF 10

FROM:

D. VICTOR SIMPSON
ACTING ASSISTANT STATE CONSERVATIONIST (OP)
MISSISSIPPI - USDA - SCS
FAX : 601-534-3242
PHONE: 601-534-7651
NEW ALBANY, MISSISSIPPI

MESSAGE:

PAULA - Hope this is what
you need - if it doesn't work
let me know - HAD A HARD
time w/ form - who signs?

THANKS Vic SIMPSON

SUMMARY:

Water quantity and farm environmental concerns in the Mississippi Delta have become key issues. This project addresses these issues by obtaining reliable site-specific data. This data will be used to develop plans that will result in the implementation of practices and measures to reduce water consumption and improve on-farm environment. The project will involve six participants working in teams. On-site evaluations will be made in each of the ten counties within the project area.

The Soil Conservation Service will administer the project. Program partners include the Northwest Mississippi Resource Conservation and Development Area, Soil and Water Conservation Districts, educational institutions, Delta Council, Yazoo Water Management District, and other local private and governmental organizations.

GOAL:

To provide grass-roots assistance to the agriculture community to implement water conservation and improve farm environmental conditions.

MISSION STATEMENT:

The mission of the Soil Conservation Service is to provide leadership and administer programs to help people to conserve, improve, and sustain our natural resources and environment.

R 8 '94 12:48 FROM USDA FS STONEVILLE

ANNUAL OBJECTIVES:

- (1) Evaluate irrigation efficiency on 30% of the farms that irrigate in the project area to improve efficiency by 20%.
- (2) Implement water conservation measures on 35% of these farms.
- (3) Evaluate potential environmental problems on 50% of the farms in the project area to reduce groundwater contamination and protect the resource base.
- (4) Implement sound environmental practices on 35% of these farms.

NEEDS:

- (1) Water Conservation - The aquifer in the Mississippi Delta is being depleted at a greater rate than it is being replenished. This agriculturally-based area is heavily dependent on water for crop irrigation and aquaculture. As the public becomes more aware of the potential water shortage in the area, farmers are under greater pressure to reduce water usage. This program will allow farmers to evaluate water usage and take corrective action.
- (2) Farm Environmental Evaluations - The nature of extensive farming operations in this area generates hazardous waste materials. These materials cause ground and surface water pollution, jeopardizes land value, and adversely impacts plant and animal life. This program will allow farmers to evaluate environmental hazards and take corrective action.

PROCESS:

Issues and needs in the areas of water conservation and farm environmental concerns were identified by key leadership in the Mississippi Delta. Some of these groups include soil and water conservation districts, Resource Conservation and Development Councils, other state and federal agriculture agencies, units of government, agribusiness and industry representatives, civic and community organizations, and educational institutions. All of these groups will continue to be involved throughout the duration of this project by providing input and assisting with the evaluation of the program.

DESIGN:

The participants will be working in teams of three. Each team will work in the 10-county Mississippi Delta area to complete evaluation and implementation. Evaluation and monitoring of the project will be done quarterly by the project coordinator. Success will be measured by comparing accomplishments to objectives.

CONCEPT:

The basic concept for the design involves teams, on-site assistance, and exchange of data with such entities as Yazoo Water Management District, Delta Council, and Soil and Water Conservation Districts. Participants will be based in selected field offices throughout the project area, and will travel to adjacent field offices to service surrounding counties.

SERVICE ACTIVITIES:

Participants will interact with landusers on-site to evaluate resources. This will include using monitoring equipment, completing a check list, and gathering data to be used in the development of resource management plans. It is anticipated that participants will meet daily with the conservationist or technician to receive work assignments and instructions. The participants will travel to the site(s) and perform the necessary evaluations. Landusers will be interviewed to provide information for the evaluation and development of the resource management plan. Participants will also be involved in the preparation and dissemination of the plans.

These activities will result in landusers implementing practices that will save water and protect the resource base.

PARTICIPANT TRAINING AND SUPPORT:

Training will be provided by irrigation engineers, agronomists, and biologists that have technical responsibility in these areas. On the job training and daily guidance will be provided by the district conservationist and soil conservation technician in the field offices.

PARTICIPANT PLACEMENT AND SUPERVISION:

Participants will be placed in teams of two or three persons and located in selected field offices within the project area. Host sites will be equipped and prepared for work teams in advance. The project coordinator will assign work locations for the teams. District Conservationists in the work locations will provide supervision and support.

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USDA SCS MS STATE OFFICE

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BAP DIVISION

+++ MISSISSIPPI

0004

Refer to the Title Page Instruction on page 36. Please type or print in black ink.

FOR INTERNAL USE ONLY

1 APPLICATION TITLE:

☐ Single Site ☐ Multi-Site

2 LEGAL APPLICANT: USDA, Soil Conservation Service

Contact Person's Name: James Johnson

Address: P.O. Box 1160

City, State, Zip: Greenwood, MS 38930

Telephone/Fax: (601) 453-2762; (601) 453-7841

Applicant's Congressional District: 2nd Congressional District Mississippi

3 INSTITUTIONAL INFORMATION

☒ Federal Agency☐ National Non-Profit Organization☐ Professional Corps Prog.☐ Multi-State Program

Employer's ID Number:

4 PROJECT DIRECTOR: Clarence L. Finley

Organization's Name: Northwest RC&D Area

Address: P.O. Box 313

City, State, Zip: Stoneville, MS 38776

Telephone/Fax: (601) 686-9850; (601) 686-2696

5 GRANT TYPE:

☐ Planning or☐ Operating or☐ Educational Awards Only

6 ISSUE AREA AND NATIONAL PRIORITIES:

☐ Educational☐ School Readiness☐ School Success☐ Homeless Needs☐ Independent Living☐ Community Revitalization☒ Environment☐ Neighborhood Environment☒ Natural Environment☐ Public Safety☐ Violence Prevention☐ Crime Control

7 AREA(S) TO BE SERVED: Small, Rural Agricultural Communities

☐ Urban☒ Rural☐ Other

Congressional District of primary area served: 2nd Congressional District

Congressional Districts of secondary areas served:

8 PARTICIPANTS:

of Full-time Participants: 6

of Part-time Participants:

of Participants Needing Child Care:

of their Children needing

Child Care:

of Unfunded Participants:

of Full-time Participants Needing Educational Awards:

of Part-time Participants Needing Educational Awards:

of Expected National Recruitment Participants:

9 BUDGET:

Corporation Funds Requested YR1

YR2

YR3

Total Budget Amount YR1

YR2

YR3

10

PROGRAM OPERATES in an area of need as identified by the Corporation? ☒ Yes or ☐ No

Which One? Mississippi Delta Area

11

PROJECT DURATION: Start Date End Date Number of Program Terms

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 this application has been duly authorized by the governing body of the applicant and that the applicant will comply with the assurances required of applicants if the assistance is approved.

Date:

Name:

Title:

TITLE PAGE AMERICORPS NATIONAL DIRECT APPLICATION

APR-11-94 MON 7:39 AREA 3 NEW ALBANY
APR 8 '94 12:50 FROM USDA FS STONEVILLE

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PR-07-94 THU 12:21
04/07/94 08:27

USDA SCS MS STATE OFFICE
2026900639

FAX NO. 6019655178

BAP DIVISION

MISSISSIPPI

P.05

0005

Applicant Name: Northwest MS RC&D Area
Program Name: Delta River Water Conservation & Environmental Assessment Project

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

The mission of the Soil Conservation Service is to provide leadership and administer programs to help people conserve, improve, and sustain our natural resources and environment.

Each application must include statements of primary objectives in three areas: Community Service, Community Building, and Participant Development. Please use a separate copy of this form to describe your objectives in each area (i.e., Community Service, Community Building, Participant Development). In the case of community service, also use a separate form for each priority area. If you are working on more than one (i.e., education, environment, etc.)

2.

THIS PAGE APPLIES TO

☒ Community Service

☐ Participant Development

☐ Community Building

☒ Education
☐ Public Safety
☐ Human Needs
☒ Environment

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECKED ABOVE?

List your three primary objectives.

A. Evaluate irrigation efficiency on 30% of the farms that irrigate in the project area to improve efficiency by 20%.

B. Implement water conservation measures on 35% of these farms.

C. Evaluate potential environmental problems on 50% of the farms in the project area to reduce groundwater contamination and protect the resource base.

ION STATEMENT AND ANNUAL OBJECTIVES AMERICORPS NATIONAL DIRECT APPLICATION

AmeriCorps Project Application
USDA, SCS

Project: Area Plan Facilitators

Location: Fort Smith
Jonesboro
Batesville

Contact person: Bruce Leggitt 501-324-6618

What are the socioeconomic conditions in the project area?

There are 34 counties within the three RC&D areas in this project area. The area ranges from the extreme western edge of Arkansas to the eastern edge and extending northeast to the Missouri line. The three project areas range from an area of the highest unemployment in the state to an area with the lowest unemployment rate in the state. RC&D Councils are made up of local people who assess their own problems and resources and develop an area plan to address these problems over a period of five to seven years. These three RC&D areas are in the process of revising their area plans which will direct their efforts in the future. USDA has placed coordinators in these areas to assist councils in reaching their goals outlined in their area plans. The problem is these council areas are too large to fully assess area wide problems. An RC&D coordinator alone cannot develop these plans within a practical time frame without sacrificing his ongoing program. A planning facilitator is needed to hold public meetings in an effort to identify and prioritize problems within the council areas. The planning facilitator (PF) would be responsible for organizing these meetings, collecting, and summarizing the data extracted from the meetings. The PF would also interview city and county officials to receive input into developing the plan. The PF would also inventory available resources needed to develop actions which would help solve these problems.

The project is expected to last approximately two years. Rough draft of the area plan should be completed within 18 months, and it is imperative the same individual who begins the process at least carries it through to the draft stage.

Number of AmeriCorps participants requested: Three

Type of position(s): Public Relations

Can the position(s) be funded within your current allocation? No
The SCS will provide office space and transportation for the participants.

Expected characteristics of the participants (educational attainment): Public Relations - Sociology - Minimum Bachelors Degree

Specialized skills required: Speaking, data collection, ability to network and build coalitions.

Partners involved to the project: Resource Conservation and Development Councils, county governments, city governments, business leaders, community leaders, conservation districts, planning and development districts, Soil Conservation Service, and U.S. Forest Service.

Will you be able to recruit locally or use the national pool of applicants: Either

If locally, how will you recruit? Soliciting names from colleges and universities within the state.

Measurable results of the project or activities: Completion at least in draft form of a revised RC&D area plan for each of the three RC&D Councils.

Supervision: Each participant will be supervised by a GS-12 RC&D coordinator.

AMERICORPS.dcx(2)(3/94)

U.S. DEPARTMENT OF AGRICULTURE AMERICORPS DIRECT APPLICATION

FOR INTERNAL USE ONLY

1. APPLICATION TITLE: AmeriCorps/Team USDA
Single Site ☐ Multi-Site ☒

2. LEGAL APPLICANT: United States Department of Agriculture
Contact Person's Name: Joel Berg, Director of National Service
Address: Room 538-A, 14th and Independence Ave., S.W.
City, State, Zip: Washington, D.C. 20250-1300
Telephone, FAX: (202) 720-6350, FAX (202) 720-4614
Applicant's Congressional District: Not Applicable

3. INSTITUTIONAL INFORMATION ☒ Federal Agency ☐ National Non-Profit Organization ☐ Professional Corps Prog. ☐ Multi-State Program
Employer's ID Number: 720564834F

4. PROJECT DIRECTOR: Joel Berg, Director of National Service
Organization's Name: United States Department of Agriculture
Address: Room 538-A, 14th and Independence Ave., S.W.
City, State, Zip: Washington, D.C. 20250-1300
Telephone, FAX: (202) 720-6350, FAX (202) 720-4614

5. GRANT TYPE: ☐ Planning or ☒ Operating or ☐ Educational Awards only

6. ISSUE AREA: ☒ Educational ☒ Environment
AND NATIONAL PRIORITIES ☐ School Readiness ☒ Neighborhood Environment
☒ School Success ☒ Natural Environment
☒ Human Needs ☐ Public Safety
☒ Independent Living ☐ Violence Prevention
☒ Community Revitalization ☐ Crime Control

7. AREA(S) TO BE SERVED:
☒ Urban ☒ Rural ☐ Other
Congressional District of primary area served:
Congressional Districts of secondary areas served:

8. PARTICIPANTS: # of Full-time Participants 1315 # of Full-time Participants
of Part-time Participants Needing Educational Awards:
of Participants needing child care # of Part-time Participants Needing
of their Children needing Child Care Needing Educational Awards:
of Unfunded Participants # of Expected National Recruitment Participants

9. BUDGET: Corporation Funds Requested YR1 99,999,999 YR2 YR3
Total Budget Amount YR1 YR2 YR3

10. PROGRAM OPERATES in an area of need as identified by the Corporation? YES ☒ NO ☐
Which one? Empowerment Zones and Enterprise communities; areas that are environmentally distressed, adversely affected by Federal actions related to the management of Federal lands; adversely affected by cuts in defense spending, or have unemployment rates higher than the national average.

11. PROJECT DURATION: Start Date 9/5/94 End Date 8/23/97 Number of Program Terms Three

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 the applicant will comply with the assurances required of applicants if the assistance is approved.

Date: 4/28/94

Name: Mr. Joel Berg

Title: USDA Director of National Service

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#28 - Rural Development: Great Lakes	Pages
#29 - Rural Development: Minnesota	Pages
#30 - Rural Development: TX Colonias	Pages
#31 - Rural Development: Four Corners	Pages
#32 - Rural Development: Pacific Rim	Pages
#33 - Rural Development: Flood States	Pages

Budget Form and Budget Narrative

Pages

Assurances and Certification Form

Page

APPLICATION SUMMARY

Starting in September 1994, the United States Department of Agriculture (USDA) will run three nationwide AmeriCorps teams: an Anti-Hunger, Nutrition, and Empowerment Team; a Public Lands and Environment Team; and a Rural Development Team. The Teams will engage a total of 1,500? socio-economically diverse participants in human, environmental, and educational work in 34 different pilot projects located in 27? different states. The projects will be spread out across rural and urban areas in every region of the country.

Both the Anti-Hunger, Nutrition, and Empowerment Team and the Public Lands and Environment Team will share the same corps-type model of service, engaging a mix of high school dropouts, high school graduates, college students, and college graduates to perform service in work crews -- usually ten participants each -- at pilot locations with no less than 20 participants. Both Teams will have an educational component in which participants will run environmental or nutrition education programs in local schools.

In the Anti-Hunger, Nutrition, and Empowerment Team, participants will work in four pilot locations -- three urban and one rural -- to help (number ?) low-income families and individuals improve their diets and move toward self-sufficiency. Each pilot location will be run by a unique partnership consisting of an existing youth service corps, a local anti-hunger group, and USDA. While the first few months of this program will focus on expanding the use of Federal anti-hunger programs and increasing access to nutrition information, the Teams will eventually work to implement new empowerment programs such as Earned Income Tax Credits, microenterprise projects, community development banks, assets development projects, and farmers markets. These programs will meet President Clinton's goal of reforming welfare and breaking the cycle of poverty that is the greatest cause of hunger in America.

In the Public Lands and Environment Team, participants will work in 23? pilot locations -- six urban and 17 rural -- to perform (need number?) hours of service helping communities reduce environmental hazards and working on public lands to conserve, restore, and sustain natural habitats. Some of these pilot locations will be run directly by USDA and some will be run in partnership with existing youth service corps. Participants will 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 in disaster recovery, and restore wetlands.

The Rural Development Team will be similar to the professional corps model of service. The Team would establish regional or state clusters of at least 20 professional and paraprofessional participants who assist rural communities in identifying needs and resources necessary for economic, human, and environmental well-being. The participants would have highly varied educations and training and would be matched up with individual communities or regions with unmet needs that can be filled by someone with that specific background. Participants will be mostly college graduates or professional school graduates and will provide _____? hours of service improving local economic planning, boosting sustainable agriculture, bringing the running water to areas now without it, increasing the success of enterprise zones and enterprise communities, protecting watersheds, improving rural housing, and aiding disaster relief, supporting existing youth volunteer programs.

All three of the Teams will recruit a mix of participants -- all of whom will receive AmeriCorps education vouchers -- ^{who are} that is diverse by gender, race, physical abilities and disabilities, and economic status. The Teams will each seek to recruit a goal of 20 percent of their participants from the national recruitment pool.

The USDA programs will utilize the tremendous institutional resources of the Department, and build creative partnerships at almost every pilot location. Materials will be donated by the U.S. Department of Defense and non-profit foundations, and other expertise will be provided by higher education institutions, local governments, other Federal departments, community development agencies, and non-profit organizations.

Because these programs are going to be funded largely with existing USDA funds, they will provide the Corporation with an extraordinarily cost-effective way to fill 1,500? of the planned 20,000 AmeriCorps slots for 1995. USDA will provide fully \$22? million of Departmental funds either in cash or in-kind contributions. Thus, even when the Corporation fulfills the entire amount of USDA's \$8 million request, USDA will still be funding 81% of the program. Not including the educational vouchers, each AmeriCorps slot would only cost the Corporation \$?? each.

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/USDA Anti-Hunger, Nutrition, and Empowerment Team

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

The AmeriCorps/USDA Anti-Hunger, Nutrition, and Empowerment Team will run pilot projects in five sites with high levels of hunger, poverty, and malnutrition. The Team will engage a socio-economic mix of participants in work which will reduce the number of citizens suffering from hunger, improve the nutritional content of family diets, and give poor citizens necessary tools to help lift themselves out of poverty. Designed and run in partnership between USDA, local youth service corps, and local anti-hunger groups, the pilot programs will be models of reinventing government that will leverage local resources, build innovative public/private ventures, develop new community leadership, and solve previously unsolvable social problems. The ultimate goal is that these pilot projects will be so successful that they will serve as models for future replication on a significantly larger national scale. Each project will forge common bonds of sweat equity between participants of varied races, genders, classes, physical abilities, educational backgrounds, and ages. By working together to solve critical local problems, participants will come to understand that a new multi-cultural sense of American community, identity, and purpose is necessary for the nation to prosper in the increasingly competitive world economy. The projects will teach participants to accept personal responsibility for improving their communities, while rewarding them with increased opportunities for education or job training. All participants will not only receive training, education, and supervision for each work project performed, but will learn general skills in citizenship, conflict-resolution, self-government, and community development. The participants will graduate the program as creative problem-solvers dedicated to building a better future for themselves and their country.

Each application must include statements of primary objectives in three areas: Community Service, Community Building, and Participant Development. Please use a separate copy of this form to describe your objectives in each area (i.e. Community Service, Community Building, Participant Development). In the case of community service, also use a separate form for each priority area, if you are working on more than one (i.e. education, environment, etc.)

2. THIS PAGE APPLIES TO

☒ Community Service

☐ Participant Development

☐ Community Building

☐ Education

☐ Public Safety

☒ Human Needs

☐ Environment

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

List your three primary objectives:

A. To provide _____? hours of work in food stamp outreach in _____? areas, resulting in _____? more families receiving food stamps.

B. To provide _____? hours of service setting-up summer feeding programs at _____? sites, allowing _____? additional young people to receive food assistance over the Summer.

C. To provide _____? hours of assistance to poor families in _____? communities, allowing _____? families to increase their income or decrease their dependence on welfare.

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/USDA Anti-Hunger, Nutrition, and Empowerment Team

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

The AmeriCorps/USDA Anti-Hunger, Nutrition, and Empowerment Team will run pilot projects in five sites with high levels of hunger, poverty, and malnutrition. The Team will engage a socio-economic mix of participants in work which will reduce the number of citizens suffering from hunger, improve the nutritional content of family diets, and give poor citizens necessary tools to help lift themselves out of poverty. Designed and run in partnership between USDA, local youth service corps, and local anti-hunger groups, the pilot programs will be models of reinventing government that will leverage local resources, build innovative public/private ventures, develop new community leadership, and solve previously unsolvable social problems. The ultimate goal is that these pilot projects will be so successful that they will serve as models for future replication on a significantly larger national scale. Each project will forge common bonds of sweat equity between participants of varied races, genders, classes, physical abilities, educational backgrounds, and ages. By working together to solve critical local problems, participants will come to understand that a new multi-cultural sense of American community, identity, and purpose is necessary for the nation to prosper in the increasingly competitive world economy. The projects will teach participants to accept personal responsibility for improving their communities, while rewarding them with increased opportunities for education or job training. All participants will not only receive training, education, and supervision for each work project performed, but will learn general skills in citizenship, conflict-resolution, self-government, and community development. The participants will graduate the program as creative problem-solvers dedicated to building a better future for themselves and their country.

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☒ Community Service

☐ Participant
Development

☐ Community
Building

☐ Education

☐ Public Safety

☐ Human Needs

☒ Environment

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

One primary
objective:

A. To provide ____? hours of work creating urban gardens at ____? sites that feed ____? number of families.

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/USDA Anti-Hunger, Nutrition, and Empowerment Team

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

(SAME AS ON
COMMUNITY SERVICE
PAGE)

The AmeriCorps/USDA Anti-Hunger, Nutrition, and Empowerment Team will run pilot projects in five sites with high levels of hunger, poverty, and malnutrition. The Team will engage a socio-economic mix of participants in work which will reduce the number of citizens suffering from hunger, improve the nutritional content of family diets, and give poor citizens necessary tools to help lift themselves out of poverty. Designed and run in partnership between USDA, local youth service corps, and local anti-hunger groups, the pilot programs will be models of reinventing government that will leverage local resources, build innovative public/private ventures, develop new community leadership, and solve previously unsolvable social problems. The ultimate goal is that these pilot projects will be so successful that they will serve as models for future replication on a significantly larger national scale. Each project will forge common bonds of sweat equity between participants of varied races, genders, classes, physical abilities, educational backgrounds, and ages. By working together to solve critical local problems, participants will come to understand that a new multi-cultural sense of American community, identity, and purpose is necessary for the nation to prosper in the increasingly competitive world economy. The projects will teach participants to accept personal responsibility for improving their communities, while rewarding them with increased opportunities for education or job training. All participants will not only receive training, education, and supervision for each work project performed, but will learn general skills in citizenship, conflict-resolution, self-government, and community development. The participants will graduate the program as creative problem-solvers dedicated to building a better future for themselves and their country.

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2. THIS PAGE
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☒ Community Service ☐ Participant Development ☐ Community Building

☒ Education

☐ Public Safety

☐ Human Needs

☐ Environment

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

One primary
objective:

A. To provide ___? hours of service running nutritional seminars at ___? schools and ___? community centers to provide nutrition information to ___? number of individuals.

B.

C.

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/USDA Anti-Hunger, Nutrition, and Empowerment Team

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

The AmeriCorps/USDA Anti-Hunger, Nutrition, and Empowerment Team will run pilot projects in five sites with high levels of hunger, poverty, and malnutrition. The Team will engage a socio-economic mix of participants in work which will reduce the number of citizens suffering from hunger, improve the nutritional content of family diets, and give poor citizens necessary tools to help lift themselves out of poverty. Designed and run in partnership between USDA, local youth service corps, and local anti-hunger groups, the pilot programs will be models of reinventing government that will leverage local resources, build innovative public/private ventures, develop new community leadership, and solve previously unsolvable social problems. The ultimate goal is that these pilot projects will be so successful that they will serve as models for future replication on a significantly larger national scale. Each project will forge common bonds of sweat equity between participants of varied races, genders, classes, physical abilities, educational backgrounds, and ages. By working together to solve critical local problems, participants will come to understand that a new multicultural sense of American community, identity, and purpose is necessary for the nation to prosper in the increasingly competitive world economy. The projects will teach participants to accept personal responsibility for improving their communities, while rewarding them with increased opportunities for education or job training. All participants will not only receive training, education, and supervision for each work project performed, but will learn general skills in citizenship, conflict-resolution, self-government, and community development. The participants will graduate the program as creative problem-solvers dedicated to building a better future for themselves and their country.

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☐ Community Service	☐ Participant Development	☒ Community Building
☐ Education		
☐ Public Safety		
☐ Human Needs		
☐ Environment		

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

One primary
objective:

A. Build partnerships with five different local non-profit anti-hunger groups in order to help them discover innovative and cost-effective ways to build their infrastructure to solve community problems.

B. Create permanent partnerships at each site between youth service corps, non-profit groups, government social service agencies, and community residents to help shatter the false perception that the poor are perpetual clients who can never provide services for themselves.

C. Develop a replicable model through which AmeriCorps programs or youth service corps can effectively fight hunger on a broader scale.

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/USDA Anti-Hunger, Nutrition, and Empowerment Team

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

The AmeriCorps/USDA Anti-Hunger, Nutrition, and Empowerment Team will run pilot projects in five sites with high levels of hunger, poverty, and malnutrition. The Team will engage a socio-economic mix of participants in work which will reduce the number of citizens suffering from hunger, improve the nutritional content of family diets, and give poor citizens necessary tools to help lift themselves out of poverty. Designed and run in partnership between USDA, local youth service corps, and local anti-hunger groups, the pilot programs will be models of reinventing government that will leverage local resources, build innovative public/private ventures, develop new community leadership, and solve previously unsolvable social problems. The ultimate goal is that these pilot projects will be so successful that they will serve as models for future replication on a significantly larger national scale. Each project will forge common bonds of sweat equity between participants of varied races, genders, classes, physical abilities, educational backgrounds, and ages. By working together to solve critical local problems, participants will come to understand that a new multicultural sense of American community, identity, and purpose is necessary for the nation to prosper in the increasingly competitive world economy. The projects will teach participants to accept personal responsibility for improving their communities, while rewarding them with increased opportunities for education or job training. All participants will not only receive training, education, and supervision for each work project performed, but will learn general skills in citizenship, conflict-resolution, self-government, and community development. The participants will graduate the program as creative problem-solvers dedicated to building a better future for themselves and their country.

Each application must include statements of primary objectives in three areas: Community Service, Community Building, and Participant Development. Please use a separate copy of this form to describe your objectives in each area (i.e. Community Service, Community Building, Participant Development). In the case of community service, also use a separate form for each priority area, if you are working on more than one (i.e. education, environment, etc.)

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☒ Participant
Development

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Building

☐ Education

☐ Public Safety

☐ Human Needs

☐ Environment

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

One primary
objective:

A. Educate participants about hunger, nutrition, and poverty issues so that they will be able to provide basic educational services to other members of the community.

B. Enable participants to develop motivation, educational skills, and financial resources so that, out of the participants who started the program with no desire to continue their education, at least 50% will change their mind and take steps to further their educations; and to spur 65% of the participants who entered the program without a high school degree to earn G.E.D.s within a year.

C. 3) Give participants at each site the training and encouragement needed to create self-management structures that can teach them how to become future community leaders.

MISSION STATEMENT AND ANNUAL OBJECTIVES
PUBLIC LANDS AND ENVIRONMENT TEAM -
COMMUNITY SERVICE OBJECTIVES

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/Team USDA

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

The AmeriCorps/USDA Public Lands and Environment Team will run pilot projects in ____? sites with high levels of environmental degradation, citizen unemployment, and conservation work backlogs. The Team will engage a socio-economic mix of participants in helping solve environmental problems, revitalize neighborhoods by repairing and upgrading physical facilities, identify and eliminate environmental risks, and promote sustainable farming and gardening in urban and rural communities. The Team will also harness a socio-economic mix of participants in critically needed work on National Forests, preserving and restoring fragile ecosystems while promoting multiple uses of public lands. All Team members will conduct seminars in environmental education at local schools and community centers. The ultimate goal is that these pilot projects to be so successful that they will serve as models for future replication on a significantly larger national scale. Run in partnership between USDA and local youth service corps, the pilot programs will be models of reinventing government that will leverage local resources, build innovative public/private ventures, develop new community leadership, and solve previously unsolvable environmental problems. Each project will forge common bonds of sweat equity between participants of varied races, genders, classes, physical abilities, educational backgrounds, and ages. By working together to solve critical local problems, participants will come to understand that a new multicultural sense of American community, identity, and purpose is necessary for the nation to prosper in the increasingly competitive world economy. The projects will teach participants to accept personal responsibility for improving their communities, while rewarding them with increased opportunities for education or job training. All participants will not only receive training, education, and supervision for each work project performed, but will learn general skills in citizenship, conflict-resolution, self-government, and community development. The participants will graduate from the program as creative problem-solvers dedicated to building a better future for themselves and their country.

Each application must include statements of primary objectives in three areas: Community Service, Community Building, and Participant Development. Please use a separate copy of this form to describe your objectives in each area (i.e. Community Service, Community Building, Participant Development). In the case of community service, also use a separate form for each priority area, if you are working on more than one (i.e. education, environment, etc.)

2. THIS PAGE APPLIES TO ☒ Community Service ☐ Participant Development ☐ Community Building
- ☐ Education
- ☐ Public Safety
- ☐ Human Needs
- ☒ Environment
-

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

List your three primary objectives:

A. Environmental Objectives:

1. To provide ____? hours of work planting a total of ____? trees in urban and rural areas.
2. To provide ____? hours of work performing ____? water quality assessments.
3. To provide ____? hours performing flood relief work to benefit ____ number of families.

B. Human needs service objective:

1. To provide ____ number of hours of work creating ____? community gardens to feed ____? hungry families.
-

C. Educational service objective:

1. To provide ____? number of hours of work teaching environmental education at ____? community centers and ____? schools.
-

MISSION STATEMENT AND ANNUAL OBJECTIVES
PUBLIC LANDS AND ENVIRONMENT TEAM -
PARTICIPANT DEVELOPMENT OBJECTIVES

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/Team USDA

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

SAME AS ABOVE UNDER COMMUNITY SERVICE

Each application must include statements of primary objectives in three areas: Community Service, Community Building, and Participant Development. Please use a separate copy of this form to describe your objectives in each area (i.e. Community Service, Community Building, Participant Development). In the case of community service, also use a separate form for each priority area, if you are working on more than one (i.e. education, environment, etc.)

2. THIS PAGE APPLIES TO ☐ Community Service ☒ Participant Development ☐ Community Building

☐ Education

☐ Public Safety

☐ Human Needs

☐ Environment

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

List your three primary objectives:

1) Inform participants about environmental and natural resources issues that they will be able to provide sophisticated educational services to other members of the community.

2) Enable participants to develop motivation, educational skills, and financial resources so that, out of the participants who started the program with no desire to continue their education, at least 50% will change their minds and take steps to further their educations; and to spur 65% of the participants who entered the program without a high school degree to earn G.E.D.s within the year.

3) Give participants at each site the training and encouragement needed to create self-management structures that can teach them how to become future community leaders.

MISSION STATEMENT AND ANNUAL OBJECTIVES
PUBLIC LANDS AND ENVIRONMENT TEAM -
COMMUNITY BUILDING OBJECTIVES

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/Team USDA

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

SAME AS ABOVE UNDER COMMUNITY SERVICE

Each application must include statements of primary objectives in three area: Community Service, Community Building, and Participant Development. Please use a separate copy of this form to describe your objectives in each area (i.e. Community Service, Community Building, Participant Development). In the case of community service, also use a separate form for each priority area, if you are working on more than one (i.e. education, environment, etc.)

2. THIS PAGE APPLIES TO ☐ Community Service ☐ Participant Development ☒ Community Building
- ☐ Education
- ☐ Public Safety
- ☐ Human Needs
- ☐ Environment

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

List your three
primary objectives:

A. 1) Build partnerships within ____ different communities that discover innovative and cost-effective ways to build their infrastructure to solve community problems.

2) Create permanent partnerships at each site between youth service corps, non-profit groups, government environmental agencies, and community residents that allow the residents to unite together to support critical environmental projects.

3) Develop a replicable model through which AmeriCorps programs or youth service corps can perform difficult environmental tasks in urban and rural communities.

MISSION STATEMENT AND ANNUAL OBJECTIVES
RURAL DEVELOPMENT TEAM - COMMUNITY SERVICE OBJECTIVES

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/Team USDA

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

The AmeriCorps/USDA Rural Development Team will place a socio-economic mix of college graduates and professional school graduates in -----? pilot regions in low-income rural areas throughout America. Participants will help communities develop plans to protect watersheds, improve rural housing, promote overall economic development, boost sustainable agriculture, respond to disasters, implement empowerment zones and enterprise communities, and improve participation in government programs targeted at socially and economically disadvantaged individuals. These pilot programs will bring talented young people back into the types of rural communities in which they were raised and help stem the rural "brain drain." The ultimate goal is that these pilot projects will be so successful that they will serve as models for future replication on a significantly larger national scale. Designed and run in partnership between USDA and local community organizations and regional development entities, the pilot programs will be models of reinventing government that will leverage local resources, build innovative public/private ventures, develop new community leadership, and solve previously unsolvable social, economic, and environmental problems. Each project will forge common bonds of sweat equity between participants of varied races, genders, classes, physical abilities, educational backgrounds, and ages. By working together to solve critical local problems, participants will come to understand that a new multicultural sense of American community, identity, and purpose is necessary for the nation to prosper in the increasingly competitive world economy. The projects will teach participants to accept personal responsibility for improving their communities, while rewarding them with increased opportunities for education or job training. All participants will not only receive training, education, and supervision for each work project performed, but will learn general skills in citizenship, conflict resolution, self-government, and community development. The participants will graduate from the program as creative problem-solvers dedicated to building a better future for themselves and their country.

Each application must include statements of primary objectives in three areas: Community Service, Community Building, and Participant Development. Please use a separate copy of this form to describe your objectives in each area (i.e. Community Service, Community Building, Participant Development). In the case of community service, also use a separate form for each priority area, if you are working on more than one (i.e. education, environment, etc.)

2. THIS PAGE APPLIES TO ☒ Community Service ☐ Participant Development ☐ Community Building
- ☐ Education
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- ☒ Human Needs
- ☐ Environment

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

List your three primary objectives:

Primary human need objectives:

- 1) Provide ___ hours of service to help ___ rural areas work to obtain running water for their citizens.
- 2) Provide ___ hours of service to help ___ communities obtain economic resources designed to reduce their levels of unemployment.
- 3) Provide ___ hours of service to help ___ forest-dependent communities recover from economic distress caused by changes in Federal policies.

One primary environmental objective:

- 1) Provide ___ hours of service to help ___ communities protect watersheds.

One primary educational objective:

- 1) Provide ___ hours of service facilitating the use of Internet and the Rural Information Center by ___ educational institutions.

MISSION STATEMENT AND ANNUAL OBJECTIVES
RURAL DEVELOPMENT TEAM - COMMUNITY SERVICE OBJECTIVES

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/Team USDA

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

SAME AS UNDER COMMUNITY SERVICE ABOVE

Each application must include statements of primary objectives in three area: Community Service, Community Building, and Participant Development. Please use a separate copy of this form to describe your objectives in each are (i.e. Community Service, Community Building, Participant Development). In the case of community service, also use a separate form for each priority area, if you are working on more than one (i.e. education, environment, etc.)

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- ☐ Education
- ☐ Public Safety
- ☐ Human Needs
- ☒ Environment

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

List your three
primary objectives:

- 1) To adopt an ecosystem, whole watershed, approach to managing forest lands in small private ownership as well as implement existing watershed enhancement and rehabilitation plans and to educate clients, school children through Adopt-a-Watershed program and the public.
 - 2) To promote and install improved irrigation systems and irrigation water management farms that are primarily minority owned and operated.
 - 3) To promote community recycling efforts -- particularly those which have likelihood of expanding community business opportunities through the sale, manufacturing, and extraction of recycled materials.
- _____
- _____

MISSION STATEMENT AND ANNUAL OBJECTIVES
RURAL DEVELOPMENT TEAM - COMMUNITY BUILDING OBJECTIVES

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/Team USDA

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

SAME AS UNDER COMMUNITY SERVICE ABOVE

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2. THIS PAGE APPLIES TO ☐ Community Service ☐ Participant Development ☒ Community Building
- ☐ Education
☐ Public Safety
☐ Human Needs
☐ Environment

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

List your three
primary objectives:

- 1) Build partnerships with non-profit organizations, state and local government agencies, and educational institutions in _____ different communities find innovative and cost-effective ways to build their infrastructures to solve community problems.
 - 2) Reverse the "brain drain" of talented young people moving out of rural America by helping the communities design and fund critical public service jobs for those young people.
 - 3) Develop a replicable model through which AmeriCorps programs or youth service corps can perform difficult rural development projects.
- _____
- _____

MISSION STATEMENT AND ANNUAL OBJECTIVES
RURAL DEVELOPMENT TEAM - PARTICIPANT DEVELOPMENT OBJECTIVES

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/Team USDA

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

SAME AS UNDER COMMUNITY SERVICE ABOVE

Each application must include statements of primary objectives in three areas: Community Service, Community Building, and Participant Development. Please use a separate copy of this form to describe your objectives in each area (i.e. Community Service, Community Building, Participant Development). In the case of community service, also use a separate form for each priority area, if you are working on more than one (i.e. education, environment, etc.)

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- ☐ Education
- ☐ Public Safety
- ☐ Human Needs
- ☐ Environment
-

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

List your three
primary objectives:

- 1) Provide participants with training and experience in rural development so that they are able to eventually obtain jobs in the field.
 - 2) Enable participants to develop motivation, educational skills, and financial resources so that, out of the participants who started the program with no desire to continue their education, at least 20% will change their mind and take steps to further graduate degrees.
 - 3) Give participants at each site the training, problems-solving experience, and encouragement needed to create self-management structures that can teach them how to become future community leaders.
-
-

PROGRAM NARRATIVE - ALL USDA TEAMS

The United States Department of Agriculture (USDA) will run three nationwide AmeriCorps Teams: an Anti-Hunger Team; a Public Lands and Environment Team; and a Rural Development Team starting in September of 1994. The teams will engage a total of 1,500? ___ socio-economically diverse participants in human services, environmental, and educational work in 31? ___ different pilot projects located in 27? different states. The projects are spread out across rural and urban areas in every region of the country.

USDA programs will be focused on urban and rural areas with the highest rates of poverty and unemployment, greatest environmental degradation, clearest need for urban greening, and highest rates of hunger and malnutrition. The programs will focus especially on priority areas outlined by the National and Community Service Trust Act: Empowerment Zones and Enterprise Communities; areas adversely affected by Federal actions related to management of Federal lands; areas adversely affected by cuts in defense spending; and localities where unemployment rates are higher than the national average. The communities themselves will prepare a detailed needs assessments before projects begin and conduct ongoing evaluations through the duration of the programs to ensure that the problems tackled by our programs are appropriate for national service projects. By creating a multi-state program, we will be able to determine problem patterns that transcend local boundaries, and provide Federal coordination to fight such cross-cutting issues. We also will provide communities with information on "lessons learned."

Handwritten notes:
- "can be identified" with an arrow pointing to "determine"
- "Evaluation of" with an arrow pointing to "evaluations"
- "impacts will" with an arrow pointing to "provide"

Program Design

Both the Anti-Hunger, Nutrition, and Empowerment Team and the Public Lands and Environment Team will share the same corps-type model of service, placing a mixture of high school dropouts, high school graduates, college students, and college graduates to perform

work in crews of mostly ten participants each.

In the Anti-Hunger, Nutrition, and Empowerment Team, participants will work in five pilot locations -- three urban and two rural -- to help (number ?) low-income families and individuals improve their diets and move toward self-sufficiency. Each pilot location will be run by a unique partnership consisting of an existing youth service corps, a local anti-hunger group, and USDA. While the first few months of this program will focus on expanding the use of Federal anti-hunger programs and increasing access to nutrition information, the Teams will eventually work to implement new empowerment programs such as Earned Income Tax Credits, microenterprise projects, community development banks, assets development projects, and farmers' markets. These programs will meet President Clinton's goal of reforming welfare and breaking the cycle of poverty, which is the greatest cause of hunger in America.

Public Lands and Environment Team participants will work in 23 pilot locations -- six urban and 17 rural -- to perform (number?) hours of service helping communities reduce environmental hazards and working on public lands to conserve, restore, and sustain natural habitats. Some of these pilot locations will be run by USDA and some will be run in partnership with existing youth service corps. Participants will 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, and restore wetlands.

The Rural Development Team will be similar to the professional corps model of service. It will place a socio-economic mix of college graduates and professional school graduates in -----? pilot regions in low-income rural areas throughout America. Participants

will help communities develop plans to protect watersheds, improve rural housing, promote overall economic development, boost sustainable agriculture, respond to disasters, implement empowerment zones and enterprise communities, and improve participation in government programs targeted at socially and economically disadvantaged individuals. These pilot programs will bring talented young people back into ~~the types of~~ rural communities ~~in which they were raised~~ and help stem the rural "brain drain." The ultimate goal is that these pilot projects to will be so successful that they will serve as models for future replication on a significantly larger national scale. Designed and run in partnership between USDA and local community organizations and regional development entities, the pilot programs will be models of reinventing government that will leverage local resources, build innovative public/private ventures, develop new community leadership, and solve previously unsolvable social, economic, and environmental problems.

Common Program Elements

USDA intends to ~~make our programs~~ ^{establish} models of reinventing government, ^{that incorporate collaboration at the federal, regional, state + local levels.} Each and every AmeriCorps/USDA pilot project will fulfil the following principles:

- 1) Reunite the interests of the middle class and the poor by allowing individuals from all types of backgrounds to earn their way through post-secondary education.
- 2) Ensure that citizens of various races, classes, genders, ages, physical abilities, and sexual orientations work side-by-side.
- 3) Provide valuable services to the communities by systematically filling unmet social needs.
- 4) Pioneer models for future Federal government national service programs which promote community, responsibility, and opportunity.

- 5) Build a distinct identity for the President's AmeriCorps program that is explicitly different from either targeted jobs programs or diffuse "Points of Light" volunteerism efforts.
- 6) Expand dramatically in a few years as a full-scale national program is phased-in.
- 7) Fashion links to other key Administration initiatives such as Empowerment Zones/Enterprise Communities.
- 8) Begin in the Fall of 1994 with term of service of at least 1,700 hours.
- 9) Act as a multiplier of other national service programs throughout the country.
- 10) Forge a new form of entrepreneurial government that utilizes Total Quality Management.
- 11) Emerge from the grass-roots up -- based on each local community's needs -- *and model effective federal, state & local partnerships.*
rather than fulfill mandates of Washington-based bureaucrats.
Demonstrate resource enhancement by obtaining
- 12) *Obtain* funding from a combination of sources, including USDA's existing program → budgets, ~~and~~ non-profit organizations, and the Corporation for National and Community Service.

Participant Training

Participants will receive extensive training and education in conflict resolution, team-building, work habits, and citizenship before beginning project work. One day each week, corps members will participate in activities *to teach* in leadership development, self-esteem building, decision-making, developing interpersonal skills, and setting personal goals. This general training will be divided into four phases. Phase I will be pre-assignment orientation. Phase II will begin in the third month of the program. Phase III will begin in the sixth month of the program. Phase IV will begin in the ninth month of the program. Each participant's

progress will be co-evaluated by the management and the participants at its conclusion to determine whether the participants are ready to enter the next phase and also to examine ways that phase could be improved or otherwise modified.

Management Training

The national management team, as well as the local management teams, will join in staff training prior to the program's start. All managers will learn the philosophy and programmatic details of AmeriCorps, team building techniques, conflict resolution skills, and the basic tenets of Total Quality Management. Training will also continue throughout the programs, utilizing conference calls or teleconferences ^{on a regular basis} ~~at least monthly~~.

Multi-State Strategy

Participants will be scattered in sometimes remote pilot projects in every region of the country, however USDA will go to great lengths to continually help participants feel part of the President's nationwide AmeriCorps program. All participants will wear uniforms and/or patches that clearly identify them as members of AmeriCorps/USDA. Participants will engage in regular national conference calls ^{satellite?} and teleconferences originated by the telecommunications facilities of the USDA Office of Communications. (Can Extension help pay for these?) Participants will share critical information that transcends state and regional boundaries. All pilot locations will receive daily national talking points on developments in the program by either fax or computer, and the pilot projects will also receive ^{weekly} ~~daily~~ sets of "guest talking points" from other participants explaining recent activities of individual pilot projects.

conference calls - probably
will have to ask

probably not but we can
provide technical expertise

Participant profile and recruitment strategy

Each pilot location will have a participant profile that carefully mirrors the demographics of the general area in which the project is located. Each pilot location will ultimately be responsible for recruiting a diverse selection of participants. The USDA Center for National Service will coordinate a comprehensive strategy that will collaborate at the national, regional, state, and local levels in order to create a large recruitment pool from which pilot projects can draw and draw calls to an 800 number. This plan will start ^{be ready to} no later than May ¹⁵, 1994.

^{usda has access to a number of}
At the national level, ^{that} partner organizations will include: the National Association of County Extension Agents, the National Association of County Extension Home Economists, [✓] the National Association of Extension 4-H Agents, [✓] the National 4-H Council, the National Association of State Universities and Land Grant Colleges, ~~Youth Service America, Campus Compact,~~ [✓] the National Collegiate 4-H Organization, the American Association of State Colleges and Universities, the Future Farmers of America, the American Association of Vocational Educators, the National Association of Conservation Districts, the National Association of Service and Conservation Corps, the American Association of Foresters, the National Association of Towns and Townships, the National Association of State Foresters, the National Farmers Union, the Farm Bureau, the National Association for the Advancement of Colored People, the National Urban League, and La Raza. ~~In addition,~~ ^{in recruiting participants}
^{can} other partners ~~will~~ include major American Indian organizations such as the Intertribal Agriculture Council, the National Congress of American Indians, the American Indian Science and Engineering Society, and the Northwest Intertribal Council. These organizations ~~have agreed to~~ collaborate ^{by} communicating the need for diversity, ~~necessary~~ qualifications, and by identifying prospective participants. ^{with the necessary qualifications.}

In addition, because of the long-term and successful experience of the Peace Corps in the service field and the Federal agency's third goal of bringing the world back to the American people, USDA will collaborate with the Peace Corps and former ^{Peace Corps} Volunteers in the development and implementation of its AmeriCorps program, particularly with regard to recruitment. Peace Corps/Washington and former Volunteer organizations will serve as sources for the recruiting of participants and managers, staff members, and crew leaders for USDA/AmeriCorps programs.

The American Association of State Colleges and Universities has already agreed to provide USDA with mailing labels for financial aid and job placement coordinators, publicize the programs, and encourage students in their member institutions to apply.

At the regional and state levels, USDA agencies and national organizations with regional or state offices will receive copies of the application form which they will be asked to share with their constituents. The local offices will also assist with application completion, and forward to USDA for consideration. Regional, state, and local organization representatives will be asked to recruit a diverse pool of applicants for the program. Both public and private institutions of higher education will be contacted to identify qualified students.

Additionally, specific colleges and departments within these institutions will be contacted by USDA, including Agriculture, Education, Home Economics, Arts and Sciences, Natural Resources, and Public Administration departments. Student organizations on campus will also receive notification. USDA will particularly target historically African-American and Hispanic institutions of higher education, including ^{the} 1890s and ^{land-grant} institutions. ~~Colleges and universities.~~

Information and applications will be sent to local USDA agency offices, such as Soil

Conservation Service, Extension Service, Farmers Home Administration, Food and Nutrition Services, and Forest Service. Local agencies will be encouraged to share information with post-secondary institutions, high schools, vocational schools, welfare, WIC and other social service offices, local government officials and any other facility that attracts the target population for AmeriCorps participation.

USDA agencies will coordinate efforts to contact local media including newspapers, radio, and local and cable television stations, especially those serving local diverse target audiences. The promotional package for media will include news releases, radio and television spots, and ideas for local stories, interviews, and possible campaigns. Applicants will be asked to submit applications by June 30, 1994.

By July 15, 1994, each pilot project coordinator will be interviewed in person and/or by phone. Final participant selections will be announced by August 1, 1994.

Participant benefits

Participants in the Anti-hunger, Nutrition and, Empowerment Team and in the Public Lands and Environmental Team will earn stipends of \$7,600 yearly. Participants in the Rural Development Team will earn stipends of \$15,000 annually. All participants will earn the \$4,725 educational voucher, ^{upon completion of their assignments.} All participants will ^{receive} training, continual educational [?] programs, job counseling and placement services, and hands-on supervision on a daily basis. All recipients will receive an official AmeriCorps transcript upon graduation, detailing and evaluating their specific training and service experiences.

Internal Evaluation and Monitoring Activities

The national staff of USDA will provide ongoing monitoring and evaluation of each pilot project, using both announced and unannounced site visits, as well as frequent telephone conversations. The goal is to identify and resolve problems quickly, not simply report them at the end of the year.

All participants will be required to answer a lengthy set of personal evaluation questions at the beginning of the program to determine their initial attitudes, knowledge, reasons for joining the program, etc. They will be asked the same questions at four-month intervals and at completion of the program. The project directors, crew leaders, USDA personnel, and a representative sample of families of the participants will also be interviewed on a periodic basis. All participants will be asked to keep journals recounting their daily experiences in the programs.

The data obtained each year will be used to refine recruitment, basic & ongoing training, & to focus projects to create the greatest local impact.

The USDA Food and Nutrition Service and the USDA Agricultural Research Service will jointly study and report on the impact of ~~our~~ programs on hunger and nutrition. The USDA Forest Service and the USDA Soil Conservation Service will jointly study and report on our programs' impact on the environment and public lands. The USDA Economic Research Service will study and report on the economic impact of ~~our~~ rural development programs. USDA will publish three technical, scholarly reports outlining ~~our empirical~~ findings in the three areas, at the completion of the first year of operation. USDA will also publish a non-technical, general interest booklet containing excerpts from some of the most vivid, emotional, and telling passages from the daily journals of our first-year participants who voluntarily contribute their writings to the publication. *Successful models will be described for replication by other organizations*

Furthermore, USDA's National Agriculture Statistics Service will conduct public opinion surveys before, during, and after the first year of service in a representative sampling pilot communities to gauge the level of community knowledge of and support for the AmeriCorps/USDA projects.

Institutional and Personnel Information

Since the time of the original Civilian Conservation Corps, when the Soil Conservation Service and the Forest Service ran the largest share of work projects, USDA has had a long and proud history of running large, complicated, and successful youth service programs. The USDA, Extension Service *provides leadership for the 4-H youth development* ~~helps run the 4-H~~ program, the largest volunteer program in the world. The USDA Soil Conservation Service runs the Earth Team, which manages volunteers at 3,000 locations. The USDA Forest Service runs the Youth Conservation Corps... (need language).

USDA also has sophisticated administrative support mechanisms which are critical in helping run ~~our~~ ^{effectively} programs ~~smoothly~~. For example, USDA's National Finance Center which writes checks for (need number?) ~~of~~ Federal employees, including the staff of the Corporation for National and Community Service. USDA also has an extensive network of field offices in 50 states that will provide critical logistical support to ~~our~~ far-flung pilot projects. Since the USDA pilot programs are highly de-centralized, the overall USDA program will only have seven managers on staff in Washington.

Joel Berg, Director of National Service for USDA, will coordinate all aspects of USDA AmeriCorps Projects. He has researched, written, and spoken on national service since 1989 for the Progressive Policy Institute, the Democratic Leadership Council, the Clinton for President Campaign, and the Presidential Transition Team. He helped design the national service demonstration provisions of the National and Community Service Act of 1990, and has visited youth service programs throughout the country. Most recently, he coordinated and wrote a successful Summer of Safety proposal for a project in Chicago.

Katherine Gibney, Communications Coordinator for USDA National Service Programs, will direct all aspects of external public relations and internal communications between the USDA Center for National Service in Washington and the individual pilot projects. A former Peace Corps volunteer in Senegal, West Africa, she has been a writer and editor for the Atlanta Journal and Constitution and taught junior and senior high school students for seven years. Ms. Gibney has been ^{involved in creating the vision for} ~~helping create~~ the AmeriCorps/USDA program ^{over} ~~for~~ the last ten months.

Ron De Munbrun, Administrative Coordinator for USDA National Service Programs, will coordinate all issues regarding budget, personnel, procurement, transfer of funds,

information technology, and accounting. He has ___? experience in government administration. As Director of Information Resources and Technology for the USDA Office of Public Affairs, he was responsible for managing a \$9.2 million budget.

Paula Jones, (Title) of the USDA Soil Conservation Service, will coordinate all environmental projects performed on private lands. She...

Katherine Allen, Branch Chief of Human Resource Programs for the USDA Forest Service, will coordinate all environmental work performed on public lands. She...

(Name?), of the USDA (agency?), will coordinate the USDA Anti-Hunger, Nutrition, and Empowerment Team. He/she?

(Name?), of the USDA (agency?), will coordinate the USDA Rural Development Team. He/she?

Project leaders at each site will be carefully selected after a nationwide search among USDA employees and youth service corps staff.

The most difficult -- and most important -- staff to recruit and hire will be the crew leaders. They will be responsible for managing and working alongside the other crew members. For each participant, the crew leader will serve -- at varying times -- in each of the following roles: boss, mentor, technical instructor, parent, friend, disciplinarian, psychologist, and pupil. The crew leaders will be responsible ^{not only} for ensuring that all participants work together harmoniously across diverse age ^{cultural} and backgrounds; it is also the crew leader who will ultimately be responsible for guaranteeing that the work performed by the crew is useful to the community. ^{Crew leaders} They must understand, believe in, and have experience in the type of work they are managing and the type of community in which they are working.

Crew leaders must be culturally sensitive, skilled in being creative and effective despite scarce resources, and highly mature. Consequently, recruitment of potential crew

leaders will be almost as comprehensive as the participant recruitment outlined above. Such recruitment will begin no later than June, 1994 for each site, and each prospective crew leader will be extensively interviewed and screened.

U.S. DEPARTMENT OF AGRICULTURE AMERICORPS DIRECT APPLICATION

FOR INTERNAL USE ONLY

1.	APPLICATION TITLE:	AmeriCorps/Team USDA		
		☐ Single Site ☒ Multi-Site		
2.	LEGAL APPLICANT:	United States Department of Agriculture		
	Contact Person's Name:	Joel Berg, Director of National Service		
	Address:	Room 538-A, 14th and Independence Ave., S.W.		
	City, State, Zip:	Washington, D.C. 20250-1300		
	Telephone, FAX:	(202) 720-6350, FAX (202) 720-4614		
	Applicant's Congressional District	Not Applicable		
3.	INSTITUTIONAL INFORMATION	☒ Federal Agency	☐ National Non-Profit Organization	☐ Professional Corps Prog. ☐ Multi-State Program
	Employer's ID Number:	720564834F		
4.	PROJECT DIRECTOR:	Joel Berg, Director of National Service		
	Organization's Name:	United States Department of Agriculture		
	Address:	Room 538-A, 14th and Independence Ave., S.W.		
	City, State, Zip:	Washington, D.C. 20250-1300		
	Telephone, FAX:	(202) 720-6350, FAX (202) 720-4614		
5.	GRANT TYPE:	☐ Planning or ☒ Operating or ☐ Educational Awards only		
6.	ISSUE AREA:	☒ Educational	☒ Environment	
	AND NATIONAL PRIORITIES	☐ School Readiness	☒ Neighborhood Environment	
		☒ School Success	☒ Natural Environment	
		☒ Human Needs	☐ Public Safety	
		☒ Independent Living	☐ Violence Prevention	
		☒ Community Revitalization	☐ Crime Control	
7.	AREA(S) TO BE SERVED:	☒ Urban ☒ Rural ☐ Other		
		Congressional District of primary area served:		
		Congressional Districts of secondary areas served:		
8.	PARTICIPANTS:	# of Full-time Participants <u>1315</u>	<u>1666</u>	# of Full-time Participants <u>1666</u>
		# of Part-time Participants <u>0</u>		Needing Educational Awards <u>0</u>
		# of Participants needing child care <u>346</u>	<u>188</u>	# of Part-time Participants Needing
		# of their Children needing Child Care <u>346</u>		Needing Educational Awards: <u>1,666</u>
		# of Unfunded Participants <u>0</u>		# of Expected National Recruitment Participants <u>0</u>
9.	BUDGET:	Corporation Funds Requested	YR1 <u>99,999,999</u>	YR2 <u>12M</u> YR3 <u>16M</u>
		Total Budget Amount	YR1 <u>35,164,077</u>	YR2 <u>50</u> YR3 <u>70</u>
10.	PROGRAM OPERATES	in an area of need as identified by the Corporation? YES ☒ NO ☐		
	Which one?	Empowerment Zones and Enterprise communities; areas that are environmentally distressed, adversely affected by Federal actions related to the management of Federal lands; adversely affected by cuts in defense spending, or have unemployment rates higher than the national average.		
11.	PROJECT DURATION:	Start Date <u>9/5/94</u> End Date <u>8/23/97</u> Number of Program Terms <u>Three</u>		
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 the applicant will comply with the assurances required of applicants if the assistance is approved.		
	Date: 4/28/94	Name: Mr. Joel Berg	Title: USDA Director of National Service	