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USDA [Department of Agriculture]/AmeriCorps - Clinton Library Copies - 1994 Application (for FY 95) to the Corporation for National Service 3 [1]

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Welcome to Washington [brochure]

4 pages



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Metro System Pocket Guide [map]

4 pages

Metro System Time and Fare Information

To ride Metrorail, you must use a farecard to enter and exit the system. Each person must have a farecard. Farecard vendors, located in every station, accept nickels, dimes, quarters, \$1 and \$5 dollar bills. Some vendors also accept \$10 and \$20 dollar bills. No change is available in stations. Fares are based on the time of day and the distance traveled and are posted in buses and stations. Peak hours: 5:30 AM - 9:30 AM and 3 PM - 7 PM Monday through Friday. Off-peak hours are all other times and Federal holidays. Up to two children age 4 and younger travel free with a paying customer. For convenience, purchase sufficient fare for a round trip. To travel on Metrobus, you must have exact change for the fare. Operators do not carry cash and cannot make change.

Metrorail Hours of Operation

Monday through Friday 5:30 AM until Midnight
Saturday & Sunday 8 AM until Midnight
Last trains leave some stations prior to midnight. See times posted in stations.

Metro System Phone Numbers

Bus/Rail Information, timetables 202-637-7000
and parking, 202-637-7000
(6 AM to 11:30 PM, seven days a week) (TDD 202-638-3780)
Transit Police 202-962-2121
Lost and Found 202-962-1195

Metro System Holiday Schedule

HOLIDAY	METRO RAIL	METROBUS
New Year's Day	10A-12M	Sunday
MLKing's Day	5:30A-12M	Saturday
President's Day	5:30A-12M	Saturday
Memorial Day	8A-12M	Sunday
July 4th	8A-12M	Saturday
Labor Day	8A-12M	Sunday
Columbus Day	5:30A-12M	Saturday
Veterans Day	5:30A-12M	Saturday
Thanksgiving Day	10A-12M	Sunday
Christmas Day	10A-12M	Sunday



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WOODIES
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Blue Lines. Take 11th
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Metro System Pocket Guide



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600 Fifth Street, NW, Washington, DC 20001

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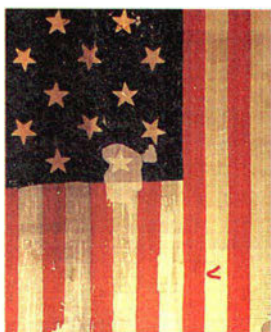
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Smithsonian Museums: Art - 2 - Culture
[brochure]

4 pages

Smithsonian museums

AT-A-GLANCE



WASHINGTON, DC

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Travelers Guide to USDA [Department of Agriculture]
Forest Service Washington Office [brochure]

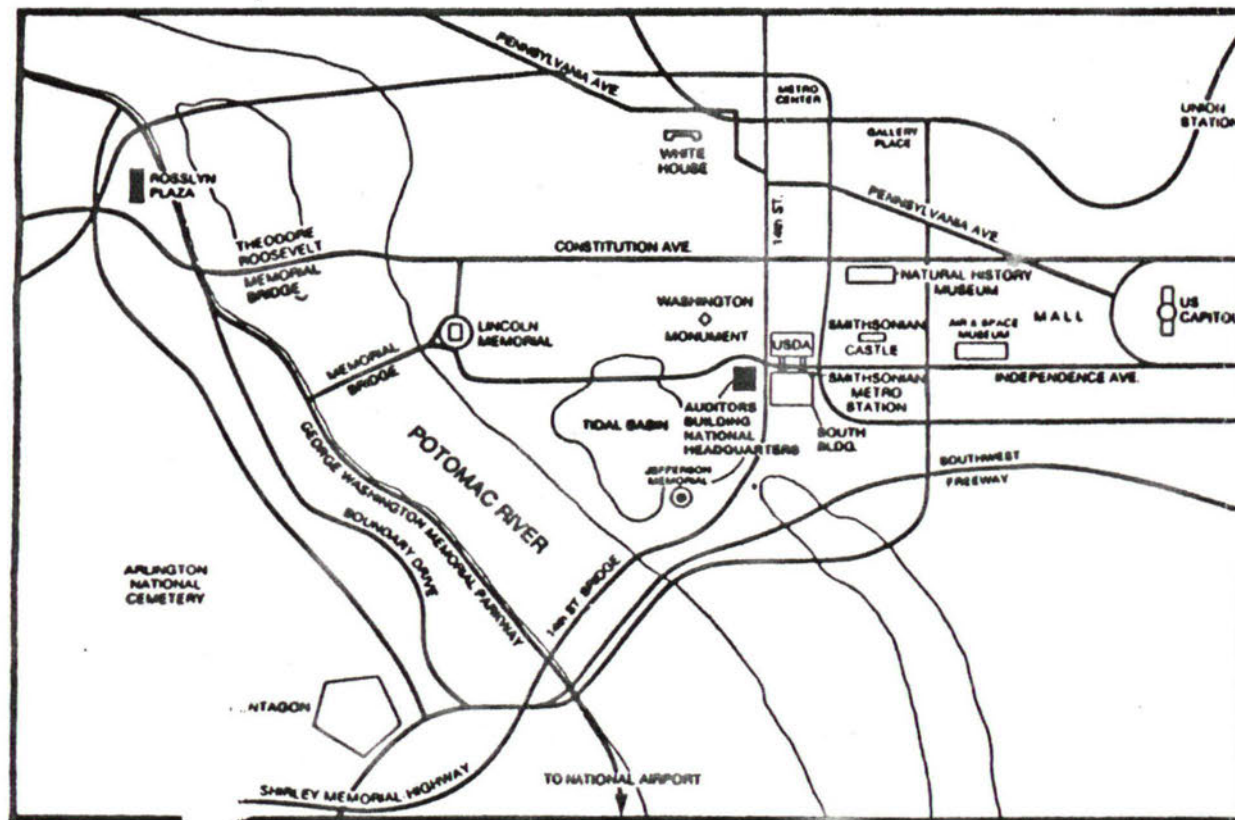
5 pages

Traveler's Guide to

USDA Forest Service

Washington Office

Auditors Building and
Rosslyn Plaza



AMERICORPS/USDA/FS

NATIONAL DIRECT APPLICATION PROCESS

April 11-15, 1994

FOREST SERVICE TEAM

WASHINGTON OFFICE
USDA-Forest Service

AMERICORPS/USDA/FS -- NATIONAL DIRECT APPLICATION PROCESS

MONDAY - April 11, 1994

8:30 am HRP Stand-up Information Staff Meeting - Rm 1010-RPE
(Receive Information/Process Packet)

9:00 am Forest Service Team Meeting - TBA

Welcome - Irv Thomas
Introductions - Self
Overview/Status - Katherine Allen
Project Direct Application - Ron DeMunbrum
Budget Form(s) - Ron DeMunbrun & Sam Mejia
Q & A - Everyone

10:00 am Begin National Direct Application Process

Responsibilities/Roles

Administration - President Clinton
AmeriCorps/USDA - Espy, Berg, Gibney, and DeMunbrun
AmeriCorps/USDA/FS - Thomas, Allen and Scott
Pilot Project Proposals:
R-2 San Luis Valley Knapp/Hansen
(Rio Grande NF)
R-3 AZland CORPS Rawlinson/Stovall
R-5 California Consortium Scurry/Stovall
(San Bernardino, Sequoia, & Sierra NF's)
R-6 Fort Worden Johnson/McCarthy/
(Olympic NF) Hansen
Katydid Dew/McCarthy/Hansen
(Rouge River NF)
R-8 Miss. National Guard Mejia/Hansen
(NF's of Mississippi)
R-9 New England Durham/Hansen
(White Mtn. NF)
Minnesota Conser. Corps Durham/Hansen
(Superior NF)
R-10 SAGA S&PF-WO/Allen
(Southeast Alaska Guidance Association)

TUESDAY - April 12, 1994

WEDNESDAY - April 13, 1994

THURSDAY - April 14, 1994

FRIDAY - April 15, 1994

MONDAY - April 18, 1994 and thereafter

Guest Profiles For the Data General

Name	User Name	Password
Connie Knapp	GUESTHRP1	GUESTHRP1
Jim Rawlinson	GUESTHRP10	GUESTHRP10
Sam Mejia	GUESTHRP11	GUESTHRP11
Randy Scurry	GUESTHRP12	GUESTHRP12
Dave Johnson	GUESTHRP13	GUESTHRP13
Tom Drew	GUESTHRP14	GUESTHRP14
Patrick McCarthy	GUESTHRP15	GUESTHRP15
Buzz Durham	GUESTHRP16	GUESTHRP16

Requirements

- 1) Do not change passwords.
- 2) Work in staff space; you should all have access to DRAWER = "AMERICORPS FY 1994-SAM".
- 3) You can use "W01B" for home office, and "A.User" for user name.
- 4) Questions ? See Don Hansen.

THE AMERICORPS/USDA PUBLIC LANDS AND ENVIRONMENT TEAM

PROJECT DESCRIPTIONS AND STRATEGIC PLAN

I. PROJECT DESCRIPTIONS

Summary

In small pilot projects in rural and urban areas across America, USDA will help coordinate AmeriCorps national service programs to improve the environment and protect public lands.

The Forest Service is leading efforts to identify public lands projects. Some areas under consideration are: Southern California, New Hampshire, the Pacific Northwest, Arizona, and Montana.

The Soil Conservation service is leading efforts to identify work projects on private lands. The pilot locations under most serious consideration are Atlanta, New York, Chicago, Seattle, Southern Illinois, the Mississippi Delta, Columbia River, Southern Florida, and South Dakota.

In New York, Seattle, Atlanta, and Chicago, the programs may interact in conjunction with the Urban Resource Partnership, which shares many anticipated outcomes: reinventing government to be responsive to people's needs, using existing resources to improve and rehabilitate the nation's environment, and supporting community-based conservation projects.

These sites will ultimately be chosen using the Department's best judgement of how to obtain funding from the Corporation for National and Community Service under a exceedingly short timeline between publication of final regulations and the deadline for application. These sites will be picked by considering a balance of rural and urban areas, a wide range of ecosystems, different regions of the country, and locations with youth service infrastructures prepared to run the programs.

Participants will earn small living stipends of about \$7,400 while performing the community service work. For each year of service successfully performed, participants will also earn an educational voucher of \$4,725, which they may use to pay for college, vocational school, job training, or graduate school.

Work Projects Outside National Forests:

The following are some urban and rural AmeriCorps projects that USDA has been considering for private lands:

Urban Farming Projects- AmeriCorps team members can help low-income urban residents to grow their own food.

Water quality assessments- AmeriCorps team members can conduct samplings and provide technical help with delivery systems.

Education- AmeriCorps team members --- going door-to-door, working in schools, speaking at civic clubs, and sponsoring booths at street fairs --- can teach a wide variety of topics: preventing non-point source pollution, ecosystems management, how to recycle, forestry basics, energy conservation, watershed protection, how to make your household more eco-friendly, etc.

Energy Conservation- AmeriCorps team members, possibly in conjunction with the U.S. Department of Energy, can work in crews to provide physical assistance in weatherizing homes and generally making them more energy efficient.

River and Streams Protection- AmeriCorps team members can work to protect and re-nourish urban rivers and streams.

Tree Planting - As part of the Clinton Administration's initiative to combat global warming, AmeriCorps teams could play a role in expanding the number of trees planted in urban areas on both public and private lands.

Urban Conservation Projects- AmeriCorps team members can repair facilities in public parks, paint murals, fix playgrounds and other facilities at public schools, and run recycling programs.

Transportation Right-of-Ways- Possibly in conjunction with the U.S. Department of Transportation or individual state departments of transportation, AmeriCorps team members can engage on tree-planting, flower gardening, or other greening projects on highway, rail, or bike path right-of-ways.

Work projects on Forest Service lands

Because all team members will be at least 18 years old, all of them will be able to use equipment and machinery that will allow them to perform the most valuable work needed on public lands. Some possible work:

Recreation Facility Backlog - Rehabilitation, repair, and reconstruction of recreation facilities and sites to restore them to the established standard. Includes work to meet current legal, safety, or sanitation standards, restoration of soil and vegetation, and elimination of facilities and restoration of site.

Trail Backlog - Maintenance and reconstruction to restore trails to assigned standards. This is one-time restoration and repair to correct maintenance that has been deferred in the past. Include realignment of segments, upgrading to accommodate different uses, and obliteration of unneeded trails.

Recreation Operations and Maintenance - This activity includes the day-to-day care and operation of developed recreation sites cleaning, painting, routine maintenance, and other operational tasks are included. Increased attention over current budget levels is needed to prevent deterioration of facilities and to avoid potential health and safety problems.

Watershed Improvements - Projects to protect wetlands, reestablish vegetative cover in riparian zones, shape gullied land, revegetate denuded areas and to eliminate acid and other pollutant drainage from abandoned mines and oil and gas wells -- all in order to improve watershed conditions, fisheries and wildlife habitat and recreation opportunities.

Range Improvements - Range improvements consist of fencing and water development structures, and revegetation of denuded areas to improve forage conditions, wildlife and fish habitat, and soil and water quality.

Wildlife Habitat Improvement - Construction and maintenance of structures and enhancement of habitat. Improvement activities include prescribed burning, opening construction and rehabilitation, wildlife stand improvement, seeding and planting, and water hole construction.

Fish Habitat Improvement - Reservoir rejuvenation and enhancement, stream bank stabilization, construction of fish ponds and spawning riffles, access trails for the disabled, and fish viewing stations.

Threatened, Endangered, and Sensitive Species Habitat Improvement - Protection and enhancement of required habitats, including breeding and nesting sites, feeding areas and escape cover, protection from adverse developments and disturbing human activities.

Timber Stand Improvement - Treatment of timber stands to remove excess and competing vegetation to improve species composition, quality, growth rates, vigor and resistance to attacks from insects and diseases. Treatments are generally labor intensive as they favor the enhancement of selected trees.

Insect And Disease Control - The Forest Service provides protection and control services from insects and diseases on both Federal and non-Federal lands. Work includes suppression of pests such as the gypsy moth, southern and mountain pine beetles, and the tussock moth.

Minerals (Inactive Mine Rehab) - Work includes stabilization of mine waste dumps and spoil piles, and the elimination of acid and other pollutants from abandoned and inactive mines or oil and gas wells.

Fuels Management - Treating fuels through prescribed burning and other methods to reduce fire hazard and the severity of fires that do occur. This also greatly enhances the vigor and healthiness of treated areas.

How Each Pilot Site Would Work:

Most sites would have between 40-50 participants. Each site would also have the following staff members: a Project Director in charge of the entire project; a Service Coordinator in charge of identifying service projects and specifying agreements with project sponsors; a Recruitment, Training, Education, and Job Placement Coordinator; an Administrative Coordinator and Office Managers; and a Crew Leader for each crew of ten participants.

Each program would last about a year. For the first two weeks of the program, participants will receive general training in citizenship, team building, work habits, multi-culturalism, and conflict resolution. They will also receive specific training in environmental and natural resources issues. For the second two weeks of the program, all the team members will work together on a large, labor-intensive, signature project of high visibility.

The local project designers, in consultation with USDA, will select their own local service priorities. It is critical that each community make its own determination of what five projects areas most needing completing at that pilot site. The environmental needs of D.C. are very different than those needs in Chicago. Each pilot site will pick a list of five anti-hunger and nutrition projects in which they choose to focus. Most of those five projects should be selected from The above list of 28 potential projects, but USDA will consider new ideas or combinations of some of the above-listed ideas.

For the remainder of the program, the fifty participants will be broken up into four or five crews of ten to complete work projects focused on those areas. In work on National Forests, each individual pilot site in the ways will vary in ways that work projects are rotated through by the crews.

In work done outside of National Forests, in months two through six of the program, each of the five teams would rotate through working in each of the five project areas. Thus, at the end of the first six months of the programs, each of the five teams will have worked for one month in each of the five priority areas. This will allow the team members enough time to be properly trained in each priority area and become good at the task, but will also allow them to work on enough different projects that they understand the complex interconnections of environmental issues.

For the final six months of such work in urban and rural areas, each crew will adopt one or more smaller geographical entities to adopt. In a rural area, these entities might be one county or a few small towns. In a city, these entities might be a ward, neighborhood advisory districts, zip codes, census tracts, or blocks,. Each crew would then provide help in all five of the priority areas in that geographic entity. By making the service geographically concentrated yet holistic, the program hopes to demonstrate significant progress in environmental protection and restoration. approach with visible results, rather than a scatter-shot approach where the program helps a few people in a lot of places, is the best way to build visibility and future community support for larger service programs.

Throughout the year, team members will be available for emergency work in the case of disasters.

At the end of the program, participants will participate in a graduation ceremony. Following the program, they will receive a transcript verifying the work they performed and the education garnered during the program.

Key Principals of the Program

We intend to make our programs models of reinventing government. Each and every AmeriCorps/USDA pilot project will be guided by the following critical 20 principles:

- * Reunite the interests of the middle class and the poor by allowing young people from all types of families to earn their way through post-secondary education.
- * Recruit groups of participants in each pilot project that are socio-economically diverse.
- * Ensure that citizens of every race, class, gender, age, and region work side-by-side.
- * Give the participants at least a minimum-wage living expense, as well as adequate supervision, training, and education.
- * Allow young people to perform service either before, during, or after attending post-secondary education.
- * Provide valuable service to the community by systematically filling unmet social needs.
- * Ensure that none of the work performed duplicates existing programs.
- * Limit the work performed to tasks that fulfill significant missions of USDA.
- * Base participant and site selection on quality, not patronage.
- * Reinvent government by promoting opportunity, responsibility, and community.
- * Provide models for how the federal government can manage national service programs.
- * 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
- * Expand dramatically in the next few years as full-scale national program is phased-in.
- * Forge links to other key Administration initiatives such as empowerment zones, youth apprenticeship, welfare reform, microenterprise, and health care reform.

- * Act as a multiplier of other national service programs throughout the country.
- * Forge a new form of entrepreneurial and non-bureaucratic government.
- * Emerge from the grass-roots up -- based on each local community's needs -- rather than fulfill mandates of Washington-based bureaucrats. Projects will be expected to build effective partnerships between community, state, and local groups and the federal government.
- * Obtain funding from a combination of sources, including the Corporation for National and Community Service, USDA program monies, non-profit organizations, charitable foundations, corporations, contributions from USDA employees, and state and local governments.
- * Build a management team from existing USDA personnel.
- * Be managed across traditional USDA agency lines.

The above 20 principles are essential and must be evident in every pilot proposal. AmeriCorps can only succeed if every entity helping carry out the program insists on the highest standards of consistent quality.

II. STRATEGIC PLAN FOR COMPLETING APPLICATION

By Tuesday, March 29: All members of environment and public lands will meet and decide upon tentative list of sites

Paula Jones and Dee DiFiore will coordinate Soil Conservation Service involvement.

Katherine Allen, Irv Thomas, Don Hansen, and Vertis Stovall will coordinate Forest Service involvement.

Ron DeMunbrun of OPA will coordinate all budget and administrative issues.

Katherine Gibney of OPA will coordinate any interactions with other federal agencies such as Interior, EPA, Energy, Commerce, Peace Corps, DOD, and VISTA.

Joel Berg of OPA will provide general guidance on how to incorporate the Public Lands and Environment Team as part of the larger USDA application to the Corporation for National and Community Service.

Steve Mullen of the Extension Service will be responsible for coordinating Extension Service involvement in the programs. He will also be responsible for designing and writing a description of how the programs will interact with existing 4-youth problems and with institutions of higher education.

(Name to be determined) of AMS will be responsible for determining program interacting with farmer's markets.

Dr. James Coppedge will be responsible for coordinating ARS participant in sustainable agriculture projects.

Jim Lucas of ASCS will be responsible for coordinating ASCS involvements in the projects.

Mary Ames of the Peace Corps will be responsible for designing the training components of the program.

By Wednesday, March 30: Information will be sent to all members of the Urban Resource Partnership

AmeriCorps programs could provide one structure to help get the Urban Partnership off the ground in a relatively short time period in your cities. The partnership could either sponsor specific AmeriCorps projects, recruit part-time volunteers to aid AmeriCorps projects, or determine some other innovative way for collaboration that you determine would be beneficial to your area.

By Wednesday, March 30: All local non-profit organizations at pilot sites working on sustainable agriculture, environmental and natural resource issues

Our files need to be reviewed to contact all those groups that have already communicated with us.

By Thursday, March 31: Contact National Non-Profit Partners such as America the Beautiful, NACD, ect.

Thursday, March 31: Eli Segal, Special Assistant to the President and Chief Executive of the Corporation for National and Community Service, will brief the sub- cabinet

By Friday, April 1: Precise geographical locations for each site must be finalized; agencies agree on lead agency roles for each site

The Mississippi Delta program would operate in the following counties of Mississippi: Desoto, Tunica, Panola, Coahoma, Bolivar, Quitman, Tallahatchie, Leflore, Washington, Sunflower, Carrol, Sharkey, Holmes, Humphreys, Yazoo, Warren, Issaquena, Claiborne, and Jefferson. The program would operate in the following counties of Arkansas: Crittenden, Lee, Phillips, Desha, and Chicot. The program would operate in the following counties of Louisiana: East Carroll, West Carroll, Madison, Tenas, and Concordia.

By Friday, April 1: Write a detailed description of the environmental problems to be solved, both nationally, and at each pilot location

By Friday, April 1: Ron DeMunbrun, working closely with the agencies and other members of the planning group, finalizes budgets from the FS, SCS, ES, ARS, ASCS, AMS, and FCIC

Ron needs to determine how money each agency will spend directly or in-kind in FY95, what appropriations lines they will use to obtain that funding, the statutory authority conferred with that appropriation, and a summary of what other projects in the agency might not be funded as a result of the national service allocation.

By Monday, April 4: Needs to contact state commission contacts, key committee members, and key state government officials

By Monday, April 4: Need specific role of state and urban forestry agreed to at each non-forest site

By Monday, April 4: Steve Mullen will have contacted 4-H groups, other youth service groups, school districts, colleges, land grant universities, 1890's and HAACU institutions, community colleges, and trade schools to determine which may be partners

By Tuesday, April 5: Finalize USDA Agency involvement in terms of programs and personnel.

We also need to determine which of the following types of USDA employees may be detailed for a year or for less, full-time, or part-time to help run the programs not on Forest Service land:

- 1) ASCS Employee Focusing on Program Outreach -
- 2) ASCS Conservation Expert -
- 3) Agricultural Research Service Sustainable Agriculture Specialist -
- 4) Extension Agent in 4-H -
- 5) Extension Service Sustainable Agriculture Expert-
- 6) Extension Service Urban Gardening Expert -
- 7) AMS Farmer's Markets Expert-
- 8) Forest Service state and private forestry employee
- 9) SCS Spoil Expert -
- 10) SCS Earth Team Coordinator -
- 11) SCS Water Quality Expert -

By Wednesday, April 6: Katherine Gibney will have identified which federal government agencies will be partners

By Thursday, April 7: Identify Local USDA Application Coordinator at Each Site

The person at each site must commit to a significant amount of specific work in the following two weeks to provide specific information and coordination from that site.

By Thursday, April 7: Hold conference calls with all members of Urban Resource Partnerships

By Thursday, April 7: Finalize agreements with national non-profit partners

By Thursday, April 7: Ron DeMunbrun will answer how the following USDA administrative offices will do the following:

The National Finance Center will provide payroll for the participants and the management team. The Office of Personnel will provide support in hiring, detailing, and evaluation. The Office of Information and Resources Management will provide assistance in creating and maintaining a computer network and bulletin board for the program. The Office of Operations will help obtain and maintain office space.

Friday, April 8: Finalize Responsibilities for Local Coordinators

All local coordinators must answer the following questions:

How will they help recruit participants?

How many participants are they willing to take from a national recruitment pool?

How will they ensure the socio-economic, gender, and racial diversity of participants?

How will they ensure the socio-economic, gender, and racial diversity of the management team?

How will they select crew leaders?

How will they involve the participants themselves in planning a management of the program?

What kind of rules and discipline code will be set for participants?

What kind of general citizenship training and specific project training will they provide?

What kind of ongoing educational classes and GED classes will they provide?

How will they work with the other partners and with local stakeholders to plan the projects?

How will they payroll their staff and participants?

How will they need the CNCS grant and the USDA money to be transferred?

How will they provide ongoing evaluation of the program?

How will they continuously tie themselves to the national USDA program?

What kind of uniforms should the crew leaders wear?

How will the program promote civic responsibility and produce positive change in participants through training and participation in meaningful service with opportunities for reflection?

What measurable goals can we set for personal benefits obtained by Team members?

Where, and how quickly, should the program grow? How will we create a program that will grow on its own regardless of the Administration in power?

What management staff will be needed, and how much of it will come from existing USDA employees?

How can our program utilize the latest communications technologies?

How will liability be covered? How will child care and health care be delivered?

By Monday, April 11: All local non-profit organizations in or near pilot locations should have agreed to specific program responsibilities

By Monday, April 11: Steve Mullen will finalized any partnerships with 4-H groups, other youth service groups, school districts, colleges, land grant universities, 1890's and HAACU institutions, community colleges, and trade schools to determine which may be partners

By Monday, April 11: Specify details of at least five different service projects at each pilot site

Explain direct benefits of each project. What activities will the participants engage in, and how do these projects or activities result in direct, measurable service that addressed the identified needs? If possible, describe a typical week in the life of program participants, giving concrete examples of the types of activities or duties participants will perform. How are the individual programs connected through common program elements or activities, including participant training, in-service education, or service-learning curriculum employed to improve participants' skills, prepare them for placement, and foster positive civic values? What will be the principal applicant's role in placing, training, and matching participants with assignments, and orienting and preparing sponsors or host-sites for that placement?

By Monday, April 11: Specify office site or sites for each project

By Monday, April 11: Specify the following about the management structures and teams:

Institutional and Personnel Information. This section should provide a description of hour past experience and institutional capacity to operate or coordinate a program comparable to the program(s) proposed. Describe the project director's background, experience and major accomplishments as they relate to his or her duties in and responsibilities for the proposed programs.

Administering Organization. What is the principal applicant's past experience in operating and coordinating a comparable program, and capacity? Indicate your experience and capacity to administer the program.

Principal Staff. What are the background, experience and major accomplishments of the program director and principal staff. How do their qualifications relate to their duties in the proposed program? If no yet hired, what qualifications must the candidate fulfill? If appropriate, describe the outreach, recruitment, and selection strategies used.

Training. What kind of orientation and training, if any, will you provide for staff?

Institutional Strengths. What institutional resources or expertise will the administering organizations(s) provide that will contribute to the overall success of he program?

By Tuesday, April 12: Finalize interactions with Urban Resource Partnerships

By Tuesday, April 12: Recruitment, training, education, and evaluation plans are finalized

What are the expected number and characteristics of participants, including racial or ethnic background, socioeconomic status, gender and educational attainment? If the program will recruit fewer than 20 participants, please explain why this small number is appropriate to the purpose and design of the program. What will be your role in achieving the desired number and characteristics of participants through recruitment and selection? If appropriate, describe outreach, recruitment, and selection strategies. Any discussion of participant selection should include a description of selection criteria (including minimum qualifications for participants) and whether any participants will be drawn from the national recruitment system.

Describe Internal Evaluation and Monitoring. How will we monitor progress toward aggregate objectives? How will the principal applicant assess, on an on-going basis, the quality of services and the satisfaction of both the participants and the individuals or institutions served? How will the principal applicant collect the required descriptive and demographic data?

By Tuesday, April 12: Describe the Needs Identification Process

What was the process by which the needs were identified? Who was involved in identifying the needs? To what extent were residents of the community in which the service will be provided involved in the needs assessment activities?

By Tuesday, April 12: Major elements of application are drafted

By Tuesday, April 12: Ron DeMunbrun will finalize total budgets, as well as Corporation request, USDA funding, and partnership funding

By Wednesday, April 13: Issues relating to program responsibilities, budget, and personnel are resolved by partnering federal agencies under guidance from Katherine Gibney

By Thursday, April 14: Complete draft application

By Friday, April 15, submit proposals to the USDA Office of General Counsel, the USDA Office of Budget and Program Analysis, Under and Assistant Secretaries, and Agency Administrators for review

By Tuesday, receive all USDA and agency comments on draft application

By Wednesday, April 20, submit proposals to the Office of the Secretary for review

By Monday, April 25, final proposals to the Corporation for National and Community Service

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TITLE PAGE - AMERICORPS NATIONAL DIRECT APPLICATION

=====

Forest Service Sub-Project Location

For Internal Use
Only

1. APPLICATION TITLE: _____

☐ Single-Site ☐ Multi-Site

2. LEGAL APPLICANT: _____

Contact Person's Name: _____

Address: _____

City/State, Zip: _____

Telephone No/FAX No: _____

Applicant's
Congressional District: _____

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

Employer's ID Number: _____

4. PROJECT DIRECTOR: _____

Organization's Name: _____

Address: _____

City, State, Zip: _____

Telephone No/FAX No: _____

5. GRANT TYPE: ☐ Planning or ☐ Operating or ☐ Educational Awards Only

6. ISSUE AREA AND NATIONAL PRIORITIES:

☐ Education	☐ Environment
___ School Readiness	___ Neighborhood
___ School Success	___ Natural
☐ 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: _____

=====

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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
Needing Educational Awards _____

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 _____

9. BUDGET:

Corp Funds Requested Year 1 _____ Year 2 _____ Year 3 _____

Total Budget Amount Year 1 _____ Year 2 _____ Year 3 _____

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

☐ Yes or ☐ No

Which one? _____

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 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: _____ Name: _____ Title: _____

=====

BUDGET FORM - AMERICORPS NATIONAL DIRECT APPLICATION

Applicant Name: _____
 Program Name: _____

☐ Aggregate ☐ Program (if applicable)

	Corporation Share (CNCS) Funds Requested from the Corp	Grantee Share Other Federal /State/Local/ Private Funds	Total Total Program Funding
A. PARTICIPANT SUPPORT COSTS			
Training and Education	_____	+ _____	= _____
Uniforms	_____	_____	_____
*Other	_____	_____	_____
* Pls specify in Budget Narrative.			
Subtotal	_____	_____	_____
B. STAFF			
Salaries	_____	_____	_____
Benefits	_____	_____	_____
Training	_____	_____	_____
*Other	_____	_____	_____
*Pls specify in Budget Narrative.			
Subtotal	_____	_____	_____
C. OPERATIONAL			
Travel	_____	_____	_____
Transportation	_____	_____	_____
Supplies	_____	_____	_____
Equipment	_____	_____	_____
*Other	_____	_____	_____
*Pls specify in Budget Narrative.			
Subtotal	_____	_____	_____
D. INTERNAL EVAL/MONITORING			
E. ADMINISTRATION			
	(May not exceed 5% of Corp funds: A-F)		
(In dollar amounts) Total A-E			
	_____	+ _____	= _____
Percentages			
	_____ %	+ _____ %	= 100%

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

=====

BUDGET FORM - AMERICORPS NATIONAL DIRECT APPLICATION (continuation)

=====

F. OTHER PARTICIPANT SUPPORT COSTS	Number of Partici- pants	Corporation Share (Maximum 85%)	Grantee Share (Minimum 15%)	Total 100%
Living Allowance	_____	_____	_____	_____
FICA and Workers' Compensation	_____	_____	_____	_____
Health Care*	_____	_____	_____	_____
Alternative Health Care**	_____	_____	_____	_____
(\$1,200 per eligible participant)				

=====

Total (F) | _____ | + | _____ | = | _____ |

=====

Total (A-F) | _____ | | _____ | | _____ |

=====

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

H. EDUCATION AWARDS	Number of Participants	Amount per Participant	Total
Full-time Participants	_____	\$4725	
Part-time Participants	_____	\$2363	

=====

Total H | _____ | x | _____ | = | _____ |

=====

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

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

=====

MISSION STATEMENT AND ANNUAL OBJECTIVES - AMERICORPS NATIONAL DIRECT APPLICATION

=====

Applicant Name: _____

Program Name: _____

=====

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

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.)

=====

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. _____

B. _____

C. _____

=====

=====

ASSURANCES & CERTIFICATION FORM - AMERICORPS NATIONAL DIRECT APPLICATION

=====

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: _____

=====

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: _____

=====

Sub-Project Description -

RESP.	STEP	ACTION	ASSIGNED TO	DUE	COMPLETED
A	6. <u>Individual Program Applications.</u> The Corporation (AmeriCorps) is requesting additional information for each separate program to ensure that each program meets the Corporation's program requirements and objectives for community impact, strengthening communities, and participant impact. For each separate program, you must attach an individual title page, summary page, program mission and objectives form(s), and budget form.				
A	(a) Individual Title Page (one page)	Complete the provided form.			
A	(b) Individual Program Summary (one page)	In one page provide an overview of the following:			
A		The specific needs to be met, particularly as they relate to the National priorities in the four issue areas (Education, Public Safety, Human Needs, and Environment);			
A		Key elements of the program design;			
A		Recruitment goals, including the percentage of participants to be drawn from the national recruitment system, if any; and,			
A		Description of the administering organization and identification of primary program partners.			
A	(c) Individual Program and Mission Objectives (one page)	Complete the provided form.			
A	(d) Individual Program Narrative (6 pages)	In no more than 6 pages, organized and labeled in the stipulated categories, provide the following information in a narrative form with as much specificity as possible:			
A	(1) <u>Need(s) to be met and appropriateness for national service.</u> Identify the nature of the specific need(s) to be met by the proposed national service program, including how and why these needs are appropriately or uniquely addressed by a national service program.				

RESP.	STEP	ACTION	ASSIGNED TO	DUE	COMPLETED
A		<u>Needs.</u> What specific need(s) will the program address and how do these needs relate to the national priorities? If they do not relate to the national priority areas, please explain why they were selected.			
A		<u>Needs Identification Process.</u> What was the process by which the needs were identified? Who was involved in identifying the needs? To what extent were residents of the community in which the service will be provided involved in the needs assessment activities?			
A	(2) <u>Program Design.</u> Describe the concept and design of the program, including the nature of specific service activities to be preformed by participants and how these activities address the identified needs and meet the program objectives.				
A		<u>Program Concept.</u> What is the basic concept for the design of the Program? How will the program be structured? Where will it be located? Describe any institutional or programmatic collaborations or partnerships that will be involved in operating the program, including the extent to which the program builds on existing infrastructures.			
A		<u>Service Activities.</u> What activities will the participants engage in, and how do these projects or activities result in direct, measurable service that addressed the identified needs? Describe a typical week in the life of program participants, giving concrete examples of the types of activities or duties participants will perform.			
A		<u>Relation to Need.</u> How do the service activities respond to identified needs?			
A		<u>Participant Training and Support.</u> How will participants be trained, supported, or otherwise prepared for their assignments or placements? Describe the key elements of the participant training, in-service education, or service-learning curriculum employed to improve participants' skills, prepare them for placement, and foster positive civic values.			

RESP.	STEP	ACTION	ASSIGNED TO	DUE	COMPLETED
A		<u>Participant Placement and Supervision.</u> How will participants be placed (in teams or individually) and matched with assignment? How will service sponsors or host-sites be oriented and prepared for that placement? How will participants be supervised within the program?			
A	(3) <u>Participant profile, recruitment strategy, and benefits.</u> Provide a description of the total number and type (full- or part-time) of participants to be recruited in the program, including the expected characteristics, attributes or skills of participants. Describe the benefits these participants will receive.				
A		<u>Number and Characteristics of Participants.</u> What are the expected number and characteristics of participants, including racial or ethnic background, socioeconomic status, gender and educational attainment? If the program will recruit fewer than 20 participants, please explain why this small number is appropriate to the purpose and design of the program.			
A		<u>Participant Recruitment.</u> What methods will be used or strategies undertaken to recruit participants? Describe your methods and strategies to achieve your recruitment goals.			
A		<u>Participant Selection.</u> What strategies will you use to select participant? Describe selection criteria, including minimum qualifications for participants. Will participants be required to possess any specialized skills to carry out service assignments? Will any participants be drawn from the national recruitment system?			
A		<u>Participant Benefits.</u> What benefits will participants receive? Describe the amount of the living allowance provided to each participant. Describe how national service educational awards will be apportioned among program participants, (if not provided to all participants). Describe any alternative post-service benefits that might be used.			

RESP.	STEP	ACTION	ASSIGNED TO	DUE	COMPLETED
A	(4) <u>Internal Evaluation and Monitoring Activities.</u> Describe internal evaluation and monitoring activities.				
A		<u>Internal Evaluation and Monitoring.</u> How will you monitor progress toward your program objectives? How will you assess, on an on-going basis, the quality of services and the satisfaction of both the participants and the individuals or institutions served? How will you collect the required descriptive and demographic data?			
A		<u>Previous Evaluation.</u> For applicants proposing to replicate an existing program in other areas, has the program proposed for replication or expansion been evaluated? If so, by whom and what were the results of the evaluation regarding community and participant impact? If the program has not been evaluated, what evidence of successful performance or of a track record does the program have that will demonstrate its appropriateness for replication or expansion?			
A	(5) <u>Institutional and Personnel Information.</u> Provide a description of the administering organization's past experience and institutional capacity to operate or coordinate a program comparable to the program(s) proposed, including the organization's ability to recruit and train staff.				
A		<u>Principal Staff.</u> What are the background, experience and major accomplishments of the program director and principal staff and how do their qualifications relate to their duties in and responsibilities for the proposed program. If no yet hired, what qualifications must the candidate fulfill?			
A		<u>Training.</u> What kind of orientation and training, if any, will you provide for staff?			
A		<u>Institutional Strengths.</u> What institutional resources or expertise will the administering organizations(s) provide that will contribute to the overall success of the program?			

RESP.	STEP	ACTION	ASSIGNED TO	DUE	COMPLETED
A	(e) Individual Budget Form Page(s) and Budget Narrative(s).	Complete the provided form(s).			
C	7. Aggregate Budget Form Page(s) and Budget Narrative(s).	Complete the provided form(s).			
C	8. Assurances Signature Form	Complete the provided form.			
C	9. Certification Signature Form	Complete the provided form.			

The Mission Statement should express the program's vision with regard to the three key goals of national service — meeting community needs, strengthening communities, and developing participant citizenship and skills. Here you should indicate the ultimate impacts that you wish to achieve — "reduce violence schools," "improve the academic achievement of young people," "develop more skilled and more dedicated citizens," and the like. Please be aware that to demonstrate the impact of national service grants, the Corporation may assess your program's success in achieving its mission, but you will not be responsible for this type of evaluation. Your mission statement should therefore be geared to the most ambitious goals you believe that you can achieve, even if you do not believe you can measure them on your own.

Your Annual Objectives should be derived from your mission statement and should reflect as directly as possible your desired impacts. You will be responsible for assessing your success in achieving your annual objectives. These should be quantitative wherever possible and, in all cases, demonstrable. Each objective should address only one activity, include only one result, and provide at least one indicator of quality or customer satisfaction. For example: *"To assist 500 homebound elderly to live independently with 80% of the involved elderly indicating that they could not live independently without this assistance."*

To the extent possible, programs should develop outcome objectives that indicate real changes in the performance or activities of communities or individuals: in a tutoring program, level of improved academic achievement; in a safe schools program, percent of reduction in school violence; in a homelessness program, number of transitions to permanent housing. The Corporation recognizes, however, that impacts are often hard to measure and difficult to assign specifically to one intervention. In these cases, other indicators of success, such as staff satisfaction, may be more appropriate. The Corporation encourages programs to develop innovative ways to demonstrate impacts, such as customer surveys and before/after videotapes, along with the more traditional measures such as test scores, graduation rates, and staff satisfaction rates. As a rule, programs should seek to establish the most ambitious objectives whose achievement they will be able to clearly demonstrate.

Example objectives follow. They represent only a suggested form for such objectives; you are encouraged to be both creative and realistic as you design objectives for your own program.

Community Impact Examples

Education

- To provide an average of five hours of tutoring weekly to each of 200 junior high school students, with 50% improved test performance and 80% teacher satisfaction.

Human Services

- To rehabilitate 20 low-income housing units, achieving "significant improvement" ratings from 85% of neighborhood residents polled after project completion.

Environment

- To construct 10 miles of hiking trails, obtaining 85% "excellent" ratings on the trails from trail users surveyed after completion.

Public Safety

- To provide 2000 hours of violence prevention patrols in 10 high-violence schools, resulting in a 33% decline in violence.

Community-Building Examples

- To form partnerships with 5 companies as reflected by co-sponsored activities and substantial involvement by company personnel.
- To build program capacity by forming partnerships with 3 community-based organizations as demonstrated by co-sponsored projects and use of shared resources.

Participant Development Examples

- To develop a sustained commitment to education in 60% of participants, as demonstrated by continued work in the field of education during the next year.
- To improve citizenship of 80% of participants, as evidenced by continued commitment to improving their community.

National Service Programs Budget Form

☐ Aggregate
☐ Program

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

	Corporation (CNCS)		Match		Total
	Funds Requested from the Corporation	+	Other Federal/ State/Local/ Private Funds	=	Total Program Funding
A. Participant Support Costs					
• Living Allowance (may not exceed 85% of CNCS funds)	\$ _____		_____		_____
• Education Awards (to be held in trust by the CNCS)	_____		_____		_____
• Health Care (may not exceed 85% of CNCS funds)	_____		_____		_____
• Child Care	_____		_____		_____
• Training and Education	_____		_____		_____
• Uniforms	_____		_____		_____
• FICA and Workers' Compensation	_____		_____		_____
• Other (specify in Budget Narrative)	_____		_____		_____
Subtotal	=====		=====		=====
B. Staff					
• Salaries	_____		_____		_____
• Benefits	_____		_____		_____
• Training	_____		_____		_____
• Other (please specify in Budget Narrative)	_____		_____		_____
Subtotal	=====		=====		=====
C. Operational					
• Travel/Transportation	_____		_____		_____
• Supplies	_____		_____		_____
• Equipment	_____		_____		_____
• Other (please specify in Budget Narrative)	_____		_____		_____
Subtotal	=====		=====		=====
D. Internal Evaluation/Monitoring	_____		_____		_____
E. Administration (may not exceed 5% of Corporation funds)	_____		_____		_____
TOTAL (in dollar amounts)	\$ 	+		=	
Percentages (Corporation% + Match% = 100%)	_____ %	+	_____ %	=	100%

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☐ Applicant Name: _____
☐ Program Name: _____

Mission Statement and Annual Objectives

What is your program's mission statement?

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 services, also use a separate form for each priority area, if you are working on more than one (i.e. education, environment, etc.).

This page applies to: ☐ Community Service
☐ Education ☐ Public Safety
☐ Environment ☐ Human Needs
☐ Participant Development
☐ Community Building

What are your annual objectives in the area checked above? List your three primary objectives.

A.

B.

C.

234) which requires the recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.

- Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved state management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
- Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
- Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
- Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals

held for research, teaching, or other activities supported by this award of assistance.

- Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§ 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.
- Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984 or OMB Circular A-133, Audits of Institutions of Higher Learning and other Non-profit Institutions.
- Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

In addition, all recipients of Corporation assistance under this application are required to assure that the recipient:

- Will keep such records and provide such information to the Corporation with respect to the program as may be required for fiscal audits and program evaluation.
- Will not use the assistance to replace State and local funding streams that had been used to support programs of the type eligible to receive Corporation support. For any given program, this condition will be satisfied if the aggregate non-Federal expenditure for that program in the fiscal year that support is to be provided is not less than the previous fiscal year.
- Will use the assistance only for a program that does not duplicate, and is in addition to, an activity otherwise available in the locality of the program.
- Will comply with the Notice, Hearing, and Grievance Procedures found in § 176 of the Act.
- Will comply with the nondisplacement rules found in § 177(b) of the Act. Specifically, an employer shall not displace an employee or position, including partial displacement such as reduction in hours, wages, or employment benefits, as a result of the employer using an AmeriCorps participant; a service opportunity shall not be created that will in

234) which requires the recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.

- Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved state management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
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- Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals

held for research, teaching, or other activities supported by this award of assistance.

- Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§ 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.
- Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984 or OMB Circular A-133, Audits of Institutions of Higher Learning and other Non-profit Institutions.
- Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

In addition, all recipients of Corporation assistance under this application are required to assure that the recipient:

- Will keep such records and provide such information to the Corporation with respect to the program as may be required for fiscal audits and program evaluation.
- Will not use the assistance to replace State and local funding streams that had been used to support programs of the type eligible to receive Corporation support. For any given program, this condition will be satisfied if the aggregate non-Federal expenditure for that program in the fiscal year that support is to be provided is not less than the previous fiscal year.
- Will use the assistance only for a program that does not duplicate, and is in addition to, an activity otherwise available in the locality of the program.
- Will comply with the Notice, Hearing, and Grievance Procedures found in § 176 of the Act.
- Will comply with the nondisplacement rules found in § 177(b) of the Act. Specifically, an employer shall not displace an employee or position, including partial displacement such as reduction in hours, wages, or employment benefits, as a result of the employer using an AmeriCorps participant; a service opportunity shall not be created that will in

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fringe on the promotional opportunity of an employed individual: an AmeriCorps participant shall not perform any services or duties or engage in activities that (1) would otherwise be performed by an employee as part of the employee's assigned duties, (2) will supplant the hiring of employed workers, (3) are services or duties with respect to which an individual has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures; or (4) have been performed by or were assigned to any presently employed worker, an employee who recently resigned or was discharged, an employee who is on leave, an employee who is on strike or is being locked out, or an employee who is subject to a reduction in force or has recall rights subject to a collective bargaining agreement or applicable personnel procedure.

Assurances - Signature

By signing this assurances page, the applicant certifies that it will agree to perform all actions and support all intentions stated in the attached Assurances.

NOTE: This form must be signed and included in the application.

Organization Name

Project Name

Name and Title of Authorized Representative

Signature

Date

DRAFT

Certifications

Before completing certification, please read Certification Instructions, page XX.

Certification - Debarment, Suspension, and Other Responsibility Matters. This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 19160-19211).

A. The applicant certifies to the best of its knowledge and belief, that it and its principals:

- Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency,

- Have not within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State anti-trust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property,

- Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification, and

- Have not within a three-year period preceding this application proposal had one or more public transactions (Federal, State or local) terminated for cause or default;

B. Where the applicant is unable to certify to any of the statements in this certification, such applicant shall attach an explanation to this application.

Certification - Drug-Free Workplace. This certification is required by the regulations implementing the Drug-Free Workplace Act of 1988, 34 CFR Part 85, Subpart F. The regulations, published in the January 31, 1989 Federal Register, require certification by grantees, prior to award, that they will maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when the agency determines to award the grant. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment (see 34 CFR Part 85, Section 85.615 and 85.620).

The grantee certifies that it will provide a drug-free workplace by:

A. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

B. Establishing a drug-free awareness program to inform employees about—

- the dangers of drug abuse in the workplace,
- the grantee's policy of maintaining a drug-free workplace,
- any available drug counseling, rehabilitation, and employee assistance programs, and
- the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

C. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (1);

D. Notifying the employee in the statement required by paragraph (1) that a condition of employment under the grant, the employee will

- abide by the terms of the statement, and
- notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.

E. Notifying the Corporation within ten days after receiving notice under subparagraph (4)(b) from an employee or otherwise receiving actual notice of such conviction;

F. Taking one of the following actions, within 30 days of receiving notice under subparagraph (4)(b), with respect to any employee who is so convicted—

- Taking appropriate personnel action against such an employee, up to and including termination; or
- Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

G. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (1), (2), (3), (4), (5), and (6).

Certification - Lobbying Activities

As required by Section 1352, Title 31 of the U.S. Code, the applicant certifies that:

A. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer of Congress in connection with the awarding of any Federal contract, the making of any Federal loan, the entering into of any cooperative agreement, or modification of any Federal contract, grant, loan, or cooperative agreement;

B. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

C. The undersigned shall require that the language of this certification be included in the award documents for all subcontracts at all tiers (including subcontracts, subgrants, and contracts under grants, loans and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

Certification - Signature

Before You Start. Before completing certification, please read Certification Instructions, page XX.

NOTE: This form must be signed and included in the application.

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:

Joel,

Here is a draft of the application process. Where a "C" appears under the RESP column you, Kathryn or I will have to do those items. Where an "A" appears under the RESP column, the agencies will have to do those items. If you like this format, we should sit down and assign who is going to do what. I put that information in and tentative dates.

Ron

**San Bernardino Mountains
AMERICORPS CAMP**

on the

San Bernardino National Forest

"A Federal Investment in Support of National Service..."

March 1994

Prepared by

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AmeriCorps

Executive Summary

AmeriCorps is the President's new national service program which engages the energy of the American people, especially its young people, in meeting the most critical education, public safety, human, and environmental needs of our communities. AmeriCorps programs are operated under the authority of Public Law 103-82, National and Community Service Trust Act of 1993.

AmeriCorps offers opportunities for Americans age 16 and older to make a substantial commitment to serving their country and to earn money for college in return. Grants will be awarded to not-for-profit organizations, to local, State, and Federal agencies, to Indian tribes, to institutions of higher education, to local school and police districts, and to partnerships among any of the above.

Like the Depression-era Civilian Conservation Corps, which offered unemployed men work in caring for the nation's parks, roads and bridges, corps of today are geared toward youth who, unemployed and not in school, are looking for opportunities to build a bright future.

The San Bernardino National Forest in collaboration with the San Bernardino National Forest Association proposes to sponsor a new AmeriCorps Camp in or adjacent to the San Bernardino Mountains. The U.S. Forest Service has a rich history in the management and protection of America's National Forest lands. The camp would provide vast opportunities for young Americans as well as enhance the natural resources within the forest.

In conjunction with the San Bernardino National Forest is the USDA Soil Conservation Service and the U.S. Department of Interior's Bureau of Land Management - California Desert District, and the Joshua Tree and Death Valley National Monuments of the National Park Service. California State Parks, San Bernardino County Parks and Recreation, and San Bernardino City Parks are also strong supporters of a local youth camp. Combined, the above agencies manage over 33 million acres of public lands in Southern California.

Concept

The proposed San Bernardino Mountains AmeriCorps would be a year-round residential facility providing employment opportunities for up to 60 citizens. The residential setting would provide all the logistical services needed by its residents. Additionally, the program proposes to provide opportunities for an additional 40 youth through a non-residential program.

Program members would be recruited from the ranks of the unemployed, and those recently out of high school. After serving in the program for one year, a program participant would be entitled to a \$4725 credit toward continuing their education.

Participants will work a 40 hour week and will be expected to take part in the entire program, both work and non-work related aspects.

Objectives

The program objective is to undertake meaningful service projects with visible long-term benefits to the public while instilling in the participant a work ethic and sense of public service.

Management

The camp would consist of a full-time administrative staff, including a camp director, administrative officer, residential program manager and a work project program manager.

The administrative staff would provide payroll, purchasing and other financial services. A recruitment officer would recruit and interview potential corpmembers as well as provide educational and other assistance while they reside at the camp.

The residential program staff would provide residential housing and food services, personal safety and personal health awareness.

The work project staff would consist of an orientation and training officer. All participants would receive formal classroom and field training before being placed on a crew. Crew supervisors will provide additional field training and stress job quality and safety.

Recruitment

Primary recruitment for corpmembers would be from high school graduates from throughout Southern California, especially San Bernardino County. San Bernardino County has the highest unemployment rate in California. (And California's unemployment rate is higher than most states!) Southern California has suffered loss of major industry (including defense and aerospace), a steady stream of new immigrants from Central and South America, riots, fires, and most recently, earthquakes.

Conclusion

The San Bernardino National Forest enjoys an established track-record of excellent support, service, and safety in the management of natural resource crews. With one of the largest wildland fire organizations in the nation, it looks forward to taking on the new challenge of an AmeriCorps Center in or adjacent to the San Bernardino Mountains.

Program Management

The following organization be manage the day to day activities of the camp program:

Camp Director

The Camp Director would have overall responsibility for the management of the camp, including all personnel and administrative matters, community and inter-agency relations, and public affairs.

The director will supervise a management team who's responsibilities fall into three primary areas; administration, residential activities, and project work activities.

Administrative Officer

The Administrative Officer oversees individual personnel actions and payroll. Purchasing activities would be approved by this individual. Management of the camp records system, employees health and benefits, and cost accountability.

This position would supervise a payroll clerk as well as a receptionist. Some program participants may spend time working in this area during their year at the camp.

Residential Program Manager

The Residential Program Manager has responsibility for the non-work activities of the participants. These include food and housing, safety and security, recreational and educational activities, and participant personal needs.

Program recruitment and participant orientation would also fall into this area of responsibility.

The Residential Manager would have one assistant. This function would also include a food service manager and assistant, as well as three residential housing associates.

Work Project Program Manager

The Work Project Program Manager would supervise those activities where the participants are earning a salary. Overall project scheduling, training, participant safety, and coordination with project sponsors would be required of this position.

The four **Project Crew Leaders** would be supervised by the Work Projects Program Manager. Each project crew leader would be responsible for the day to day supervision and leadership of up to 12 participants.

A **Training and Safety Officer** would manage in-camp participants as well as supervise the mandatory training program that each participant would receive prior to being assigned to a crew. Specialized training, such as chain saw use, or fire fighting would be provided by subject matter specialist from the participating agencies.

Environmental Education Leaders would be provide from the community and participant agencies. The participants would assist in program organization, preparation and implementation, under the supervision of a subject matter specialist.

Description of Program

The San Bernardino program would consist of residential and non-residential corpmembers. The members would be recruited. The goal for participant enrollment would be an equal number of females and males, of which 40 percent should be minorities.

Participants will work a 40 hour work week and will be expected to take part in the entire program, both work and non-work related aspects. Each participant will furnish their own work clothing, including long-sleeve shirts, pants, and work boots that lace above the ankle, sleeping bag or bedding, as well as personal items.

Work to be Preformed

Work to be preformed on public lands includes the following non-inclusive list. It is estimated that their currently exist a backlog of work that could keep a 100 person camp busy for the next five to ten years. In most cases a cost-share agreement or services-in-kind agreement will be enacted to provide 25% of the AmeriCorps cost for each project.

BDF = San Bernardino National Forest, USDA
 CDD = California Desert District, Bureau of Land Management, USDI
 JTP = Joshua Tree National Monument, National Park Service, USDI
 SCS = Soil Conservation Service, USDA
 DVP = Death Valley National Monument, USDI
 OTH = Other, including, California State Parks, San Bernardino County and City Parks, and other local agencies.

	BDF	CDD	JTP	SCS	DVP	OTH
Campgrounds:						
Major overhaul and rehabilitation of campgrounds. There is currently a backlog of recreational infrastructure work needed.	X	X	X		X	X
Trails:						
The agencies combined have over 1000 miles of trails that are in constant need of rehabilitation including retread, erosion control and re-routing. There are currently four effected wilderness areas and more anticipated if the California Wilderness Bill (Desert Act) passes.	X	X	X		X	X

	BDF	CDD	JTP	SCS	DVP	OTH
Interpretive Areas, trail heads, signs:						
A sign shop and sign crew is necessary to provide directional, safety and informational signs for trails, facilities and travel ways.	X	X	X		X	X
Trail heads and public parking areas need rehabilitation and construction.						
Erosion control, fuels management, and watershed rehabilitation:						
Erosion control and stream and fisheries enhancement projects are available. Numerous watershed protection projects are in need of maintenance and new projects are ready for construction. Many of the projects include the protection of the watersheds from wildfire.	X	X		X		X
Hazard Reduction, Fire Protection:						
Hazard reduction projects for fire protection are on-going in Southern California. Crews trained in these projects will also be available for fire suppression activities. <i>Note: It is expected that 10-20 percent of the program salary cost could be covered through corpmembers ability to respond to wildfires.</i>	X	X	X		X	X
Public Education:						
One crew could be devoted year-round to public education in the areas of environmental awareness, Smokey Bear fire prevention programs, Hug-A-Tree, and like activities. The San Bernardino mountains have over 100 youth summer camps, and the surrounding communities and the Los Angeles Basin contain thousands of classrooms in need of such programs.	X	X	X	X	X	X
Ecosystem management projects:						
All agencies have numerous projects available to enhance ecosystem management, including streambed and bank stabilization, forest stand improvement, tree planting (urban, rural & forest), gabion baskets, wildlife habitat boxes, and wildlife water developments.	X	X	X	X	X	X

Location / Facilities

Numerous facilities exist on the forest for a residential camp. Non-residential facilities are also available.

Facility Options

Norton AFB, adjacent to San Bernardino City:

Norton AFB has closed, and the record of decision includes some land for the San Bernardino National Forest. A site is available that could be used in conjunction with other forest uses. The available site would meet the needs of a non-residential component of the program. The remaining portion of the base has been earmarked for other commercial uses. Projects would be 30-90 minutes driving time from the Norton site.

George AFB, adjacent to the City of Victorville:

George AFB has closed. Not all of the site has been earmarked for specific programs. Discussion is on-going for facilities such as kitchens, residential barracks and office space. The George AFB facility would be central to all the agencies but would require a 30 -120 minute commute to most projects.

Camp San Bernardino, within the San Bernardino National Forest:

Numerous organized camps exist within the San Bernardino N.F., as well as more than 28 developed administrative sites. Most sites have an existing infrastructure that could serve the purposes of a new residential facility.

The preferred option of this proposal in the long-term is to construct a new facility that would include the following :

Administration Building:

The administration building would provide a greeting area for the general public as well as prospective AmeriCorps members. It would include a reception area. All the offices needed for the Administrative Officer and staff would be included in this building.

The office of the Camp Director would be located in the administration building, as well as a small meeting/conference room (9-12 people).

The administrative building could initially be a modular building, mobile trailer, rented office space in the local community or other facility until a new building or alternative site is selected.

Community Center:

The community center would include the community dining facility and kitchen. The dining room would be capable of seating up to 100 individuals.

A common area would include mailboxes, vending machines, and a television room.

Office space for the Residential Program Manager and associated staff would be included in this facility. A staff member would be available 24 hours a day to meet the needs of the community members.

A recreation room would be included in this facility. The room would include an area for a ping pong table, and other similar table games. Outside, adjacent to the community center would be a basketball court, tennis court, picnic area, and possibly a swimming pool*.

* The pool would serve as a water source for wildfire fire protection, as well as a training area for a number of activities.

A community laundry facility would be provided in the community center area.

This facility would be a high priority to meet the needs of the residential community. This could be three to four portable or modular buildings that are joined together by a common area or patio.

Cabins or Dormitory Units:

The cabin/dormitory units would house the corpmembers.

Housing for corpmembers would be required. A modular concept with individual rooms for every two to four corpmembers, and four modular rooms connected to a common area, including shower and bath facilities would be ideal.

Wash and dry facilities could be incorporated into the housing units, eliminating the need for a laundry facility in the community center.

Housing for 60-100 corpmembers may be required.

Warehouse/Work Shops:

A warehouse to store supplies and equipment will be necessary. Additionally, work areas, such as a sign shop and carpentry shop may be required. As the program gains support and the corpmembers gain special skills the program supporters may require other special skill work areas.

Secure/Fenced Areas:

Areas will be required to park vehicles, and store project supplies. This would require a 1/3 to 1/2 acre fenced off area. The warehouse/work shop may be located within this area.

Camp Infrastructure:

All facilities will require electricity. Most facilities will require plumbing for water and sewer. All facilities will also require plumbing for gas lines. Telephone lines will be required in most facilities. Cable TV wiring or satellite dish hookups may be required for the community center or individual housing units.

The camp location could require paved roads and the ability to plow snow during the winter months. Year-round access is required.

Construction and Maintenance Experience:

The San Bernardino National Forest, because of its location and generally mild climate for most of the year, enjoys the skills of a highly trained professional year round fire-fighting force. This group of men and women possess many of the skills required to get a camp on-line and construct new facilities where necessary. Almost all construction cost would be for materials only.

Program Requirements

The following provides standards to be included for the residential and non-residential program.

1. The camp will provide a qualified and diverse staff to provide all residential supervision of AmeriCorps participants on a 24 hour day schedule, year-round. All staff will have a current Red Cross standard first aid card, or equivalent.
2. Qualified drivers and vehicles capable of safely transporting participants, tools, and equipment on a variety of road standards in support of all camp activities. Crews will be transported in accordance with state law. Separation will be maintained between tools and passengers.
3. A planned education program of 80 hours will be provided each participant prior to being assigned to a project crew. The program will give participants a broad understanding of the environment, natural resources, their use, and management for each participant agency of the camp. Tool and equipment use, safety, project quality and performance quality will be stressed. Additional training will be provided participants throughout the year, as well as weekly safety sessions and camp team meetings.
4. A variety of planned and organized evening activities will be provided participants. Activities may include transportation to local colleges for continuing education, youth recreational leagues (soccer/basketball/softball), games, presentations by outside speakers, and planned weekend activities.
5. An on-the-ground representative will be on the grounds of the camp at all times to represent the camp director where necessary.
6. Community relations will be a high priority, with the camp director taking the lead. One-on-one relations will be maintained with local civic leaders, law enforcement agencies, and other interest community leaders.
7. All project work will be completed within the specifications and guidelines of the sponsor agency.
8. A detailed outreach and recruitment plan based on the desired participant profile will be prepared prior to participant recruitment.

9. An annual written report of the programs operations will be available no later than September 30 of each year, for the previous 12 month period. This report will include evaluations from staff, participants, camp/agency relations, health and safety matters, food service, physical facilities, education, work projects (including a summary of participant time spent on each project), the evening programs, and vehicles.

10. Liability and medical insurance coverage will be provided to all participants, as well as camp staff.

11. Published rules and procedures that camp participants must adhere to will be presented to participants prior to being employed, and will be reviewed at employee orientation. As a minimum the rules and procedures shall prohibit the following:

- * Alcoholic beverages.
- * Drugs or narcotics, except as authorized by a licensed physician.
- * Firearms.
- * Private vehicles, except as authorized by the camp director.

Discipline will be consistent and in keeping with the overall AmeriCorps program. Prior to participants being discharged from the program for disciplinary, medical, or administrative reasons, the lead agency (Forest Service) as well as parents or guardians where appropriate will be notified.

12. A procedure for tracking participants after they leave the program will be developed.

13. A safety and emergency plan to cover all camp activities, including work projects and off-hours will be developed prior to participants being hired. The camp will form a safety committee consisting of staff and participants.

14. Pre-camp orientation for participants and parents will be available.

15. A means of measuring the impact the program had on participants, relating to such things as knowledge gained and changes in behavior will be developed.

16. Food service will be provide all participants. Meals will furnish at least 3,500 calories per day.

17. One staff person will be certified as EMT, and the training will be available to other staff members.

18. A job hazard analysis will be prepared for each project and reviewed with the participants prior to project initiation.
19. The camp will provide hard hats, gloves, water bottles, and other safety equipment for participants as identified in each projects job hazard analysis.
20. Radio communication will be available at all project sites. Participants will be trained in radio use and procedures.
21. When projects are located more that two hours from the camp, consideration will be given to setting up a spike camp or other temporary housing and facilities for all staff and participants.

Financial Needs Assessment

The following worksheets display staffing requirements and cost, as well as supply and vehicle cost for start-up. In all cases where possible, cost-share or service-in-kind agreements will be enacted. As an example, vehicle rent or lease cost may be an expense of the program, where the daily vehicle use cost (fuel, oil) will be shared by the agency or projects that benefit from the work being preformed.

The program will work in conjunction with the San Bernardino National Forest Association, and where ever possible and necessary the association will provide the lead on many activities. It is proposed that the camp will actually be managed by the association, whereby the typical overhead and associated cost that the government agencies tend to take off the top of the budget may be utilized more efficiently. Payroll services, as an example, will be provided by a local financial institution, where participants payroll may be processed for as little as \$.25 per check. Purchasing activities would also be completed by the association. An independent accounting firm, hired by the association will manage and audit all financial activities.

The figures on the following pages should give an estimate of the total cost of camp operation. The estimates represent only the residential component of the proposal.

	A	B	C	D	E	F
1	OPERATIONS COST		50 PERSON CAMP			
2				UNIT COST	NUMBER UNITS	TOTAL COST
3						
4	EXECUTIVE STAFF					
5	Camp Director, GS-11/12			40000	1	40000
6	Administrative Officer, GS-9			37000	1	37000
7	Residential Program Manager, GS-9			37000	1	37000
8	Work Project Program Manager, GS-9/11			37000	1	37000
9					sub-total	151000
10	ADMINISTRATIVE STAFF					
11	Payroll Clerk, GS-6			30000	1	30000
12	Receptionist/Typist, GS-5			28000	1	28000
13					sub-total	58000
14	RESIDENTIAL PROGRAM STAFF					
15	Residential Housing Manager, GS-7			33000	1	33000
16	Food Service Manager, GS-7			33000	1	33000
17	Food Service Assistant, GS-6			30000	1	30000
18	Residential Living Assistant, GS-6			30000	1	30000
19	Residential Living Assistant, GS-6			30000	1	30000
20	Residential Living Assistant, GS-6			30000	1	30000
21					sub-total	186000
22	WORK PROJECTS STAFF					
23	Orientation & Training Officer, GS-7			33000	1	33000
24	Crew Supervisor, GS-7			33000	1	33000
25	Crew Supervisor, GS-7			33000	1	33000
26	Crew Supervisor, GS-7			33000	1	33000
27	Crew Supervisor, GS-7			33000	1	33000
28					sub-total	165000
29	CORPMEMBERS					
30	Administrative Crew (2)			15000	2	30000
31	Project Crews (4 Crews of 12)			15000	48	720000
32					sub-total	750000
33					TOTAL COST	1,310,000.00
34						

Worksheet-Expenses

	A	B	C	D	E	F
71						
72	VEHICLES		# VEHICLES	MONTHLY RATE	MONTHS	
73	4X4 JEEP (255)		2	197	12	4728
74	4X2 1/2 TON PICKUP (250)		2	182	12	4368
75	4X4 SUBURBAN (257)		4	280	12	13440
76	4X4 1/2 TON PICKUP (260)		4	143	12	6864
77				Total		29,400.00
78						
79	VEHICLES		# VEHICLES	MILAGE RATE	MILES	
80	4X4 JEEP (255)		2	0.251	12000	6024
81	4X2 1/2 TON PICKUP (250)		2	0.263	12000	6312
82	4X4 SUBURBAN (257)		4	0.267	12000	12816
83	4X4 1/2 TON PICKUP (260)		4	0.308	12000	14784
84				Total		39,936.00
85				TOTAL F.O.R. & MILAGE		69,336.00
86						

	A	B	C	D	E	F
87	Materials to build new facilities, estimate.					
88	FACILITIES				Sq.Footage	Const.Cost
89	Administrative Building				3000	60000
90	Community Center				5000	90000
91	Cabins/Dorms		4 @ 6000		2000	200000
92	Warehouse/Shops				50000	90000
93	Fenced Areas				1/2 acre	20000
94	Infrastructure					90000
95					Total	550,000.00
96						
97						
98	HOUSING					
99	Furniture Units, Bed room			1000	60	60000
100	Linen, set			100	120	12000
101	Lamps			30	60	1800
102	Living Room			3000	6	18000
103					TOTAL	91,800.00
104						
105						

Worksheet-Expenses

	A	B	C	D	E	F
106						
107	Total Program Estimate Cost - 50 Person Camp					
108				New Camp	Existing Facility	
109	Staff Salary			560000	560000	
110	Corpperson Salary			750000	750000	
111	Supplies, start-up			50000	50000	
112	Vehicle, rental			30000	30000	
113	Vehicle, use			40000	40000	
114	Facilities, one-time			550000	100000	
115	Furniture, one-time			90000	45000	
116	Utilities, power, heat, tele.	estimate		120000	120000	
117			Total	2190000	1695000	

Participant Agency Involvement

Agency support for the AmeriCorps Camp is strong.

San Bernardino National Forest

Forest Supervisor Gene Zimmerman is the strongest advocate for the camp. "In addition to providing each participant with meaningful community service experience, the program will enhance a participants respect for the public lands and ecosystems."

The San Bernardino N.F. would be the lead agency. The forest currently is very active in cost-share and service-in-kind agreements. The forest currently works together with the Bureau of Land Management and National Park Service in the management and operation of the Federal Interagency Communication Center in San Bernardino.

California Desert District - Bureau of Land Management

Associate District Manager Jean Rivers-Council is excited about the possibility of an AmeriCorps facility. "Community service can play an important role in accomplishing some of our important natural resource work."

Joshua Tree National Monument - National Park Service

Acting Park Superintendent, Kirt Mossestad has many projects that would provide diversity to the participants role in the AmeriCorps program. "In addition to the rich heritage of the National Park Service, the women and men involved in this program will leave with a greater understanding of the role the major public land management agencies play and how they interact and work together."

Death Valley National Monument - National Park Service

Death Valley would be a one-half day drive from potential camp sites but provides spike camp facilities, and opportunities for winter work sites that may not be available at the higher elevation of the San Bernardino Mountains. Chief Ranger Chris Ward believes that "crews such as AmeriCorps are necessary for us to keep up with the increasing demands placed upon the monument."

San Bernardino National Forest Association

Throughout the 102-year history of the Forest Service, partnerships have been offered and accepted, many times on an informal basis. Today, in the era of "reinventing government," a much more structured approach to philanthropic partnerships is being developed.

The San Bernardino National Forest Association (a non-profit corporation) was established as an innovative way to assist the San Bernardino National Forest achieve its mission of caring for the land and serving people. The Association works to establish and nurture partnerships with the private sector. The association has spectacular examples of the achievement of partnerships between a federal agency, a non-profit, corporate sponsors, and communities.

Kristine Komar, full-time Executive Director of the association is committed to "pulling together the public agency with project sponsors from the private and public sector to accomplish valuable resource work."

The association recently assisted the Southern California Forest's in providing the Capitol Christmas Tree. The project was funded through support from Mack Trucks, Inc.; Hughes Communications, Inc.; Poulan/Weed Eater. Inc.; and American Honda Motor Co.,Inc.

The association is also responsible for generating funds to provide a off-highway vehicle coordinator on the forest. The coordinators salary is provided through corporate sources, no government funding is involved.

The support of the association is key to providing cost-share and other agreements to assist in community service resource work on the public lands.

Soil Conservation Service - USDA

The Soil Conservation Service currently enters into agreements with the forest for watershed protection and rehabilitation. Public service will enhance the ability of both agencies to complete valuable resource work.

San Bernardino County Parks and Recreation, San Bernardino City Parks and Recreation, and California State Park System

City, county and state park lands are adjacent to and within the confines of national public lands. As good neighbors, the AmeriCorps crews will preform community service work for local entities.

Summary

An AmeriCorps Camp in the San Bernardino Mountain will provide work for youth from throughout the country, especially Southern California. The community service work performed will instill a pride of country, a positive work ethic, and a new found respect for public lands and natural resources in each corpsmember.

The support for a camp from the interagency government community is strong. It is anticipated that the demand for community service work will be greater than the camp can provide, resulting in only those projects with the greatest value being selected. This competition for quality resource work will provide greater opportunities for cost-share projects, allowing the camp to increase its numbers to 100 participants.

Successful participants will leave the program with an educational bonus and a desire to meet their personal objectives. They will have learned the value of working as a team to accomplish an objective and task.

AmeriCorps participants will be the lobbyist for community service programs of the future.

Arizona Conservation Corps
presents

"AZland CORPS"

An Arizona Public Lands Corps

Summary:

The Arizona Conservation Corps Commission established as a priority the development of a mobile residential corps program to address special needs of Arizona's youth. In response, **AZland Corps** was developed as the result of a collaborative effort among the Arizona Conservation Corps, Bureau of Land Management, US Forest Service, National Park Service, US Fish and Wildlife, Arizona National Guard, several community-based agencies and other agencies to provide crucial range/land management services, including erosion control, riparian area protection, water conservation, and special needs of border districts, to remote Arizona public lands. **AZland Corps** accomplishes this by creating a mobile residential work camp and outfitting highly motivated wilderness crews of 45 ethnically, racially, culturally, and socio-economically diverse young adults, ages 18-25, recruited from inner city neighborhoods, reservations, and distressed rural communities of Arizona, with opportunities for cooperative ventures with Texas, California, Utah, and New Mexico. As a holistic youth development program, **AZland Corps** provides six month long terms of employment, life skills, and job development training for ninety young men and women ("corpsmembers") each year, and provides needed service to the nearby rural communities. Arizona provides a unique opportunity for utilizing a public lands corps because of its high proportion of public lands, Native American reservation lands, and U.S.-Mexico border region. **AZland Corps** is designed to provide effective management of public lands, create educational, personal and job opportunities for youth, accomplish crucial community service, develop rural economies, and train youth leaders to conduct community revitalization in their neighborhoods when they return home.

March 1994

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Program Description

The Arizona Conservation Corps, in close collaboration with Bureau of Land Management, US Forest Service, National Park Service, US Fish and Wildlife, Arizona National Guard, and other agencies has carefully designed **AZland Corps** to be a multi-faceted one year program (two six month terms) simultaneously accomplishing several goals. **AZland Corps** will:

- Provide crucial land management services, including erosion control, riparian area protection, water conservation, and environmental testing/research
- Provide for the special needs of U.S.-Mexico border districts
- Establish a citizen advisory board, in addition to the Arizona Conservation Corps Commission, to ensure public citizen input, support, and participation
- Create mobile residential wilderness work crews which can work on remote public lands not accessible by average local work crews
- Provide employment, life skills, leadership training, job development, and job placement for ninety high risk young men and women each year
- Provide needed service to rural communities
- Develop rural economies
- Train youth leaders to conduct community revitalization in their neighborhoods when they return home after completing the program

Young adults ages 18-25 are recruited for **AZland Corps** from urban, suburban, rural, and reservation communities throughout the state of Arizona. Recruitment will be conducted with the assistance of various agencies serving youth in order to maximize outreach efforts to hard to reach youth, especially those from economically challenged inner-city neighborhoods and rural communities, and to ensure maximal ethnic, racial, gender, cultural, and socio-economic diversity. Special consideration will be given to youth who are living in volatile home environments. Upon acceptance into **AZland Corps**, each recruit, or "corpsmember," will undergo a complete intake process, including a full assessment, and the design of an Individual Development Plan (IDP) focusing on the corpsmember's development needs. Each corpsmember will participate in an initial two week basic training program ("Orientation"), after which he or she will begin a twenty-four week integrated program (total program term length of six months) of range management/conservation work, education/training, and community service.

Corpsmembers will reside at a mobile residential camp which will house corpsmembers and staff. A typical program week will include five eight-hour days (Monday through Friday, forty hours per week) of range management/conservation work, and regularized educational sessions arranged around the work schedule. Community service projects will be incorporated into the program when available. Community service projects will be specially designed to meet the needs of border communities, and to maximize impact on economic development. Corpsmembers will participate in daily physical training, camp maintenance and upkeep, and organized and informal recreational activities. In addition to formal educational sessions, a variety of informal or optional educational opportunities will be available to corpsmembers.

The Arizona Conservation Corps: The Arizona Conservation Corps (ACC) is an Arizona State agency that serves Arizona's youth and young adults by designing and implementing innovative and effective educational and vocational training programs. Optimizing opportunities for success of young people, including many at-risk and hard to serve youth, is the hallmark of the ACC mission. Governed by a citizens' commission, and working cooperatively with and serving the needs of a variety of government, tribal, non-profit, and private partners, the ACC provides meaningful on the job training and work experience, educational opportunities, and community service opportunities for Arizona's youth through the conservation and revitalization of the urban and natural environments.

Work Projects

Work projects will be conducted on the vast area of public lands in Arizona, and may include cooperative work projects with Texas, New Mexico, Utah and/or California. Work projects will involve range management services, including erosion control, riparian area protection, water conservation, and environmental testing and research. Work projects may also include emergency response projects (including forest fire and wild fire suppression and flood control) when and if the need arises. The selection process for work projects will include the following criterion: inaccessibility of the area to local crews, potential for positive environmental impact, economic impact potential (especially as it involves economic development in the surrounding border community or rural community), and potential opportunity for corpsmember learning. Work projects that introduce new skills, techniques, tools, environmental conditions, cultural or historic opportunities, or otherwise present opportunities for corpsmember learning will have higher priority. Work projects will be conducted with a "service learning" approach (described below). Work projects will focus on:

- | | | |
|-------------------------|---------------------|----------------------------|
| • erosion control | • range management: | • wildlife habitat restor- |
| • forest land | riparian zones | ation and preservation |
| • environmental testing | trail development | • water conservation |
| • emergency response | fencing | |

Types of project work may include trail work, fence construction, off-highway vehicle recreational facilities mitigation and development, development of parks and recreational areas, wildlife and fishery habitat restoration, other facilities construction, improved accessibility for persons with disabilities, and landscaping/beautification projects.

Community Service

Corpsmembers will participate in rural community service projects that may include housing rehabilitation, services for the elderly, and neighborhood beautification projects. Community service projects will help to instill in corpsmembers an ethic for service and responsibility to the community. Community service projects will be conducted in a "service learning" approach (detailed below). It is the goal of the **AZland Corps** that corpsmembers, after training in leadership skills and development of a service ethic, will take an active role in conducting community revitalization in their own neighborhoods when they return home after completing the program.

Service Learning: Corpsmembers will participate in numerous work projects and community service projects, which will be conducted in a service learning approach. Corpsmembers will be involved in all aspects of service learning: identifying community based problems and environmental or range management problems, brainstorming solutions, conducting project planning, designing community service activities, implementing programs in cooperation with community residents, reflecting on the experience and evaluating results. The community service projects and work projects will be structured to ensure that service learning will reinforce critical skills training. For example, requiring corpsmembers to identify, design, implement, and evaluate their own community service program will help teach thinking skills such as problem solving, creative thinking and decision making and will help develop personal qualities such as self-management, verbal communications, responsibility, self-esteem, and sociability.

Residential Life

The **AZland Corps** residential camp is a safe haven for those corpsmembers coming from unhealthy or dangerous home environments. Staff, working as mentors for corpsmembers, will promote and model appropriate behavior and attitudes of striving for excellence, life long learning, cooperation and support, physical fitness, social responsibility, honesty, integrity, and preservation of human dignity. **AZland Corps** will help corpsmembers to achieve independent living skills, self-discipline, and responsibility.

Extracurricular Activities: Corpsmembers will have the opportunity to participate in cultural events and other activities, such as sports, plays, weekend retreats and field trips, that are fun and present opportunities to establish a sense of community among corpsmembers.

Education, Training and Development

AZland Corps is a holistic youth training and development program, fully integrating all education, work project, and community service project experiences. All education, training, and development opportunities will be coordinated by the on-site education coordinator in close cooperation with other staff, especially crew leaders, and corpsmembers. The **AZland Corps** program makes use of many components and processes already being successfully implemented in ACC's other programs. The **AZland Corps** program includes:

- Customized learning/development plans (IDP) developed according to the corpsmember's interests, abilities, values, needs, barriers, and personal and vocational goals
- Integrated learning, service, and work experiences that maximize effective, hands on learning opportunities
- Service learning approach to work projects for maximizing basic skills learning
- Competency-based learning using SCANS[§] vocational competencies
- Goal-oriented learning, moving corpsmembers toward GED, certification, or other tangible goal
- Learning that integrates relevant community, racial, and cultural issues
- Positive, healthy environment of dynamic staff who function as mentors, and establish expectations and standards for excellence, learning, personal development, teamwork, social responsibility, and human dignity

Recruitment: Recruitment will be conducted with the assistance of schools, local youth agencies, churches, employment offices (including JTPA SDA's), and other agencies serving youth in order to maximize outreach efforts to hard to reach youth. The success of **AZland Corps** will require the assembling of diverse population of participants, including ethnic, racial, gender, cultural, and socio-economic diversity. Special consideration will be given to youth who are living in volatile home environments, where the proliferation of crime, violence, substance abuse, gang activity, poverty, unemployment, unsanitary conditions, lack of healthy adult role models, and other negative forces have made home life uncomfortable, unhealthy, unsafe, or detrimental to becoming successful, productive citizens.

Assessment: Corpsmembers will be fully assessed upon acceptance into **AZland Corps**. The holistic assessment will be used to determine:

- Educational/basic skill level - this will determine the level of placement in basic skills education (reading, writing, arithmetic, reading, and speaking), English as a Second Language (ESL), GED preparation, and/or post-secondary coursework or additional vocational training.
- Career/vocational goals - including interests, values, and abilities assessment, this will help corpsmembers to determine their career path and allow them to set personal objectives to work toward their career goals.
- Personal needs - a self-assessment/personal inventory that will help to illuminate barriers to success, and provide staff with insights to customize individual development plans and, when necessary, make referrals to professional counselors.

[§] Secretary of Labor's Commission on Achieving Necessary Skills. Vocational competencies established for specific occupations and groups of occupations.

- Physical fitness - a physical exam by a licensed health professional, to determine ability to work under conditions requiring demanding physical labor, to alert corpsmembers to potential health conditions, and to make referrals for health care. Reasonable accommodations will be made for persons with disabilities.
- Financial aid eligibility - to assist corpsmembers in making decisions about current and future educational opportunities.

Creation of Individual Development Plan: AZland Corps provides a customized development plan for each corpsmember, based on the results of comprehensive assessment. The individual development plan (IDP) includes a learning contract between the corpsmember and **AZland Corps**, spelling out clear, concise competency-based objectives, expectations, and step-by-step activities to achieve all educational, occupational, and personal goals. Competencies will be derived from the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) plan. All objectives will move the corpsmember toward some tangible goal, such as the completion of a GED or certification in a vocational skill. In the event of a change in corpsmember goals, an IDP can be revised to include new, appropriate objectives.

Progress Evaluation: AZland Corps staff collaborate on monitoring corpsmember progress in and out of the classroom, conducting monthly evaluations to help keep corpsmembers on track with their goals, revise IDP's as necessary, and provide constant affirmation and support for any and all achievements and progress. Problems that corpsmembers have developed in specific areas can be addressed effectively by modifying IDP objectives, allowing corpsmembers to focus on overcoming those challenges.

Orientation (Basic Training) - 2 weeks

- | | | |
|------------------------------|-----------------------|------------------------------------|
| • safety | • progress evaluation | • physical fitness |
| • CPR/first aid | • diversity training | • community issues/
environment |
| • policies/procedures | • communication | • philosophy/mission |
| • basic work skills | • self-esteem | • history of ACC |
| • environmental
education | • teamwork | • journaling |
| • uniforms/outfitting | • drugs/alcohol | |
| | • health/nutrition | |

Basic Skills Education: Competency-based basic skills education (reading, writing, math, listening and speaking) and higher order thinking skills education (creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn, and reasoning) will be offered, as will ESL education.

A number of educational and labor researchers, including the Secretary of Labor's Commission on Acquiring Necessary Skills (SCANS), have identified that many minority and disadvantaged youth enter employment, higher education and/or training programs sorely lacking the requisite or "critical" skills needed for future, productive employment. "Critical" skills training should include five areas: basic skills, thinking skills, personal qualities, vocational skills, and job readiness foundational skills. This lack of critical skills has been determined to be a persistent difficulty for "second-chance" and vocational job training programs designed to ready this population for long-term employment.

Based on a review of research, examination of various alternative educational programs and discussion with academic and labor scholars, the following core "critical skills" components have been identified and incorporated into **AZland Corps** educational curriculum:

- Basic skills - reading, writing, mathematical computations, listening , and speaking
- Thinking skills - creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn, reasoning
- Personal qualities- responsibility, self-esteem, sociability, self-management, integrity/honesty
- Vocational skills - outdoor/conservation/construction work and other occupational fields of interest to the corpsmembers
- Job readiness foundational skills - use of resources, information, systems, technology, and interpersonal skills

GED and Basic Education Preparation: The **AZland Corps** education program makes use of many components, programs, materials and processes already being successfully utilized in ACC's other education programs. Corpsmembers, many of whom will not have high school diplomas nor GED's, will be required to work toward the completion of their GED's while in **AZland Corps**. Students may be granted high school credits and receive a high school diploma under certain circumstances. The GED program has an open-entry/open-exit format, with students earning credit based on completion of established competencies. The GED program format consists of a self-paced workbook and individualized instruction/tutoring in the subject areas of mathematics, reading, writing, language skills, science, social studies, ESL, health, citizenship, occupational knowledge, community resources, government and law. The GED curriculum will be complemented by the basic education training in basic skills, thinking skills, personal qualities, vocational skills, and job readiness foundational skills.

Job Readiness Foundational Skills:

Level one:

ethics
safety
diversity training
sexual harassment
conflict resolution
environmental ed
conservation issues
conservation values
tools/equipment use

first aid/CPR
driver education
teamwork
group dynamics
communication
problem solving
active learning
innovation to
practice
creative thinking

spike camping
wilderness survival

Level two:

leadership
advanced first aid/
CPR
emergency response
spike camping
vocational skills
computer

Life Skills:

self-esteem
self-awareness
cultural awareness
goal setting
proactive attitudes
personal finances
time management
stress management

parenting
using community
resources
drug/alcohol awareness
developing healthy
relationships
gang prevention
health/nutrition

personal hygiene
AIDS awareness
journaling
community service
citizenship
driver education

Job Development:

career exploration
resume writing

job applications
interviewing

job search
entrepreneurship

Support Services

A number of support services are available to corpsmembers and will be provided as needed by staff. Support services will be coordinated by the counselor, with close cooperation of the crew leaders and other staff. The following support services are available:

vocational counseling
evaluations
career counseling
personal counseling

financial counseling
health care
transportation
placement services

employer lists/contacts
community assistance
referrals

Counseling: Counseling services are provided by an on-site, professional counselor. The counselor will provide corpsmembers with:

- Career counseling - direction in exploring various careers and occupations, including descriptions of pre-requisite abilities, task descriptions, salaries, projected outlooks for employment opportunities, advancement opportunities, and education/training programs available. When necessary, counseling will be provided to assist corpsmembers in applying to schools, training programs, and apprenticeships.
- Financial counseling - assistance in managing personal finances, including developing a home budget, spending plan, and savings plan, setting up bank accounts, and managing debts.
- Personal and mental health counseling - guidance in addressing personal issues that manifest as barriers to success in educational, vocational, social/relational, occupational, and financial endeavors. More serious issues will be referred to appropriate mental health professionals.
- Financial aid counseling - advice in financing continuing education, opening opportunities previously unavailable because of incomplete and/or inaccurate information.
- Referrals - to community assistance agencies for special services, including day care, health care, transportation, mental health counseling, housing, legal assistance and other community assistance needs.
- Guidance - through peer counselors and staff mentors to reflect on life goals, use of money, personal relationships, substance abuse, and values.

Mentoring: Because of the invaluable and irreplaceable role significant persons play in the lives of developing youth, and because of the overwhelming absence of such significant persons in the lives of at-risk youth, **AZland Corps** incorporates a mentorship program to provide guidance for corpsmembers. Staff mentors are with corpsmembers routinely every day, and are able to observe corpsmember behavior on a regular basis. Staff mentors will be available for, and actively solicit opportunities for, informal and impromptu individual and group rap sessions to provide personal advice and guidance on a wide range of personal, social, educational, work-related, and life issues.

Motivation: Awards in the form of certificates, privileges, and uniform pins will be presented to recognize corpsmember accomplishments and achievements. Corpsmembers may receive financial performance bonuses based on the monthly evaluations.

Placement services: Placement services will be coordinated by the education coordinator, who will be assisted by other community training and employment agencies. Placement services include providing employer lists and contacts, arranging interviews, arranging

internships, distributing resumes to potential employers, writing letters of recommendation, and coordinating a placement file for future use. Corpsmembers will receive post-program placement counseling and assistance finding placements in full-time or part-time employment, colleges, vocational training programs, or apprenticeships. Corpsmembers will also have the option to transfer into one of the Arizona Conservation Corps' other corps programs. This transfer option will benefit especially at risk corpsmembers who will be returning to their communities. The ACC's programs will provide the ongoing support, services, employment, and educational opportunities that will help them to serve their communities as leaders.

Educational Awards: As written into ACC's legislation, the Arizona Board of Regents provides any and all corpsmembers of the Arizona Conservation Corps with a waiver of one semester of tuition at any state university (Arizona State University, University of Arizona, and Northern Arizona University) after one year of service in the ACC. Corpsmembers participating in **AZland Corps** will be able to transfer into one of the Arizona Conservation Corps' other corps programs to complete the one year requirement, and will then be eligible for the state university tuition voucher.

Staff

The staff will work together as a team, providing healthy role models for corpsmembers, and accomplishing the goals of the **AZland Corps** with excellence and timeliness. The staff team will include:

- Program manager - responsibilities include project coordination including equipment bidding and purchases, recruitment and supervision of crew supervisors and all other staff, public relations coordination, recruitment of corpsmembers, development of new projects and responsibility agreements, personnel services, facilities and housing coordination, and evaluation of the program.
- Crew leaders - responsibilities include supervising work crews of up to 12 corpsmembers, mentoring, assisting in non-work activities, teaching educational workshops, training corpsmembers in basic work skills.
- Recreation leaders - responsibilities include supervising corpsmembers and activities during evening hours, weekends, and in tents/dorms, organizing/leading recreational activities, assisting crew leaders during work hours, facilitating educational workshops, mentoring.
- Head cook - responsibilities include coordination of the meals of the camp, supervision of the cook.
- Cook - cooks camp meals under the guidance of the head cook.
- Education coordinator - responsibilities include developing orientation/basic training, developing curriculum, coordinating individual development plans for each corpsmember, conducting personal needs assessments, coordinating training sessions, recruiting trainers, keeping records, evaluation of the training program, and managing training supplies and materials.
- Counselor - responsibilities include career counseling, financial counseling, personal and mental health counseling, financial aid counseling, referrals to community assistance agencies, guidance.

- Business services manager - responsibilities include budget management, supply management, travel coordination, payroll, administrative/personnel issues.
- Clerical/accounting technician - responsibilities include record keeping, data processing, and other clerical work.

College students will be recruited to participate in leadership roles as peer counselors, tutors, and assistant crew supervisors. These peer leaders may be funded through the Serve America program (AmeriCorps).

Evaluation

The program manager will be responsible for coordination of communication and information among collaborating partners regarding the development of projects and the program. Awarded program funds will be managed separately within an accounting system which identifies the name and number of the project. A project status report will be submitted on a quarterly basis. The quarterly status report will include: (1) progress in completing approved scope of work; (2) budget report; (3) anticipated delays and problems preventing expeditious completion of the project; (4) corpsmember training, education, and personal development activities and results, (5) economic impact of the work, (6) community service project results and impact. Upon completion of **AZland Corps**, a summarized final project report will be submitted. The summarized final project report will include: (1) a computer generated report summarizing total project expenditures; (2) summary of completed scope of work for the project; (3) summary of complete corpsmember training, education, and personal development activities included in the project and the results; (5) economic impact of the work, (6) community service project results and impact.

Budget

PERSONNEL	No.	Unit Cost	Total	Requested	Matching	Source
Operations						
Corpsmembers	90	12,832	577,428	477,645	99,784	JTPA SDA's
Crew Leaders (grade 7)	4	35,054	140,217	140,217	0	
Recreation Leaders (grade 5)	3	28,300	84,900	84,900	0	
Program Manager (grade 11)	1	51,883	51,883	51,883	0	
Education Coordinator (gr. 7)	1	35,054	35,054	35,054	0	
Counselor (grade 7)	1	35,054	35,054	35,054	0	
Head Cook (grade 5)	1	28,300	28,300	28,300	0	
Cook (grade 3)	1	22,534	22,534	22,534	0	
Sub-total	102		\$975,370	\$875,586	99,784	
Administration						
Technical Assistance-Planning		2,000	2,000	0	2,000	Arizona Conservation Corps
Business Services Mgr. (gr. 9)	0.75	32,160	34,841	24,120	10,720	Arizona Conservation Corps
Clerical/Acctg (grade 4)	1	28,300	28,300	28,300	0	
Sub-total	2		\$65,141	\$52,420	\$12,720	
Total-Personnel	104		\$1,040,511	\$928,007	\$112,504	

OTHER OPERATING						
Pre-employment physicals	100	50	5,000	5,000	0	
Uniforms, pers/safety equip			20,678	20,678	0	
Tools			10,239	0	10,239	Arizona National Guard
Emergency medical			1,000	1,000	0	
Vehicle operations			55,500	10,000	45,500	Arizona National Guard
Communications			5,000	5,000	0	
Education - materials			15,000	15,000	0	
Educational incentive bonuses	90	764	68,760	0	68,760	ASU, U of A, NAU
Recreation			10,000	10,000	0	
Food	54	2,697	144,983	144,983	0	
Housing/housing support			172,462	0	172,462	Arizona National Guard
Project materials			380,000	0	380,000	NPS, USFS, USF&W, BLM
Office: furn, suppl, equip, ops			20,000	20,000	0	
Total - Other Operating			\$908,622	\$231,661	\$676,961	

PROGRAM TOTAL	\$1,949,133	\$1,159,668	\$789,465
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Total AZland Corps Cost Per Corpsmember	\$21,657
Corporation's Investment Per Corpsmember	\$12,885

	Requested	%	Match	%	Total	%
Program Total	1,159,668	59.50%	789,465	40.50%	1,949,133	100.00%
Living Allowance	477,645	82.72%	99,784	17.28%	577,428	29.62%
Administrative costs	52,420	4.52%	12,720	1.10%	65,141	3.34%
Equipment	55,917	4.82%	55,739	4.81%	111,656	5.73%

Arizona Conservation Corps Education Principles

- Learning must be holistic, i.e., centered on the development of the whole person. Growth in any area produces growth in every other area, and barriers in any area produce barriers to every other area.
- Learners must have input in their own education. There is no ownership nor intrinsic motivation if learners are not actively participating in the decision making process.
- The learning environment must truly be that: an environment where learners freely inquire, seek, investigate, search, scrutinize, doubt, discover and find meaning without pressure, fear, intimidation, or other inhibitions.
- Learning must be applicable to the vocational skills and goals of each student. Learning must be useful and have personal meaning for the learner.
- In order to be effective, learning must be able to be put into practice and be integrated into the life activity of the learner. Isolated, theoretical concepts and procedures can not be taught effectively. Learning must be applicable.
- Learning environments must be success-oriented, providing learners with numerous opportunities for success and resulting affirmations. Success-oriented environments build self-esteem and provide the motivation necessary for the learning process.
- A learner is not a "tabula rasa" --- a blank slate --- with an empty mind needing knowledge to be poured into it by a teacher. Learners are actively and selectively acquiring knowledge that holds meaning and relevance to their lives.
- The teacher's role is as a facilitator who provides opportunities to learn, assists in directing the process of learning, and establishes a learning environment. The teacher, as a co-learner, must be actively engaged with the learners in the process of learning.
- Learning must be individualized to allow for learners' differences in rates and styles of learning.
- Teaching methods must be varied to accommodate the variety of learning styles and rates of groups of learners.
- Because of the variance in learning rates of individual learners, education must be competency-based, not time quota based, forcing students to "doing time."
- Learning must have the assistance of support services, which work to eliminate the barriers to learning and growth of the individual.
- Learning should provide "significant persons" to act as role models or mentors for learners, providing ongoing guidance and support. Significant persons build self-identity, necessary for self-esteem, and increase motivation for learners.

United States
Department of
Agriculture

Forest
Service

Six Rivers
National
Forest

1330 Bayshore Way
Eureka, CA 95501-3834
(707) 442-1721
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Reply To: 1800

Date: March 18, 1994

Subject: USDA/Americorps Proposal

To: Regional Forester
ATTN: Human Resources and Community Development

Enclosed for your review and consideration is Six Rivers' Americorps Proposal.

You may contact Mary McManus, Human Resource Coordinator, at 707-441-3592,

if you need additional information.

MARY MCMANUS
Human Resource Coordinator

Enclosures

CC: Washington Office



USDA Americorps Concept Proposal
Six Rivers National Forest/Pacific Southwest Region

(Additional detailed information is available upon request)

The Six Rivers National Forest, Pacific Northwest Region of the Forest Service and the California Conservation Corps (CCC) propose to establish an Americorps/USDA Program under the authority of the National and Community Service Act of 1990 as amended by the National and Community Service and Trust Act of 1993 (the Act) in cooperation with other local land management agencies, the community, education institutions, and economic based organizations.

This proposal provides a strategy for community and economic revitalization in an area impacted by the listing of the spotted owl and marbled murrelet under the Endangered Species Act. The Six Rivers NF is taking the leadership in sponsoring a proposal which will provide participants with an integrated program of conservation work and experiential education. We envision a community building effort which will provide sustainable long-term benefits to the public.

An interdisciplinary approach will focus on implementing an ecosystem management plan, accomplishing resource rehabilitation, and developing recreational opportunities.

The CCC will have primary responsibility in providing supervision, training, education, and other employee assistance programs to the Americorps participants. We envision that 14 of the 20 Americorps members will serve as members of a natural resources crew, while 6 will be assigned to other kinds of work. These "interns" would be working under the direction of USFS professionals in areas of hydrology, biology, fire management, grant writing, etc. (Further details are provided below.)

In every case each participant will be provided an 80 hour CCC orientation (first aid, CPR, team building, , tool use and safety, etc. in addition to a 24 hour USFS employee orientation. As part of the orientation all participants will also receive training in Career Development, Environmental Awareness, and journal writing.

Americorps Proposal
Six Rivers pg 2.

Participants will also have the opportunity to transfer to any other Americorps position, rural or urban; or they will also have the opportunity to apply for any of the CCC's special programs: foreign exchange, Backcountry Trails, Energy Conservation, Fisheries Restoration, Firefighter, etc.

The program will be dedicated to the dual mission of public service conservation work and the development of young adults. The educational program is progressive and productive in achieving this mission. Americorps members will learn the basic and fundamental work ethics, learn how to live and work with others ; the experience will enhance their educational opportunities and employability, and further their understanding and appreciation of the earth and its natural resources.

Recruitment:

Recruitment will occur locally and nationally with the democratic goal of creating both diversity and tolerance. Consideration will be given to individuals who have a career interest in a related field. We envision and will encourage strong participation from local Native American Tribes (Yurok, Karuk, and Hoopa).

The Program:

Through the CCC Americorps participants will be engaged in an intensely integrated program of conservation work, residential living, and education organized around a conservation ethic. The focus will be on applied environmental education.

Participants will be connected to a rich culture of diversity with democratic traditions of sufficient power to bond them to a shared sense of responsibility for governing the residential center. The center will be managed in way that will lead to learning how to live lightly on the land.

The Americorps members will participate on an advisory board which will be actively supported by the administration. The board will be part of the management process. The center will strive to become a kind of public corporation, where the major shareholders will be the local community, participants and the agencies which have responsibility for managing the areas natural resources. The conservation ethic will be the bridge that spans the work we do and the way we live. The community will thus model environmental citizenship. The center, much like a small town, will be the real world context, where we search for principles and lifestyles that are respectful of and in harmony with the earth. As Ghandi said, "We must be the change we wish to see in the world." Conservation will be the single organizing principle of the center. Practicing the conservation ethic will be an expectation, a condition of being a member of the community. Thus providing corpsmembers with guidance and access to governance of their community is great training for participation in communities beyond the Americorps experience. We hope to develop a program that will lead to more genuine understanding of our individual and collective relationship to, dependence upon and responsibility for the natural world. With this kind of appreciation of the natural world participants will be better able to -- in Vice President Al Gore's words -- resist "the intense modern pressure to deny responsibility for the future consequences of our present actions."

College of the Redwoods, Six Rivers National Forest and the CCC have developed a Certification of Achievement as a Natural Resources Technician, a course of applied environmental study which meets the qualifications for full-time entry level positions within the federal government. This certification and the process we call the Triad is attached. This certificate qualifies participants for entry level positions with the federal government through the Cooperative Education program; it also qualifies participants for a number of other kinds of employment in both public and private ventures.

Experiential in design and a strategy for accomplishing natural resources work, much of the instruction is delivered at the work site. Work projects lend themselves to learning. Using work as an educational strategy involves critical thinking and problem solving. The educational and social values of work are exploited; learning becomes a necessary part of work, of simply getting the job done. Built upon the traditional values of work ethic, service and environmental awareness, the CCC and College of the Redwoods have developed a work/learn approach which in some ways is a whole new approach to post-secondary education. The flow of activity moves from the concrete specific toward an understanding of the concept. In this kinetic learning process, knowledge moves from hand to mind.

A primary purpose of this experiential education getting things done, accomplishing meaningful work, for example building a marine mammal center or a youth hostel. Learning how to work, learning the work, and learning how to work with others are important CCC values. A natural resources conservation crew establishes a point where a serious understanding of our mutual interdependence occurs. Through this process individuals develop new levels of

environmental literacy. Everyone will write every day as a way of integrating doing and knowing. In the process of reflecting and completing important work radical transformations occur. The driving purpose of the work is to enhance the environment upon which we ultimately depend. Thus the flow of activity is toward authentic self confidence. The great causes of economic revitalization, youth development and the environment will create a driving sense of purpose, an opportunity to do something really important. It is a great opportunity for especially young adult to overcome what Kurt Hahn, the founder of Outward Bound, called the "misery of unimportance".

Quality Supervision:

One of the primary roles of the CCC supervisor is to develop his/her crew - to work at becoming a professional and productive team. Through the crew supervisor individuals become members of a value driven team. The leadership that crew supervisors provide goes beyond basic supervision (i.e. safety concerns and task accomplishment) to include merging work, education, and citizenship through daily reading, writing, math, critical thinking, and problem-posing techniques, so as to encourage participants to develop a sense of place and responsibility for one another and the earth, to deepen their self-esteem, and to allow the whole personality to develop in effective ways.

In addition to the opportunity of serving on a natural resources crew, Americorps participants will have access to a number of intern positions. Interns will be placed at district offices (Smith River National Recreation Area, Lower Trinity, Mad River, Orleans) and the Supervisor's Office. They will be doing para-professional work supporting our broad base resource areas. These areas will include recreation, fisheries, wildlife, cultural resources, and watershed resources. The supervision and leadership of these interns will be provided by our Forest's Resource Managers. This will be a kind of mentoring program for members of the Americorps crew, CCC participants, college students and others with independent learning skills and or technical skills compatible with agency needs. Interns will also assist in planning and coordinating the work of the crew.

Conservation Projects on the Forest will include but are not limited to:

1) Watershed Restoration

- a. Resource analysis (endanger species surveys
- b. Erosion control mapping
- c. Salmon and Steelhead habitat restoration
- d. resident trout (stream and lake) habitat improvement
- e. Road System improvement and Maintenance

2) Recreation/Tourism Opportunities

- a. Visitor facility maintenance improvements: Public access development (camping, boating, fishing, hiking, etc.
- b. Interpretation and Visitor Interpretation

3) Vegetation Management/Public Safety

- a. Fire control - wildland fire fighting, requires (32 hours)
- b. Prescribe burning
- c. Fire hazard reduction/fuels management
- d. Fire rehabilitation

COMMUNITY PARTNERSHIPS AND FUTURE PLANNING:

Presently several collaborative efforts are underway to focus human resources within a large geographical area possessing immense natural beauty and a wealth of natural resources. The National Park Service, The Forest Service (Shasta Trinity, Klamath, Rouge River), The Trinity River Basin Restoration Task force, Klamath River Basin Task force, California State Parks and Recreation, California Department of Fish and Game, the Smith River Advisory Council, Trinity Recreation Area (Willow Creek Community Service District, Willow Creek Chamber of Commerce, Hoopa Valley Tribe), Smith River National Recreation Area (Rural Human Services, Smith River Rancheria, Crescent City Chamber of Commerce, Del Norte Development Committee), College of the Redwoods, and Humboldt State University are some of the active participants in developing collaborative efforts to establish a forum which can provide a vital link in a consensus building process among public and private sectors for improving the management of natural resources critical to the following goals:

1. Improving the quality and accessibility of information and data on the natural resources, the economy, and the local communities within the area.
2. Fostering communication and coordination among state and federal agencies, local governments, and private citizens groups in managing natural resources; and
3. Developing strategies to encourage sustainable economic activity, taking into account the effects on communities and natural resources.

This proposal seeks to build on the collaborative efforts underway to enhance multi-jurisdictional, interedisiplinary participation. In the long run Corps operations throughout the region will play a vital role in the economic transition. In these programs local, rural youth with come together with urban participants in a community building process that will foster the primary values of our democracy: diversity and tolerance. The CCC at the Del Norte site and in its satellite operation, the Backcountry Trails Program, have won numerous state and national awards for the quality of its natural resources work and education programs. We hope to build on the strengths of this quality program, which has actually built enough trail to stretch across the entire girth of this country.

The communities in economic transition have depended on the natural resources in the past and clearly the challenge is to transition to a future which will continue to rely on a healthy environment: tourism, fisheries, forest-related industries, and so on. A program which develops an appreciation and understanding of the natural world through enhancing its beauty and ability to sustain us is really about getting things done, strengthening communities, and promoting active citizenship.

National Service Program Budget
USDA/Six Rivers Americorps
(20 participants)

	CNCS Grant	USFS	CCC	Total
A. Participant Support Cost				
1. Living Allowance	148,000		14,880	162,880
2. Education Award	94,500			94,500
3. Health Care	18,700		3,300	22,500
4. Training/Education	14,000	2,000	30,500	46,500
5. Uniforms	7,000			7,000
6. FICA/Workers Comp	16,000			16,000
7. Employee Assistance			2,000	2,000
Subtotal	299,000	2,000	50,680	350,500
B. Staff				
1. Salaries/Benefits	45,400			45,400
2. Training	1,500	500	5,360	7,360
Subtotal	46,900	500	5,360	52,760
C. Operational				
1. Transportation(Van, Pickup,Trailor)	10,200	1,500	7,500	19,200
2. Supplies/tools/ equipment	4,000	1,000	18,000	23,000
3. Camping Equipment (tents, sleeping bags, Commissary, gear, ice chest, etc.)	14,200	3,500	25,500	43,200
Subtotal	14,200	3,500	25,500	43,200
D. Evaluation/Monitoring				
	2,000	1,000	6,000	9,000
E. Administration				
	18,000	2,000	9,000	29,000
Total	\$380,100	\$9,000	\$96,540	\$476,640

Career Options: The one year certificate in natural resources conservation would qualify an individual to enter the natural resources and forestry field at the entry level. Subsequent training and education would assure career progression with, for example, the U.S. Forest Service. Specifically the course of study was developed to meet the minimum qualifications for government agencies such the USFS and the National Park Service. The certificate would also qualify individuals for entry level positions in the private sector.

Major Requirements: 30 Units

Required Courses: 20 Units

Dept. & No.	Course Title	Units
NR 185	Introduction to Natural Resources	1.0
Guidance 41	The World of Work	1.0
Coop Ed 42	Occupation Cooperative Education	6.0
HO 158	First Responder	1.0
For 90	Forestry Personnel Management	1.0
Engl 152	Writing Laboratory	1.0
Psych 99	Psychological Effects of Chemical Dependency	1.0
	total	12.0

Students must complete at least six units from the following:

		Units
Aqua 42A	Fish Habitat Improvement	3.0
For 151	Trail Construction & Maintenance	2.5
Con Tech 195A	Carpentry & Remodeling	5.0
ConTech 195B	Carpentry & Remodeling	5.0
App Tech 150	Chainsaw Use & Safety	1.5
App Tech	Basic Hand Tool Usage	1.0
For 87	Wildlife Ecology	1.5
*For	Principles of Reforestation	1.0
Auto Tech 67	Intro. to Small Power Units	2.0

To complete the thirty unit requirement, students must select from the following:

Aqua 42B	Anadromous Fish Enhancement	3.0
Aqua 41	Applied Coastal Fisheries	3.0
For 8	Erosion Control	3.0
Biology 99	Selected Topics in Biology	.5
Biology 35	Field Studies in Biology	1.0-2.0
For. 1	Intro. to Forestry	2.0
For. 60	Forest Protection and Ecology	3.0

On a case by case basis other suitable courses may be substituted for the above.

*Principles of Reforestation does not now exist as a course.

rev.

10/30/90

PARTNERSHIP OF THE FUTURE

UNIQUE UNION—"Everybody Wins"

"TRIAD"

State of California
Community College System
Federal Government

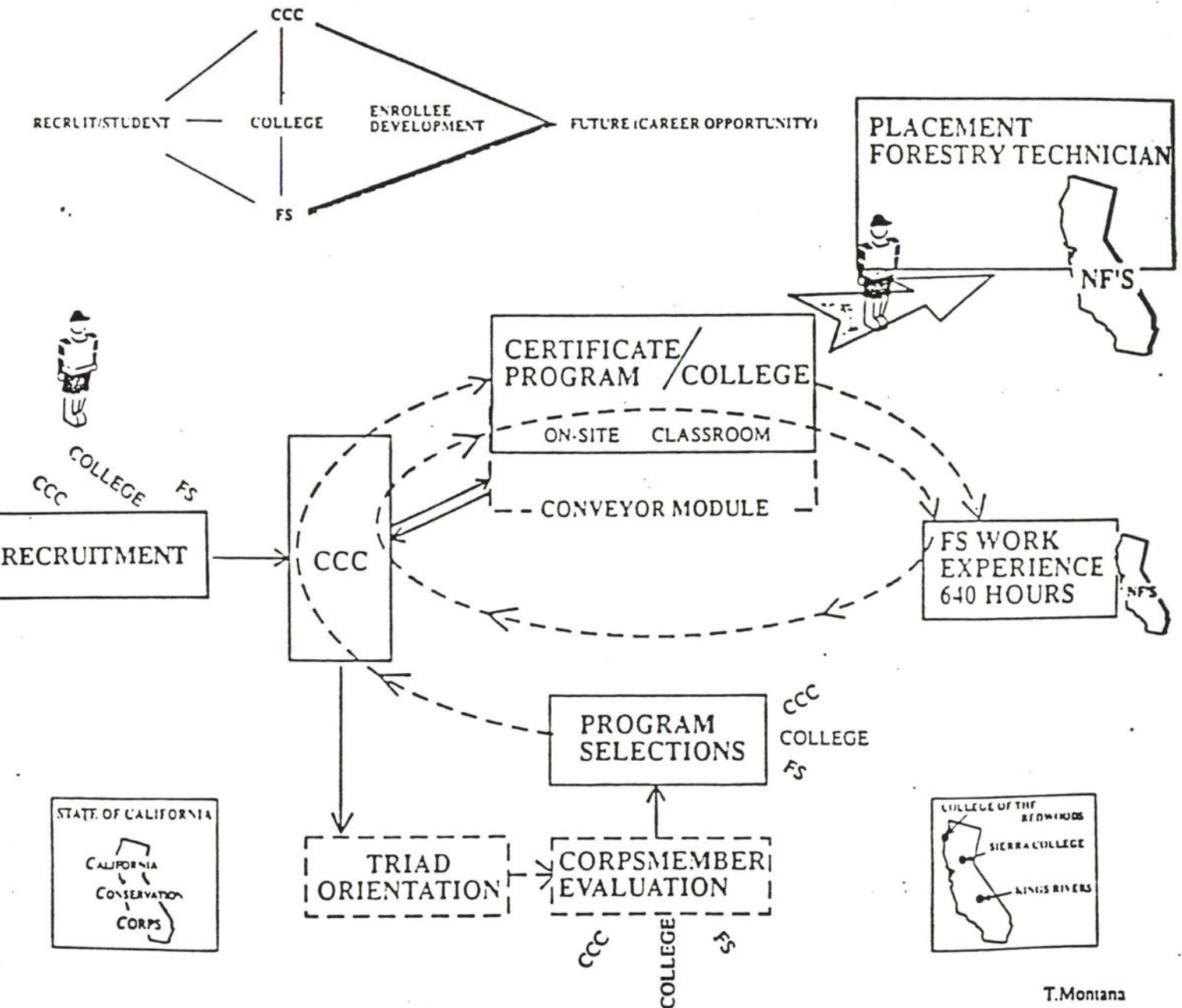
"INTERGENERATIONAL EQUITY"

"INVESTMENT IN THE FUTURE"

CREATES SUPPLY & DEMAND

EXTRA-ORDINARY 18 MONTH
PROGRAM FOR ENROLLEE

Paid work experience
Paid education
Results in a future



T. Montana

Highly motivated/interested enrollees

DEMONSTRATED SATISFACTORY
PERFORMANCE WITH CCC

COLLEGE

PROGRAM
SELECTIONS

ABILITY TO SUCCEED

WORKFORCE
CREDENTIALING CONSIDERATIONS

HIGH SCHOOL DIPLOMA OR GED
ATTAINMENT

ISSUING AUTHORITY
2133202

COMMUNITY COLLEGE

DIVIDE ACADEMIC TRAINING
Specialized Vocational - Forestry/Natural Resources

STANDARDIZED CURRICULUM
Modules given on established schedules

CONVEYOR PRINCIPLE
12 month cycle

ENTRY INTO PROGRAM ON MONTHLY BASIS

WORK/LEARN INSTRUCTIONAL CONCEPT

ACADEMIC DAILY ATTENDANCE (REVENUE)

INDICATE COLLEGE STAFF TO PROGRAM

WILL AWARD VOCATIONAL CERTIFICATE OF
TECHNOLOGY REQUIRED

CERTIFICATE
PROGRAM / COLLEGE

ON-SITE CLASSROOM

CONVEYOR MODULE

TECHNICIAN POSITION

GS-3 - \$12,982 PA (\$6.22/HR)
GS-4 - \$14,573 PA (\$6.98/HR)

HOUSING PROVIDED
IF AVAILABLE

ASSIGNED TO UNIT AT WHICH
INTERNSHIP WAS SERVED

ENTITLED TO FEDERAL BENEFITS

HIGHER EDUCATION OPPORTUNITIES
MAY BE AVAILABLE

Ameicorps pg 10

PLACEMENT
FORESTRY TECHNICIAN



FOREST SERVICE INTERNSHIP

640 WORK HOURS REQUIRED
Work experience must be completed
prior to certificate award

FOREST SERVICE EMPLOYEES (COOP-ED)
Work internship at NF for which initially selected

APPOINTED TO GS-2 OR
GS-3 STUDENT TRAINEE SERIES
GS-2 - \$11,897 PA (\$5.70/HR)
GS-3 - \$12,982 PA (\$6.22/HR)

HOUSING PROVIDED

SUBSISTANCE TO BE PROVIDED
BY COOP STUDENT

SAFETY EQUIPMENT TO BE
PROVIDED BY FS

ENTITLED TO FEDERAL BENEFITS

FS WORK
EXPERIENCE
640 HOURS



MAY 9, 1990

INTERAGENCY COOPERATION

ows for the application of prudent and judicious
gment in the use of our financial, human, and
pital resources in a manner that will meet today's
eds as well as ensure tomorrow's future.

ovides for a concerted effort to provide the best
ssible stewardship of these resources.

courages sustained business performance
er the long run.

eatures 'TEMPLATE' for other agencies to
ODEL AND ADOPT'.

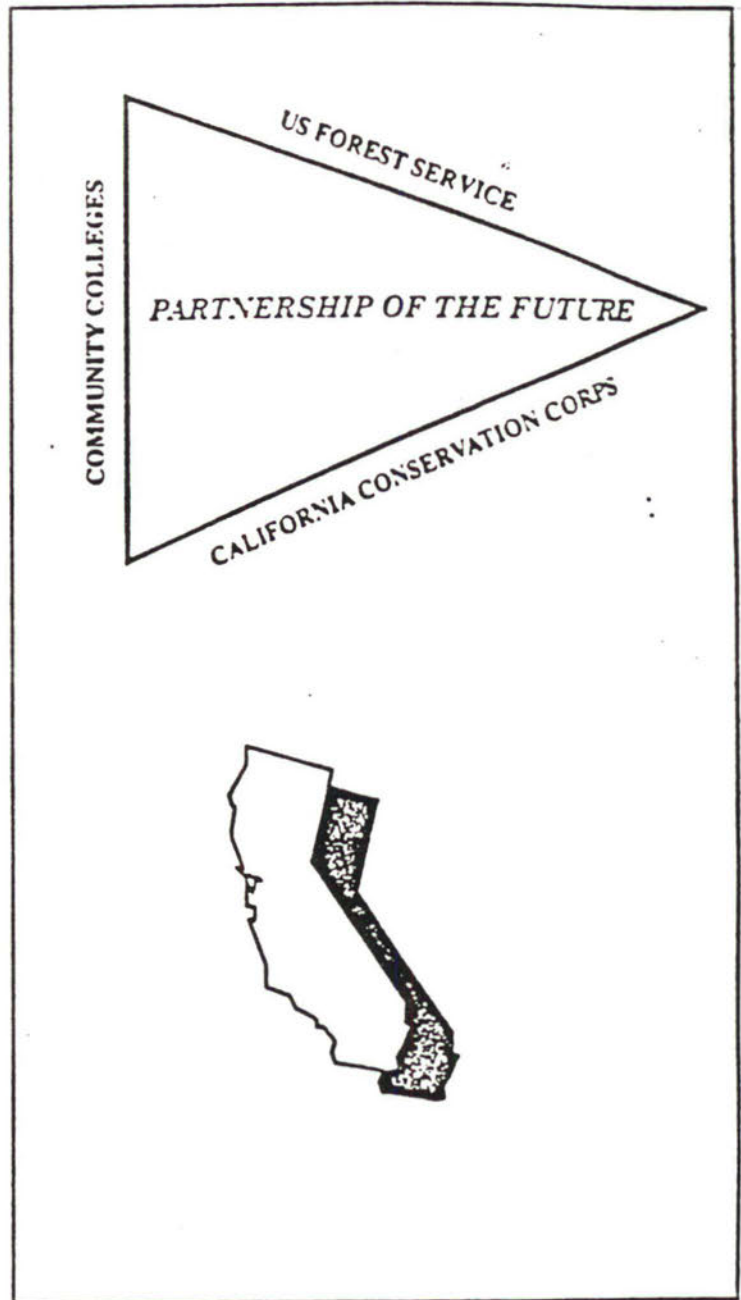
cial responsibilities and obligations

Establishes 'EQUAL EMPLOYMENT AND
EDUCATIONAL OPPORTUNITY'

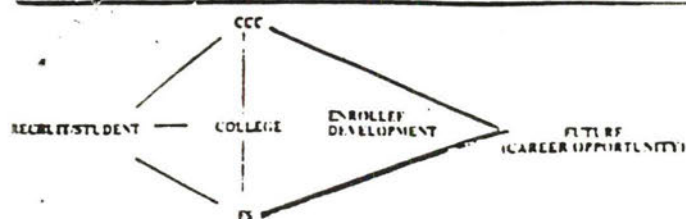
Capitalizes on the acquired knowledge, skills, and
abilities of enrollees.

Serves as an alternative for a better 'QUALITY OF
LIFE'.

Develops the nation's 'YOUTH' so that they may
contribute to society.



USDA FOREST SERVICE,
SIX RIVERS NATIONAL FOREST
TONY MONTANA - HUMAN RESOURCE MANAGER



FOREST SERVICE

No new facilities
No capital outlay
Cost minimal
Recipient of "WELL TRAINED/EDUCATED" Technicians
Will meet "OMO" parity guidelines
Addresses "Aging and Shrinking" Workforce issue
Inter-Regional and Nationwide application
(ie: State, Federal, Local)

COMMUNITY COLLEGES

Educational mission
"BOLSTER" Forestry/Natural Resource Programs
"Average Daily Attendance"

CALIFORNIA CONSERVATION CORPS

Increase "TENURE" of Corpsmembers
Improve job placement statistics
Wider range of applicants
National recognition

PROGRAM RECRUITMENT

CCC CONVENTIONAL METHODS

COLLEGE REFERRALS

FOREST SERVICE REFERRALS

Inexperienced applicants
Skilled temporary employees

HIGH SCHOOL REFERRALS

COMMUNITY GROUP REFERRALS

OTHER AGENCIES



CCC
COLLEGE
←

RECRUITMENT

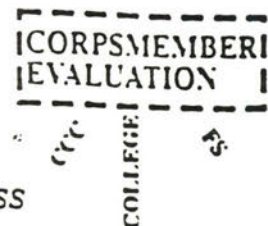
TRIAD "PARTNERS" EVALUATE "POTENTIAL" STUDENTS pg 12.

Students will be evaluated after 4 months W/CCC

CCC - WORK EXPERIENCE,
BEHAVIOR AND ABILITY

COLLEGE - ACADEMIC
HISTORY, FUTURE SUCCESS

FOREST SERVICE - STUDENT
EVALUATION, ABILITY FOR SUCCESS



TRIAD ORIENTATION

ALL CORPSMEMBERS WILL RECEIVE
TRIAD ORIENTATION

Academy
Camps

INTERESTED STUDENTS
WILL REGISTER

STUDENTS WILL PREPARE FOR
EVALUATION/SELECTION



CENTER DIRECTORS AND STAFF
WILL MONITOR

CALIFORNIA CONSERVATION CORPS

CALIFORNIA CONSERVATION CORPS (CCC)

Recognized worldwide for it's conservation
work involving "YOUTH"

CREATED IN 1976

>2000 CORPSMEMBERS STRONG

CCC IS A WORK ETHIC PROGRAM

OPEN TO YOUNG MEN AND WOMEN

Age - between 18 and 23
Not on parole or probation
Year long program
No economic/social eligibility required

CCC

PROVIDES FOR BOARD AND CARE, WAGE, WORK
EXPERIENCE, INCIDENTAL TUITION EXPENSES

SELECTION BASED ON CALIFORNIA
"CLF" INDICES



National Association of
Service & Conservation Corps

Making the Public Lands Corps Act

Work for

USDA - Forest Service

Prepared for

Regional Human Resource Program Directors

March 23, 1993



National Association of
Service & Conservation Corps

SUMMARY

NATIONAL AND COMMUNITY SERVICE TRUST ACT OF 1993

The National and Community Service Trust Act of 1993, P.L. 103-82, creates a new Corporation for National Service. Under the Corporation, the ACTION agency and the Commission on National and Community Service will be merged. ACTION's programs were reauthorized as part of the Trust, although they retain an authorization separate from the new "national service" programs which are authorized at \$300,000,000 for FY 1994, \$500,000,000 for FY 1995 and \$700,000,000 for FY 1996. To receive national service funds, states must set up State Commissions, and submit a state plan to the Corporation for National and Community Service. Provisions are made for national organizations, federal agencies, and local and state programs (which want to replicate themselves nationally) to apply directly to the Corporation for funding.

National service participants may enroll for up to two years and will receive up to \$4,725 per year in college or job training scholarships or loan forgiveness. With limited exceptions, national service programs must provide all full-time participants with a living allowance equal to or greater than the average annual subsistence allowance provided to VISTA volunteers (currently \$7,440 annually). The Corporation shall contribute up to 85% of the level of the average subsistence allowance to a program's living allowance costs.

(Eli Segal)
The Corporation will be headed by a Chief Executive Officer who shall be appointed by the President, with the advice and consent of the Senate. All board members will also be appointed by the President with the advice and consent of the Senate.

Funding will be provided to carry out full or part-time national service programs, including summer programs. Funding can be provided for the establishment, operation, or expansion of a program and may not cover a period of more than three years. After three years, renewal is possible. Federal agencies which receive national service funds are allowed to enter into contracts or cooperative agreements with an existing national service program of high quality. The State Commissions and Corporation will both set priorities for the types of national service programs to be assisted.

Eligible national service programs must address unmet human, educational, environmental or public safety needs. Most of the programs which are eligible for funding are in the new Subtitle C. These programs include community corps; year-round or summer youth corps programs; programs that provide specialized training in service learning; service programs that recruit individuals with specialized skills or provide specialized pre-service training; individualized placement programs; campus-based programs; preprofessional training programs; professional corps programs; programs for economically disadvantaged 16-24 year olds which combine service, education, and employment skills and in which participants meet the housing needs of low-income families; national service entrepreneur programs which identify, recruit, and train gifted young adults; intergenerational programs; programs administered by a combination of nonprofit organizations located in low-income areas; community service programs designed to meet the needs of rural communities; programs which seek to eliminate hunger; and such other national service programs as the Corporation may designate.

(over)

Other programs which are authorized, but do not have a separately authorized appropriation, include the Military Installation Conversion Demonstration program to provide meaningful service opportunities for economically disadvantaged youth in communities affected by base closures or realignments; the Public Land Corps Act which allows the Secretaries of Interior and Agriculture to create such a Corps or utilize existing conservation corps to carry out conservation projects on public lands, Indian lands and Hawaiian home lands; and the Urban Youth Corps which allows the Secretaries of HUD and DOT to enter into contracts and cooperative agreements with any qualified urban youth corps to perform service projects.

		Program	1994 Funds*	Who May Apply?	Description of Program
ServeAmerica		School-Based Service-Learning (Subtitle B1A)	\$25.5 Million	States may apply through their State Educational Agencies. 75% of these funds will be distributed by population and Chapter 1, ESEA, and 25% will be distributed competitively. 3% of these funds have been set aside for Indian tribes and U.S. Territories.	School age individuals will participate in service-learning projects, examples of which might include programs to expand state capacity, to provide teacher training, to develop service-learning curricula to establish effective outreach programs.
		Community-Based Service-Learning (Subtitle B1B)	\$4.5 Million	State Commissions, grant-making entities, and qualified organizations may compete for these funds.	Qualified organizations will implement, operate, expand, and replicate community-based programs providing meaningful service.
		Higher Education Service-Learning (Subtitle B2)	\$10 Million	Higher education institutions may apply as may combinations of higher education institutions and partnerships between institutions of higher education and nonprofits.	University students, faculty, administration, staff and local residents will be employed in programs designed to engender a sense of social responsibility and meet community needs.
AmeriCorps Grants/VISTA/CCC		States by Formula (Subtitle C)	\$60 Million	State Commissions and approved alternative state entities may apply for funding to make sub-grants to programs which can include public and private nonprofit organizations and other state agencies.	These programs address education, human, public safety and environmental needs. Such programs may include: (1) Community corps involving diverse teams of participants, (2) Full-time youth corps, (3) Training in service-learning, (4) Recruitment of individuals with specialized skills, (5) Individual placements, (6) Campus-based service, (7) Pre-professional training, (8) Professional corps, (9) Programs where economically disadvantaged youths and young adults work to meet housing and community needs in low income areas, (10) Entrepreneurial programs for gifted young adults, (11) Inter-generational programs, (12) After-school "safe places," (13) Programs focusing on rural community needs; and (14) Programs to alleviate hunger.
		States Competitive (Subtitle C)	\$60 Million		
		National Competitive (Subtitle C)	\$56.7 Million	State subdivisions, public and private nonprofits, including higher education institutions, and Federal agencies may compete for these funds, although no more than one-third of this money may go to Federal agencies.	
		Indian Tribes & U. S. Territories (Subtitle C)	\$3.6 Million	Indian Tribes and U.S. Territories may apply.	
		VISTA (Volunteers in Service to America)	\$41.9 Million	Local sponsors may be state or local public agencies or private nonprofit organizations.	
		CCC (Civilian Community Corps)	\$30 Million	Headquartered in Washington, this is a new, federally managed residential program which will be located in sites across the country.	
National Senior Volunteer Corps		Foster Grandparent Program	\$66.1 Million	Community based private and public nonprofit organizations may apply for these funds.	This program pairs volunteers with children who have exceptional or special needs, including children with disabilities, children needing literacy assistance, teen parents and their dependents.
		Retired & Senior Volunteer Program	\$34.4 Million		This program involves citizens age 55 and older in a variety of community service projects designed to best utilize their skills and experience.
		Senior Companion Program	\$29.7 Million		Senior companions provide assistance to other adults, especially the frail elderly who are homebound. These services help the homebound achieve and maintain their highest possible level of independent living.

*Amounts shown are expected, estimated funding levels; final amounts will be determined through the appropriations process.

The National and Community Service Trust Act of 1993

Other Grant Funds	Program	1994 Funds*	Who May Apply?	Description of Program
	The Points of Light Foundation	\$5 Million	Not a grant-making organization, the Foundation works through the media, businesses, government, not-for-profit organizations and Volunteer Centers across the country to serve as a catalyst for community service initiatives.	The Foundation is an independent, not-for-profit organization dedicated to mobilizing leaders from all sectors of society to motivate their members for community service. The Foundation provides tools and resources needed to engage the American public in community service.
	Training & Technical Assistance (Subtitle C)	\$12 Million	States, Indian tribes, labor organizations, and other national service organizations may apply.	Training and technical assistance will be made available either directly or through grants to current and prospective national service grantees.
	Disability Funds (Subtitle C)	\$3 Million	Programs which focus on the needs of individuals with disabilities may apply for these funds.	The Corporation must make grants to programs targeting individuals with disabilities.
	Disaster Relief Funds (Subtitle C)	\$10 Million	Disaster relief programs may apply.	Disaster funds may be offered when appropriate.
	Challenge Grants (Subtitle C)	\$10 Million	High quality national service programs may apply.	The Corporation may match privately-raised funds dollar for dollar for selected programs.
	Investment for Quality & Innovation (Subtitle H)	\$15 Million	Individuals, organizations conducting research or summer programs, planning coordination activities, and states or other entities receiving training and technical assistance may all apply for these funds.	The Corporation may support a wide variety of activities in a number of ways including research, individual training, summer programs, youth leadership programs, Presidential awards & military conversion.

*Amounts shown are expected, estimated funding levels; final amounts will be determined through the appropriations process.

First class
postage and fees paid
CNCS
Permit G774

Mr. Andrew Moore
NASCC
666 Eleventh Street, N.W.
Suite 500
Washington, D.C. 20001

For more information write to:

The Corporation for National and Community Service, 1100 Vermont Ave., NW, Washington, DC 20525.



National Association of
Service & Conservation Corps

Summary - Public Lands Corps Act of 1993

Sections 201-210 of the National and Community Service
Trust Act, P.L. 103-82

Overall: This title of the national service bill specifically provides the Secretaries of Interior and Agriculture the ability to establish year-round corps programs for young adults, to contract with state and local corps programs, and to contract for individual-placement resource assistants.

Specifics:

Establishes a Public Lands Corps within the Department of the Interior and the Department of Agriculture for young adults ages 16-25.

Authorizes each Secretary to enter into contracts or cooperative agreements with any qualified youth or conservation corps, and with operators of resource assistant programs.

Authorizes each Secretary to utilize the Public Land Corps or contracted corps to carry out conservation, restoration, or rehabilitation projects, and to establish conservation centers to house participants in residential corps programs.

Instructs each Secretary to provide living allowances, terms of service, and post-service benefits consistent with the National and Community Service Act (NCSA). Makes participants eligible to receive national service educational awards. Also provides for deferral of Stafford Loans while in the corps.

Applies displacement language in NCSA to the Public Lands Corps.

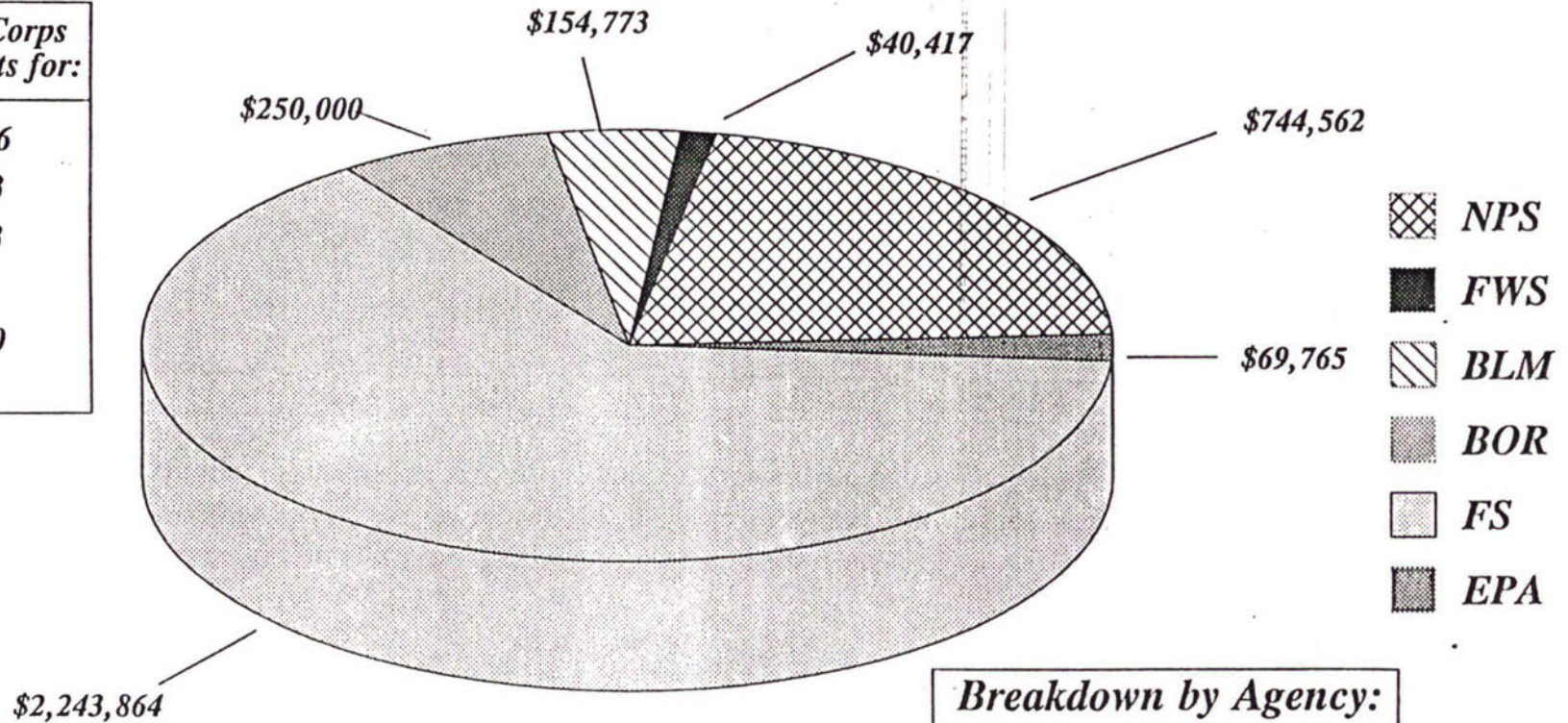
Authorizes each Secretary to pay up to 75% of the cost of projects carried out by corps under contract. No cost share would be required in the case of projects carried out directly by a Federal corps or projects on Indian lands. Authorizes each Secretary to accept donations for operating a Federal corps and carrying out projects.

Makes each Secretary eligible to apply for support of the Public Lands Corps, or for contracting with qualified corps, from the Corporation for National and Community Service.

Federal Agency Conservation Projects

The Youth Corps Role

Number of Corps doing projects for:	
NPS	- 6
FWS	- 3
BLM	- 3
BOR	- 1
FS	- 10
EPA	- 3



Total: \$3,503,381 (approximately 2.5% of corps budgets nationwide)
Department of Interior Total - \$1,189,752

Breakdown by Agency:

NPS -	\$744,562
FWS -	\$40,417
BLM -	\$154,773
BuRec -	\$250,000
USDA-FS -	\$2,243,864
EPA -	\$69,765

NASCC M E M O R A N D U M

TO: Federal Agency Partners and Youth Corps Directors

FROM: Andrew Moore, Director, Special Projects

RE: What we know now re: Corps working with Federal agencies

DATE: January 13, 1994

NASCC recently asked corps to report 1993 figures for Federal agency work sponsorship. Please treat the figures below as preliminary estimates. Figures are not adjusted to reflect multi-year agreements. They simply reflect the dollar values of contracts, cooperative agreements, and cost shares as reported by corps programs.

Corps Program	NPS	FWS	BLM	BuRec	USDA-FS	EPA
Arizona CC	\$16,494	15,017	37,273		117,373	
California CC	\$45,000		100,000	250,000	915,000	58,265
Los Angeles CC	\$33,000				255,000	
Marin CC	\$97,068					
Montana CC	\$3,000		17,500		12,938	7,000
New Hampshire CC		10,000			15,000	
Northwest YC					680,000	
Ohio Civilian CC					20,000	
San Francisco CC	\$550,000					4,500
SE Alaska Corps					64,553	
Vermont YCC					60,000	
Wisconsin CC		15,400			104,000	
TOTAL:	\$744,562	\$40,417	\$154,773	\$250,000	\$2,243,864	\$69,765
< <DEPT. OF INTERIOR TOTAL \$1,189,752> >						
GRAND TOTAL:	\$3,503,381 (approximately 2.5% of corps budgets nationwide)					

Youth Corps That Have Expressed Interest in Doing More Work for USDA - Forest Service

Western U.S.

Serve Alaska Youth Corps*
Arizona Conservation Corps*
California Conservation Corps*
Colorado Conservation & Service Corps
Lane Metro Youth Corps (Oregon)
Los Angeles Conservation Corps*
Montana Conservation Corps*
Northwest Youth Corps (Oregon)*
Oregon Youth Conservation Corps
Youth Force: The Salt Lake County Service/Conservation Corps (Utah)
Washington Service Corps

Midwest

Minnesota Conservation Corps
Missouri Conservation & Service Corps
Ohio Civilian Conservation Corps*
Wisconsin Conservation Corps*

East / South

Bradford Area Conservation Corps (Pennsylvania)
Fayette County Citizen's Conservation Corps (West Virginia)
Florida Conservation & Service Corps
Maine Conservation Corps
Maryland Conservation Corps
McDowell County Citizen's Conservation Corps (West Virginia)
New Hampshire Conservation Corps*
New Jersey Youth Corps
Ohio-West Virginia YMCA Corps
Opportunity Knocks Corps (Virginia)
Pennsylvania Conservation Corps
Vermont Youth Conservation Corps*

* Denotes those corps with existing relationships with USDA-Forest Service.

Tips for a Successful Public Lands Corps Proposal

Here are some tips as you and your colleagues prepare project proposals to be folded into the USDA-Forest Service national service application.

- * Tailor your proposal to provide six-twelve months of crew work on tasks on National Forests in your region. Select a stirring theme for the proposed set of tasks, stressing what is unique to your area.
- * Total cost for a 10-person, twelve-month crew with supervisor (including the \$2633 post-service benefit) should come to about \$ 240,000.
See attached budget for details and potential cost-shares and in-kind contributions.
- * The Corporation will only pay 85% of stipend and health insurance costs -- someone (either the National Forest or the corps) will have to come up with 15% hard cash to close the gap.
N.B. Health insurance must be provided only in those cases where corpsmembers don't have access to health coverage. If a partner corps needs a source of health coverage, and does not already use the NASCC health insurance policy you may be able to sign on for this purpose for a premium of roughly \$55/month/corpsmember.
- * Other components of the Forest Service and corps match -- training, education, transportation, supervision, overhead -- can be in-kind. It would be best if the corps share came from non-federal sources.
- * Any projects described under the proposal must not be duplicated later in corps proposals to state service commissions, nor in multi-state national direct proposals.

Public Lands Corps -- Sample Crew Budget

3/23/94

	<u>Corporation</u>	+	<u>DOI Bureau</u>	+	<u>Partners</u> Corps/other	=	<u>Total</u>
A. Participant Support Costs							
▪ Living Allowance	\$ 63,240				\$ 13,160		\$ 76,400
▪ Education Awards	47,250						47,250
▪ Health Care	6,000						6,000
▪ Child Care	???						
▪ Training and Education			IK				8,000
▪ Uniforms & Safety Equipment					3,000		3,000
▪ FICA & Workers' Compensation	12,330				2,570		14,900
▪ Other -- Recruitment					500		500
SUBTOTAL	\$128,820						\$156,050
B. Staff							
▪ Salaries (Crew Supervisor)							22,000
▪ Benefits/Taxes @ 25%							5,500
▪ Training			IK				1,000
▪ Other Staff -- Crew Share of Education, Work Program, Office							12,500
SUBTOTAL							\$ 41,000
C. Operational							
▪ Travel/Transport (at/to worksite)			IK				6,500
▪ Supplies (Educ & office @ 5% personnel)							7,800
▪ Equipment - Tools, vans/insurance, etc.			IK				8,000
▪ Other							
SUBTOTAL							\$ 22,300
D. Internal Eval/Monitoring	\$ 6,600 (3% overall)		2,200IK (1%)				\$ 8,800
E. Administration	\$ 6,440 (5% CNCS)		2,520IK		2,000IK		\$ 10,960
TOTALS	\$141,860		\$38,270		59,780		\$239,110
Percentages	59%	+	16%	+	25%	=	100%

"IK" denotes potential for National Forest in-kind contribution -- \$ values need to be assigned to these items.

Public Lands Corps -- Sample Crew Budget, Page 2

Assumptions and Notes

Overall: Total for many items appears in far right-hand column. In-kind share contributed by Forest and partners remains open, subject to local negotiation.

Participant Support Costs:

Costs listed are for a nonresidential, full-time, year-round crew of 10. Partners contribute 15% share of living allowance. Living allowance line item also includes \$2,000 crew allowance for raises paid during the year. Worker's comp figured at 12%, FICA at 7.5%.

Health Care: NASCC group policy, approx. \$55/month/person. Partners contribute 15% share.

Crew share of other staff: Assumes total salaries + benefits for these positions of \$125,000, with cost amortized across 10 crews.

Applicant Name: U.S. EPA
 Program Name: Anacostia River Project
☐ Aggregate ☒ Program (if applicable)

	Corporation Share (CNCS) Funds Requested from the Corporation	Grantee Share Other Federal/State/ Local/Private Funds	Total Total Program Funding
A. PARTICIPANT SUPPORT COSTS			
Training and Education	<u>20,000</u>	<u>16,723</u> EPA	<u>36,723</u>
Uniforms	<u>700</u>	<u>5,000</u> EPA*	<u>5,700</u>
(please specify in Budget Narrative) Other			
Subtotal	<u>20,700</u>	<u>21,723</u>	<u>42,423</u>
B. STAFF			
Salaries	<u>122,000</u>	<u>60,100</u> EPA	<u>182,100</u>
Benefits	<u>24,925</u>	<u>24,925</u> EPA*	<u>49,850</u>
Training		<u>2,000</u> EPA*	<u>2,000</u>
(please specify in Budget Narrative) Other		<u>32,967</u>	<u>32,967</u>
Subtotal	<u>146,925</u>	<u>95,067</u>	<u>241,992</u>
C. OPERATIONAL			
Travel	<u>3,800</u>	<u>2,000</u> EPA*	<u>5,800</u>
Transportation	<u>13,420</u>	<u>2,000</u> EPA*	<u>15,420</u>
Supplies	<u>14,771</u>	<u>10,000</u> EPA*	<u>24,771</u>
Equipment	<u>3,000</u>	<u>3,000</u> EPA*	<u>6,000</u>
(please specify in Budget Narrative) Other	<u>14,480</u>	<u>52,000</u> DSC	<u>66,480</u>
Subtotal	<u>49,471</u>	<u>69,000</u>	<u>118,471</u>
D. INTERNAL EVALUATION MONITORING			
	<u>—</u>	<u>15,000</u> *	<u>15,000</u>
E. ADMINISTRATION			
	<u>800</u>	<u>54,257</u>	<u>55,057</u>
	(may not exceed 5% of Corporation funds, A-F)	<u>15,469</u> (COG) <u>875</u> (EPA) <u>37,913</u> (DSC)	
(in dollar amounts) Total A-E	<u>217,896</u>	<u>255,047</u>	<u>472,943</u>
Percentages	<u>46.1</u> %	<u>53.9</u> %	<u>100</u> %

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

These costs cover EPA's share of a Corps member group of 75, 20 Corps members.

*\$30K in FY 1995 funds

\$25K in FY 1994 funds

BUDGET FORM AMERICORPS NATIONAL DIRECT APPLICATION



Washington Gas
District of Columbia Division

1100 H Street, N.W.
Washington, D.C. 20080

Roberta Willis Sims
Vice President & General Manager
(202) 624- 6665

November 30, 1994

Agencies Funding AmeriCorps Programs
Through DC Service Corps
c/o Ms. Meg Maguire
Senior Program Officer
AmeriCorps, Corporation for National Service
1201 New York Avenue, NW
Washington, D.C. 20525

Dear Madames/Sirs:

I write to provide the following additional information in response to your memorandum dated November 14, 1994:

1. The meeting of November 8th lasted for over six hours. Issues raised included:
 - o communications regarding health care, day care, misinformation
 - o rules and policies - tardiness handbook, docked pay, Saturdays, no shows, make-up hours, corpsmember input
 - o Employee manual regarding leave and sick days
 - o program planning
 - o team leader meetings
 - o orientation for new corpsmembers
 - o rotation problem
 - o Friday, as education day
 - o Staff development - team building, conflict resolution

In subsequent discussions with the team leaders and actions taken by the DCSC, the issues above were resolved or are in the process of being resolved. For example:

Page 2
Ms. Meg Maguire
November 30, 1994

- o Each corpsmember has been enrolled in the NASCC health care program.
- o Provisions for daycare services have been arranged for those corpsmembers needing these services.
- o The issues regarding rotation have been discussed with and accepted by team leaders and corpsmembers. To alleviate further concerns, corpsmembers have met with their agencies to outline and develop program initiatives for the 1994-95 fiscal year.
- o A three-day (11/21-23) re-orientation was provided to all corpsmembers. Representatives from the Environmental Protection Agency, Department of Transportation, U.S. Department of Agriculture and the D.C. State Commission on Community Service took part in the program.

Dr. Jeff Johnson conducted a half-day session on team building. The culmination of this work resulted in the creation and acceptance by team leaders and corpsmembers of a vision statement for the D.C. Service Corps.

Corpsmembers also participated in workshops on tutoring tips for children, professionalism in the workplace, and working with the elderly.

In addition, committees comprised of one representative from each team have been established. These committees are the Education Day, Signature Day, (Saturday-special community service projects), Fundraising and Special Events, and the Discipline committees.

Communication among team leaders, corpsmembers and the DCSC administration has improved significantly. This communication occurs in one or more of the following ways: during "PT", team leader meetings, and in the convening of general sessions.

2. NASCC memberships/Health policy - The D.C. Service Corps has been a member of NASCC since 1991. The health policy is carried by NASCC.
3. No response required.

- 4,6. Team Leader salary calculations - The teams are based on a 10:1 corpsmember/supervisor ratio. The fair share cost is 2.3% to support DC's 23 corpsmembers. It ensures a fair costing allocation to each sponsoring agency across the program based on the number of corpsmembers assigned to each project sponsor. This method is used with all project sponsors to develop fair share cost.

The formula is:

23 (corpsmembers) divided by 10 (team base size) times 100% (percent of time engaged) times \$23,000 (salary) equals the team leaders budget figure.

Commission Staff indicated in its November 9 meeting with the DCSC and other grantors that the Commission staff's only outstanding issue was related to team leader salaries.

5. USDA/EPA Interpretations - This issue has been resolved. Corpsmembers will remain on site and rotate within the program. The DCSC has arranged and teams have met with the sponsoring agencies on enhancing the programs currently in place by incorporating additional components based on their particular theme. The proposal that was accepted included incorporating additional components based on the agency's particular theme. The program design team is comprised of appropriate team leaders, corpsmembers, the Deputy Director, and ARE staff.

Corpsmembers also contributed their input to the program enhancement phase during re-orientation, which was held November 21-23, 1994. The discussion regarding rotation was accepted by corpsmembers in a general meeting held on November 16, 1994.

7. ARE provides services to over 700 youngsters, ages six weeks to 17 years, on any given day through various programs which are located in the four quadrants of the city.

- o Family Day Care Homes (see enclosure)

ARE operates 16 family daycare homes which service children 6 weeks old through 5 years of age.

- o Infant Centers (school based)

ARE operates the Dunbar, Spingarn, and Ballou Child Development Centers. These centers provide daycare services to teenage parents who

wish to return to school after their pregnancies. These centers service infants through 5 years old.

o Celebration in Learning

This comprehensive child care center is located at Slater School and services children 2 1/2 to 5 years of age.

o Headstart

The District of Columbia Public Schools has a contract with ARE to provide Headstart services to children 3 to 5 years of age. ARE operates a model Headstart program, which consist of two classrooms, totaling 33 children.

o Developmental Before & After School Programs (DB/A)

ARE operates 14 DB/A programs which service children in PreK through 6th grade.

o Home Study Centers

ARE operates 6 Home Study Centers which service children in grades Kindergarten through 12th grade.

In addition, ARE is a member of the Washington Child Development Council, a consortium of some fifty early childhood programs around the city that share referrals.

8. The following information pertains to your inquiry regarding ARE's involvement in an administrative oversight capacity, with the D.C. Service Corps:

o Upon funding availability, ARE Inc. will be paid the equivalent of the salaries that would have been allocated to the executive director and the administrative officer.

o Staff to be involved in an administrative oversight capacity are: Mrs. Brenda Strong Nixon, Dr. Helen Turner, Mr. Robert Fleming, Mr. Sheldon Jones, Ms. Serita Kelsey and Mrs. Theresa Richardson (resumes and ARE statement of capability are enclosed). Further, ARE will pull other staff with specialized experiences and capabilities from its staff of over 194.

- o ARE, Inc. currently employs 194 people to implement its various programs that serve over 700 young people daily. In addition to its 12 month programs, ARE, Inc. operates the largest summer youth employment program in the District of Columbia. Over the past 15 years, the effort has provided over 50,000 young people, ages 14-21 years old in meaningful/community oriented summer work.

The utilization of ARE, Inc. in the capacity described above is designed to provide continuity to a Corps that is in transition, to serve as a stabilizing agent, and to act as a bridge in support of the new Executive Director during his or her transition phase. The Board will assess the need in the future for ARE's services as the need arises. Documents are enclosed which detail the capabilities of ARE and which highlight its credentials.

9. Regarding the meeting with the member who is hearing impaired, the Deputy Director is seeking appropriate assistance through the Deaf Pride organization. Currently, the corpsmembers Team Leader is fluent in sign language and is serving as her communication link. Further, the team is learning how to sign through the Team Leader and their colleague (corpsmember) who is teaching them this new language. The Team is also looking forward to attending a Deaf workshop on Friday, December 2, 1994, because they are excited and very interested in learning how they can better communicate with their fellow corpsmembers and they also see the intrinsic value of learning how to communicate by signing.

With respect to your statement regarding numerous meetings with AmeriCorp members and Ms. Nixon as being "contentious", Ms. Nixon has had only two meetings with all of the AmeriCorp members. The first meeting concerned the fiscal situation of the organization, and involved a discussion of the allegations and misunderstandings that pervaded the Corps. Given the climate due to the widespread misinformation, the beginning of the meeting was strained. However, once corpsmembers understood that they would be paid, as they had been since joining DCSC, and after other issues were addressed, the strained atmosphere was abated.

The purpose of the second meeting of the corpsmembers was to apprise them of the rotation issue and to invite their participation, through their team leaders and corpsmember representatives on various committees, specifically created to address their needs.

10. The DCSC has raised \$98,540 of the \$199,000 target to be raised for this grant

year. The fact that we have been able to raise almost half of the match in spite of all that has transpired should be seen and recognized as our good faith effort to keep our part of the bargain to the young people of the DCSC.

With respect to DCSC's fundraising plan, we submitted proposals to various funding sources. These include Ford, Annie E. Casey, Dewitt Wallace, Kellogg, Carnegie and Pew Charitable Trust Foundation. We will also be seeking continued support from the Agnes Myer Foundation. The organization will reach out to corporations that are familiar with the D.C. Service Corps and we will also continue our quest to broaden our funding base by seeking new alliances with corporations not familiar with our community service work. The DCSC will also seek funding with the District government through such agencies as the D.C. Department of Employment Services, Summer Youth Employment Program.

11. Regarding the EPA's team attendance -- the initial understanding with EPA was to field a team of 20 corpsmembers (2 teams). However, the DCSC recruited and hired eleven corpsmembers for this component. The DCSC stopped recruiting when funding from EPA did not materialize on schedule and as of this date is still not in place. Four of the participants resigned, leaving seven corpsmembers on this team. The reasons why the four members resigned are basically the same reasons for the absences of some of the other members. They are as follows:

The corpsmembers were not and to date have not received the appropriate clothing and equipment to do the work they were asked to complete;

This work was all manual labor, such as tree planting, removal of thickets and other kinds of heavy duty forestry work;

Regarding corpsmembers leaving the site early -- according to the Deputy Director, some corpsmembers at the EPA site left at 3:00 pm, because there was no work to be completed. Those corpsmembers who left early will make up the time lost on Saturdays, performing various community service activities.

The DCSC has corrected the filing discrepancies by placing the necessary documents in the participants files and staff have been trained in the proper procedures.

Since the November 3rd report by Mr. Canty, several members resigned. Files were made available for 53 members. As was indicated previously, the DCSC

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Ms. Meg Maguire
November 30, 1994

did not think it was prudent to bring the Corps up to its full complement of 78 participants, when only one AmeriCorps sponsoring agency had committed funds. Since that time another AmeriCorps agency has committed resources and we have therefore hired corpsmembers to complete their teams and have replaced those corpsmembers who have resigned from existing teams with new recruits. As of Monday, November 21st, 58 corpsmembers will be on board.

On behalf of the Board of Directors, we remain optimistic that the issues raised have now finally been addressed to your satisfaction and that we will be able to move forward as expeditiously as possible with a fully funded DC Service Corps to serve well the needs of the District of Columbia.

Sincerely,

A handwritten signature in black ink, appearing to read 'Roberta Willis Sims', with a long horizontal flourish extending to the right.

Roberta Willis Sims
Chairman of the Board

Enclosures



FOR RENEWAL IN EDUCATION, INC./The Slater Building, 45 P Street, N.W., Washington, DC 20001/(202) 483-9424
FAX: (202) 667-5299

EXECUTIVE DIRECTOR
Brenda Strong Nixon

BOARD OF DIRECTORS
Brenda Strong Nixon
Acting Chairman

Donald Mauney
Acting Secretary

William W. Barr
Dr. Irvin D. Gordy
Dr. Arthur H. Hoyte

LEGAL COUNSEL
Gilbert E. DeLorme, Esq.

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Dr. Marilyn T. Brown
Joyce Burrell
Marcia Ciccarelli
Lorraine Drew
Rose H. Elder
Edna Lee-Long Green
Wanda Washington Hopkins
Rusty Jackson
Dr. Dorothy Jenkins
Lawrence Johnson
Brenda Strong Nixon
Alfreda M. White

PROJECTS

Advisory and Learning
Exchange

Ballou Sr. High School
Child Development Center

Spingarn Sr. High School
Child Development Center

Celebration in Learning
Child Development Center

Child Care Institute

Columbia House

Developmental Before and
After School Programs

Dupont Residences I, II, III

Educational Linkages Institute

Emeritus Teachers Project

Headstart Program

House/Schools

Youth Project

Penelope Ladd Wright
Memorial Foundation



A United Black Fund Member Agency

Ms. Roberta Sims
Vice President & General Manager
D.C. Division
Washington Gas Co.
1100 H Street, N.W.
Washington, D.C. 20080

Dear Ms. Sims:

Enclosed are packages to be given to the various agencies working with the D.C. Service Corp. These packages will give them a clear understanding of Associates for Renewal in Education, Inc's. (ARE) scope of services and corporate capabilities.

Additionally, the names of the following persons can be given to the various agencies to verify ARE's involvement with the youth of the District of Columbia.

Dr. Vincent Reed
Vice President of Communications
Washington Post
1150 - 15th St., N.W.
Washington, DC 20071

Mr. Maurice Sykes
Deputy Superintendent
D.C. Public Schools
415 - 12th St., N.W.
Washington, DC 20004

Mr. Darrell Hardy
Acting Director
D.C. Department of Employment Services
500 C Street, N.W.
Washington, DC 20001

Dr. Franklin Smith
Superintendent
D.C. Public Schools
415 - 12th St., N.W.
Washington, DC 20004

Dr. Vincent Gray
Director
Department of Human Services
801 East Bldg.
P.O. Box 54047
Washington, DC 20032

pg.2 letter to Roberta Sims

If I can be of further assistance do not hesitate to contact me at (202) 483-9424.

Sincerely,

 (KJP)

Brenda Strong Nixon
Executive Director

Federal Agency AmeriCorps Grantees
Technical Assistance Meeting
September 20, 1994

AGENDA

Have all states certified the health plan

- I. Welcome
Susan Stroud, Catherine Milton
- II. Q & A - Issues related to grants management
 - A. Catherine Milton
 - 1. Year 2 application schedule, procedures, funding levels
 - B. Terry Russell and Chuck Tremper
 - 1. AmeriCorps Member's liability coverage (tort claims coverage)
 - 2. AmeriCorps Member's workers compensation coverage
 - 3. AmeriCorps Member's unemployment insurance coverage
 - 4. FLSA exemption
 - C. Mike Kenefick and Vicki Turetsky
 - 1. Child care eligibility
 - 2. Contracts - child care, health care
 - 3. Severability of AmeriCorps projects
 - 4. Quarterly reporting requirements (format and substance) *6/3/95*
 - 5. Reimbursement issues (interagency agreement)
 - Funding transfer: confusion regarding the beginning of the fiscal year
 - Will funds be disbursed on a quarterly basis?
 - 6. Flexibility to move money around in the budget
 - 7. More full-time AmeriCorps Members than anticipated
 - can grantees request more money for these participants?
 - D. Anne Brossard
 - 1. DLA property *X464*
 - E. Chuck Supple
 - 1. Private sector fundraising
 - F. Meg Maguire
 - 1. Site visits by CNS staff
 - when scheduled, who, visit length, expectations
 - 2. Calendar - upcoming events, conferences
 - 3. State relationships

6063000
X. 448
G. Lance Potter

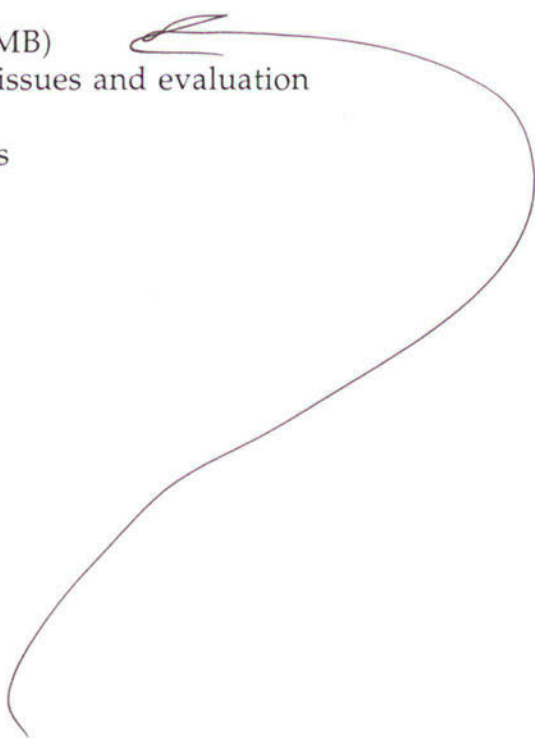
1. Specific expectations regarding project tracking, monitoring, evaluation
- customer satisfaction surveys
2. Role of agency as opposed to CNS regarding evaluation

H. Steve Semenuk (OMB)

1. OMB: clearance issues and evaluation

I. FY96 Budget Process

J. Discussion



395 4638

SCREENING CYCLES FOR GAINING ACCESS TO FEDERAL PROPERTY

Federal personal property includes such items as hand and machine tools, office machines and supplies, furniture, appliances, medical supplies, hardware, clothing, motor vehicles, boats, airplanes, construction equipment, textiles, and communications and electronic equipment. There are two screening cycles to gain access to property.

1. EXCESS PROPERTY SCREENING. "Excess" property refers to materiel which is still going through federal screening, and is available and open for screening by Federal agencies, the military services, and certain eligible organizations. After the excess screening cycle (approx. 15-60 calendar days), unclaimed property becomes "surplus" to the government. Federal agencies are restricted from obtaining equipment for other than their own use (ie, acting as an agent in supplying other organizations).

Base Closure Offices. The local base reuse authority, comprised of appointed military and civilian community leaders, develop a plan and determine how best to use base facilities being turned over to the community. The Base Reorganization and Closure procedures established that service activities integrated into the reuse plan can often obtain priority access and "best choice" of these materials. This is a higher priority than the SEA described below.

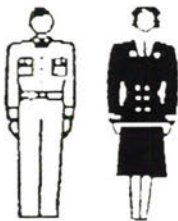
Defense Logistics Agency. DLA is the organization which manages DoD supplies on behalf of the Armed Forces. The **Defense Reutilization and Marketing Offices**, a national distribution network with outlets located in every state (mostly at or near military bases) manage, log, dispense, and store supplies.

Eligible Recipients: In addition to maritime academies and military service preparatory schools, the Secretary of Defense has designated "Service Educational Activities of Special Interest to the Armed Services" as eligible recipients of Department of Defense surplus property (see attached definition).

2. FEDERAL SURPLUS PROPERTY is that which is no longer needed by the Federal Government, was unclaimed by the Federal internal screening cycle, and is available to certain nonfederal organizations. Property is managed through GSA's **State Agents for Surplus Property** (see attached address list).

The Administrative Services Act of 1949 authorizes the GSA to transfer surplus personal property for donation to nonfederal public agencies and other specifically designated recipients. Public agencies, Nonprofit Educational and Public Health Activities, including Programs for the Homeless, programs for the elderly, Educational Activities of Special Interest to the Armed Services (SEA), and Public Airports.

Educational Activities of Special Interest to the Armed Services



ELIGIBLE RECIPIENTS

The Secretary of Defense has designated activities such as maritime academies, or military, naval, Air Force, or Coast Guard preparatory schools, and the following national organizations as eligible recipients of Department of Defense (DOD) surplus property:

- American National Red Cross
- Armed Services YMCA of the U.S.A.
- Big Brothers/Big Sisters of America
- Boys and Girls Clubs of America
- Boy Scouts of America
- Camp Fire, Inc.
- Center for Excellence in Education
- Girl Scouts of the U.S.A.
- Little League Baseball, Inc.
- National Association for Equal Opportunity in Higher Education
- National Ski Patrol System, Inc.
- Naval Sea Cadet Corps
- Operation Raleigh
- United Service Organizations, Inc.
- U.S. Olympic Committee
- Young Marines of the Marine Corps League/Marine Corps League

WHERE TO APPLY FOR INFORMATION

Information concerning the designation of schools or organizations as Service Educational Activities (SEA) can be obtained from the Assistant Secretary of Defense (Production and Logistics), Washington, DC 20301-8000.

Individual units of the national organizations such as Boy Scout or Girl Scout troops, Red Cross chapters, etc., should contact their regional or national headquarters regarding the donation and use of DOD surplus property. Eligible SEA schools should contact their sponsoring military service.

Public Airports



ELIGIBLE RECIPIENTS

Any State, political subdivision, municipality, or tax-supported institution may receive surplus personal property through donation for use in the development, improvement, operation, or maintenance of a public airport.

WHERE TO APPLY FOR INFORMATION

Public airports should contact the appropriate Federal Aviation Administration regional office (attention: Airports Division Chief) or the FAA, Office of Airport Planning and Programming (APP-1), Washington, DC 20591.

... And Other Eligible Donee Activities

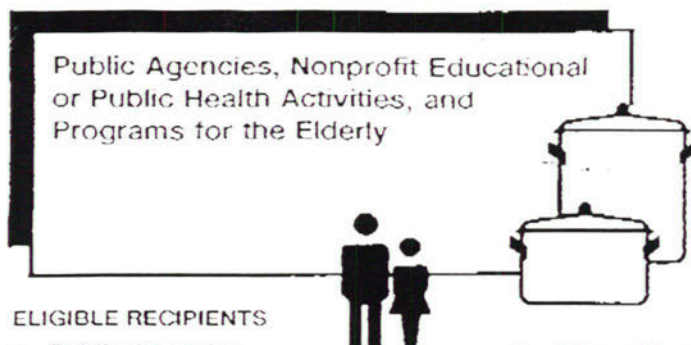


The Donation Program also encompasses provisions for donating special types and categories of surplus property. Examples of these programs include:

- Donations of forfeited distilled spirits, wine, and beer to eleemosynary institutions for medicinal purposes.
- Donations of blood plasma and other property to the American National Red Cross for charitable purposes. Donations are limited to property identified as having been processed, produced, or donated by the Red Cross to the Federal Government.
- Donations of surplus equipment and supplies to State and local governments for use in Presidentially-declared emergencies or major disasters.
- Donations of property to public bodies (any public agency, Indian tribe, or agency of the Federal government) in lieu of abandoning or destroying it.

WHERE TO APPLY FOR INFORMATION

Charitable medical institutions that wish to obtain seized and forfeited alcoholic beverages for use by their inpatients must first establish eligibility with the GSA National Capital Region. Red Cross units, public bodies, and State officials in charge of disaster operations should contact the appropriate GSA regional office for additional information on acquiring property for their respective programs. The addresses of these regional offices are printed in this pamphlet.

definition of SEA's**ELIGIBLE RECIPIENTS**

- **Public Agencies**

Public agencies involved in such activities as conservation, economic development, education, park and recreation programs, public safety, public health, programs for the elderly, and programs for the homeless may be eligible for donations of surplus personal property.

Public agencies generally include States, their departments, divisions and other instrumentalities; political subdivisions of States, including cities, counties, and other local Government units and economic development districts; instrumentalities created by compact or other agreement between States or political subdivisions; and Indian tribes, bands, groups, pueblos, or communities located on State reservations.

- **Nonprofit Educational and Public Health Activities, Including Programs for the Homeless**

Surplus personal property may be donated to nonprofit educational and public health activities exempt from taxation under sec. 501 of the Internal Revenue Code. The property must be used to aid education or public health, either directly or through research.

Nonprofit educational and public health activities may include medical institutions, hospitals, clinics, health centers, and drug abuse treatment centers; schools, colleges and universities; schools for the mentally retarded or physically handicapped; child care centers; educational radio and television stations; museums; and libraries.

Nonprofit, tax-exempt organizations which provide food, shelter, or support services to homeless people may also be eligible to receive surplus property through donation. Such organizations may include soup kitchens and day centers for the homeless; foodbanks which provide food directly to shelters and soup kitchens where homeless individuals are fed and/or provided sleeping accommodations; and overnight, daytime, and around-the-clock shelters where homeless individuals receive assistance, regardless of the cause or duration of the homelessness (includes shelters for battered spouses, abused children, and orphans; and half-way houses for temporary residence of homeless parolees, recovered mental patients, and recovered substance abusers).

- **Nonprofit and Public Programs for the Elderly**

State or local government agencies, and nonprofit organizations or institutions, which receive funds appropriated for programs for older individuals under the Older Americans Act of 1965, as amended under title IV or title XX of the Social Security Act, or under titles VIII and X of the Economic Opportunity Act of 1964 and the Community Services Block Grant Act, may be eligible to receive donations of surplus personal property for programs for the elderly.

Programs for the elderly may include programs that provide adult day care or other services essential for the general welfare of older people such as social services, transportation services, nutrition services, legal services, and multipurpose senior centers.

DISTRIBUTION OF SURPLUS PERSONAL PROPERTY

In accordance with the law, State surplus property agencies have been established by each State, the District of Columbia, Puerto Rico, and Virgin Islands, the Northern Mariana Islands, Guam and American Samoa to distribute personal property designated as surplus by the Federal Government. These State surplus property agencies advise applicants of eligibility requirements and procedures to be followed in acquiring Federal surplus personal property and of the conditions and restrictions placed on the property.

Most agencies maintain one or more distribution centers through which to receive property, display it to interested applicants, and effect donation transactions. Practically all operate on a self-sustaining basis by assessing recipients a service charge to cover handling, transportation, and administrative expenses.

CONDITIONS AND RESTRICTIONS ON PROPERTY

Clear title to donated property is not granted until a specified period of time has elapsed and the donee has fulfilled all Federal and State restrictions imposed on the property.

State restrictions may vary as each State agency is permitted to impose its own terms and conditions. Federal restrictions require that all property be placed into use by the donee within 1 year of acquisition and be used for at least 1 year thereafter. Additional restrictions are imposed by the General Services Administration (GSA) on certain types of property such as aircraft, vessels, and gifts received from a foreign government. Violations of any of the conditions or restrictions may require return of the property to the State surplus property agency.

WHERE TO APPLY FOR INFORMATION

Public agencies, nonprofit educational or public health institutions, and programs for the elderly may obtain information about eligibility and program requirements by contacting the Director, State Agency for Surplus Property, for the State in which they reside. State Agency addresses are printed in this pamphlet.

AmeriCorps Evaluation Components

Components of Grantee Evaluations

Set Annual Objectives

- Community Service
- Participant Development
- Community Strengthening

Continuously Improve

- Collect information about progress toward objectives
- Collect and use feedback from stakeholders to improve program quality

Cooperate with the National Evaluation

- Have members complete enrollment and exit forms
- Have sites complete Local Site Information Form
- Have sites complete Annual Accomplishments Survey

Components of National Evaluation

Impact Studies

All programs:

- Annual Accomplishments Survey

Select programs:

- Intensive impact studies

Program & Participant Descriptions

All programs:

- Participant enrollment forms
- Participant exit forms
- Site information forms

Effective Practice Studies

Select programs:

- Intensive studies

Policy Studies

Select programs:

- Intensive studies

Satisfaction Surveys

Select programs:

- Satisfaction surveys from partners, recipients, members, staff

Disseminate Information

- To grantees
- To Congress, public, stakeholders

**Due to grantee:
December 17, 1994**

1st Quarter Report

Grant Requirements:

- √ Financial Status Report form (SF 269A)
- √ Number of participants (full- and part-time) enrolled at end of quarter
- √ Hours this quarter:
 - direct service hours, by full- and part-time
 - education/training hours, by full- and part-time
 - nonparticipant volunteers
- √ Staff/structural changes
- √ Primary accomplishments
- √ Primary challenges
- √ Primary training & technical assistance needs*
- √ Important findings from evaluation efforts
- √ Progress toward objectives

**Due to grantee:
March 18, 1995**

**2nd Quarter Report
(Semi-Annual Report)**

- √ All information required in 1st Quarter, *plus*:
- √ Fund-raising update

Other Information:

- √ Interim Accomplishment Survey

**Due to grantee:
June 17, 1995**

3rd Quarter Report

- √ Same as 1st Quarter Report, (including training and technical assistance requests)

**Due to grantee:
September 16, 1995**

**4th Quarter Report
(Annual Report)**

- √ All information required in 1st Quarter, *plus*:
- √ Annual fund-raising data

Other Information:

- √ Final results of evaluation efforts, including summary of data collected and copies of instrumentation
- √ Annual Accomplishment Survey

*Training and technical assistance requests should be included in 1st and 3rd quarter reports only.

DRAFT

**Operating Site
Report Contents**

Due Date: January 3, 1995

1st Quarter Report

Grant Requirements:

- ✓ Aggregate* expenditures
- ✓ Aggregate number of participants enrolled (full- and part-time) at end of quarter
- ✓ Aggregate hours of:
 - direct service, by full- and part-time
 - education/training, by full- and part-time
 - nonparticipant volunteers
- ✓ Outstanding accomplishments
- ✓ Common challenges
- ✓ Alert regarding most pressing training and technical assistance needs**
- ✓ Alert regarding sites having problems or not meeting objectives
- ✓ Appendix: program reports

Due Date: April 3, 1995

**2nd Quarter Report
(Semi-Annual Report)**

- ✓ All information required in 1st Quarter, *plus*:
- ✓ Alert regarding programs having fund-raising problems

Due Date: July 3, 1995

3rd Quarter Report

Same as 1st Quarter. Report

Due Date: October 3, 1995

**4th Quarter Report
(Annual Report)**

- ✓ All information required in 1st Quarter, *plus*:
- ✓ Summary of annual fund-raising
- ✓ Summary of annual progress toward objectives

*"Aggregate" means summed site-level data
** Training and technical assistance alerts are submitted in 1st and 3rd quarter reports only.

**State Commission,
Federal Agency, and
Direct Grantee
Report Contents**

SCREENING CYCLES FOR GAINING ACCESS TO FEDERAL PROPERTY

Federal personal property includes such items as hand and machine tools, office machines and supplies, furniture, appliances, medical supplies, hardware, clothing, motor vehicles, boats, airplanes, construction equipment, textiles, and communications and electronic equipment. There are two screening cycles to gain access to property.

1. EXCESS PROPERTY SCREENING. “Excess” property refers to materiel which is still going through federal screening, and is available and open for screening by Federal agencies, the military services, and certain eligible organizations. After the excess screening cycle (approx. 15-60 calendar days), unclaimed property becomes “surplus” to the government. Federal agencies are restricted from obtaining equipment for other than their own use (ie, acting as an agent in supplying other organizations).

Base Closure Offices. The local base reuse authority, comprised of appointed military and civilian community leaders, develop a plan and determine how best to use base facilities being turned over to the community. The Base Reorganization and Closure procedures established that service activities integrated into the reuse plan can often obtain priority access and “best choice” of these materials. This is a higher priority than the SEA described below.

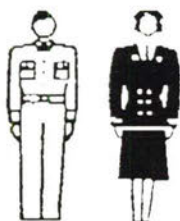
Defense Logistics Agency. DLA is the organization which manages DoD supplies on behalf of the Armed Forces. The **Defense Reutilization and Marketing Offices**, a national distribution network with outlets located in every state (mostly at or near military bases) manage, log, dispense, and store supplies.

Eligible Recipients: In addition to maritime academies and military service preparatory schools, the Secretary of Defense has designated “Service Educational Activities of Special Interest to the Armed Services” as eligible recipients of Department of Defense surplus property (see attached definition).

2. FEDERAL SURPLUS PROPERTY is that which is no longer needed by the Federal Government, was unclaimed by the Federal internal screening cycle, and is available to certain nonfederal organizations. Property is managed through GSA’s **State Agents for Surplus Property** (see attached address list).

The Administrative Services Act of 1949 authorizes the GSA to transfer surplus personal property for donation to nonfederal public agencies and other specifically designated recipients. Public agencies, Nonprofit Educational and Public Health Activities, including Programs for the Homeless, programs for the elderly, Educational Activities of Special Interest to the Armed Services (SEA), and Public Airports.

Educational Activities of Special Interest to the Armed Services



ELIGIBLE RECIPIENTS

The Secretary of Defense has designated activities such as maritime academies, or military, naval, Air Force, or Coast Guard preparatory schools, and the following national organizations as eligible recipients of Department of Defense (DOD) surplus property:

- American National Red Cross
- Armed Services YMCA of the U.S.A.
- Big Brothers/Big Sisters of America
- Boys and Girls Clubs of America
- Boy Scouts of America
- Camp Fire, Inc.
- Center for Excellence in Education
- Girl Scouts of the U.S.A.
- Little League Baseball, Inc.
- National Association for Equal Opportunity in Higher Education
- National Ski Patrol System, Inc.
- Naval Sea Cadet Corps
- Operation Raleigh
- United Service Organizations, Inc.
- U.S. Olympic Committee
- Young Marines of the Marine Corps League/Marine Corps League

WHERE TO APPLY FOR INFORMATION

Information concerning the designation of schools or organizations as Service Educational Activities (SEA) can be obtained from the Assistant Secretary of Defense (Production and Logistics), Washington, DC 20301-8000.

Individual units of the national organizations such as Boy Scout or Girl Scout troops, Red Cross chapters, etc., should contact their regional or national headquarters regarding the donation and use of DOD surplus property. Eligible SEA schools should contact their sponsoring military service.

Public Airports



ELIGIBLE RECIPIENTS

Any State, political subdivision, municipality, or tax-supported institution may receive surplus personal property through donation for use in the development, improvement, operation, or maintenance of a public airport.

WHERE TO APPLY FOR INFORMATION

Public airports should contact the appropriate Federal Aviation Administration regional office (attention: Airports Division Chief) or the FAA, Office of Airport Planning and Programming (APP-1), Washington, DC 20591.

... And Other Eligible Donee Activities



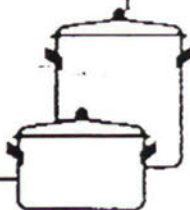
The Donation Program also encompasses provisions for donating special types and categories of surplus property. Examples of these programs include:

- Donations of forfeited distilled spirits, wine, and beer to eleemosynary institutions for medicinal purposes.
- Donations of blood plasma and other property to the American National Red Cross for charitable purposes. Donations are limited to property identified as having been processed, produced, or donated by the Red Cross to the Federal Government.
- Donations of surplus equipment and supplies to State and local governments for use in Presidentially-declared emergencies or major disasters.
- Donations of property to public bodies (any public agency, Indian tribe, or agency of the Federal government) in lieu of abandoning or destroying it.

WHERE TO APPLY FOR INFORMATION

Charitable medical institutions that wish to obtain seized and forfeited alcoholic beverages for use by their inpatients must first establish eligibility with the GSA National Capital Region. Red Cross units, public bodies, and State officials in charge of disaster operations should contact the appropriate GSA regional office for additional information on acquiring property for their respective programs. The addresses of these regional offices are printed in this pamphlet.

Public Agencies, Nonprofit Educational or Public Health Activities, and Programs for the Elderly



ELIGIBLE RECIPIENTS

• Public Agencies

Public agencies involved in such activities as conservation, economic development, education, park and recreation programs, public safety, public health, programs for the elderly, and programs for the homeless may be eligible for donations of surplus personal property.

Public agencies generally include States, their departments, divisions and other instrumentalities; political subdivisions of States, including cities, counties, and other local Government units and economic development districts; instrumentalities created by compact or other agreement between States or political subdivisions; and Indian tribes, bands, groups, pueblos, or communities located on State reservations.

• Nonprofit Educational and Public Health Activities, Including Programs for the Homeless

Surplus personal property may be donated to nonprofit educational and public health activities exempt from taxation under sec. 501 of the Internal Revenue Code. The property must be used to aid education or public health, either directly or through research.

Nonprofit educational and public health activities may include medical institutions, hospitals, clinics, health centers, and drug abuse treatment centers; schools, colleges and universities; schools for the mentally retarded or physically handicapped; child care centers; educational radio and television stations; museums; and libraries.

Nonprofit, tax-exempt organizations which provide food, shelter, or support services to homeless people may also be eligible to receive surplus property through donation. Such organizations may include soup kitchens and day centers for the homeless; foodbanks which provide food directly to shelters and soup kitchens where homeless individuals are fed and/or provided sleeping accommodations; and overnight, daytime, and around-the-clock shelters where homeless individuals receive assistance, regardless of the cause or duration of the homelessness (includes shelters for battered spouses, abused children, and orphans; and half-way houses for temporary residence of homeless parolees, recovered mental patients, and recovered substance abusers).

• Nonprofit and Public Programs for the Elderly

State or local government agencies, and nonprofit organizations or institutions, which receive funds appropriated for programs for older individuals under the Older Americans Act of 1965, as amended under title IV or title XX of the Social Security Act, or under titles VIII and X of the Economic Opportunity Act of 1964 and the Community Services Block Grant Act, may be eligible to receive donations of surplus personal property for programs for the elderly.

Programs for the elderly may include programs that provide adult day care or other services essential for the general welfare of older people such as social services, transportation services, nutrition services, legal services, and multipurpose senior centers.

DISTRIBUTION OF SURPLUS PERSONAL PROPERTY

In accordance with the law, State surplus property agencies have been established by each State, the District of Columbia, Puerto Rico, and Virgin Islands, the Northern Mariana Islands, Guam and American Samoa to distribute personal property designated as surplus by the Federal Government. These State surplus property agencies advise applicants of eligibility requirements and procedures to be followed in acquiring Federal surplus personal property and of the conditions and restrictions placed on the property.

Most agencies maintain one or more distribution centers through which to receive property, display it to interested applicants, and effect donation transactions. Practically all operate on a self-sustaining basis by assessing recipients a service charge to cover handling, transportation, and administrative expenses.

CONDITIONS AND RESTRICTIONS ON PROPERTY

Clear title to donated property is not granted until a specified period of time has elapsed and the donee has fulfilled all Federal and State restrictions imposed on the property.

State restrictions may vary as each State agency is permitted to impose its own terms and conditions. Federal restrictions require that all property be placed into use by the donee within 1 year of acquisition and be used for at least 1 year thereafter. Additional restrictions are imposed by the General Services Administration (GSA) on certain types of property such as aircraft, vessels, and gifts received from a foreign government. Violations of any of the conditions or restrictions may require return of the property to the State surplus property agency.

WHERE TO APPLY FOR INFORMATION

Public agencies, nonprofit educational or public health institutions, and programs for the elderly may obtain information about eligibility and program requirements by contacting the Director, State Agency for Surplus Property, for the State in which they reside. State Agency addresses are printed in this pamphlet.

F. OTHER PARTICIPANT SUPPORT COSTS

	Number of Participants	Corporation Share (maximum 85%)	Grantee Share (minimum 15%)	Total 100%
Living Allowance	<u>20</u>	<u>76,500</u>	<u>13,500</u>	<u>90,000</u>
FICA and Workers' Compensation	<u>20</u>	<u>11,400</u>	<u>2,100</u>	<u>13,500</u>
Health Care*	<u>20</u>	<u>15,800</u>	<u>2,700</u>	<u>18,500</u>
Alternative Health Care** (\$1,200 per eligible participant)	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>

Total (F)

$$\boxed{103,700} + \boxed{18,300} = \boxed{122,000}$$

Total (A-F)

$$\boxed{321,596} + \boxed{273,347} = \boxed{594,943}$$

	Estimated Number of Children	Estimated Number of Eligible Participants	Corporation Share (maximum 100%)	Grantee Share	Total
G. CHILD CARE	<u>10</u>	<u>5</u>	<u>—</u>	<u>33,000</u>	<u>33,000</u>

TOTAL (A-G)

$$\boxed{321,596} + \boxed{306,347} = \boxed{627,943}$$

H. EDUCATION AWARDS

	Number of Participants	Amount per Participant	Total
Full-Time Participants	<u>20</u>	\$4725	<u>94,500</u>
Part-Time Participants	<u>—</u>	\$2363	

Total (H)

$$\boxed{20} \times \boxed{4725} = \boxed{94,500}$$

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

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

**DC Service Corps**

1511 K Street, N.W. • Suite 949 • Washington, DC 20005 • (202) 347-4136 • Fax (202) 347-0010

FACSIMILE TRANSMISSION COVER SHEETTo: Ron D'Munbrun

Fax or Speed

Dial Number: 720-4614From: Curtis M. CarrSubject: EPA - BudgetDate: Nov. 30, 1994

Time Sent:

10:30 am ^{second} ~~at 4:30 p.m.~~

Sender's Initials:

CMNumber of pages (including cover sheet): 3Message: Claine told me you
didn't receive the first
fax.PHOTOCOPY
PRESERVATION

Applicant Name: U.S. EPA
 Program Name: Anacostia River Project
☐ Aggregate ☒ Program (if applicable)

		Corporation Share (CNCS) Funds Requested from the Corporation	Grantee Share Other Federal/State/ Local/Private Funds	Total Total Program Funding	
A. PARTICIPANT SUPPORT COSTS					
	Training and Education	<u>20,000</u>	<u>16,723</u> EPA	<u>36,723</u>	15436
	Uniforms	<u>700</u>	<u>5,000</u> EPA*	<u>5,700</u>	6555
	(please specify in Budget Narrative) Other				
	Subtotal	<u>20,700</u>	<u>21,723</u>	<u>42,423</u>	21991
B. STAFF					
	Salaries	<u>122,000</u>	<u>60,100</u> EPA	<u>182,100</u>	43810
	Benefits	<u>24,925</u>	<u>24,925</u> EPA*	<u>24,925</u>	6142
	Training		<u>2,000</u> EPA*	<u>2,000</u>	
	(please specify in Budget Narrative) Other		<u>32,967</u>	<u>32,967</u>	
	Subtotal	<u>146,925</u>	<u>95,067</u>	<u>241,992</u>	
C. OPERATIONAL					
	Travel	<u>3,800</u>	<u>2,000</u> EPA*	<u>5,800</u>	11943
	Transportation	<u>13,420</u>	<u>2,000</u> EPA*	<u>15,420</u>	
	Supplies	<u>14,771</u>	<u>10,000</u> EPA*	<u>24,771</u>	
	Equipment	<u>3,000</u>	<u>3,000</u> EPA*	<u>6,000</u>	
	(please specify in Budget Narrative) Other	<u>14,480</u>	<u>52,000</u> DCS	<u>66,480</u>	19469
	Subtotal	<u>49,471</u>	<u>69,000</u>	<u>118,471</u>	6725
D. INTERNAL EVALUATION MONITORING					
		<u>—</u>	<u>15,000</u> *	<u>15,000</u>	38137
E. ADMINISTRATION					
		<u>800</u>	<u>54,257</u>	<u>55,057</u>	34686
	(may not exceed 5% of Corporation funds, A-F)		<u>15,469</u> (COG)		
			<u>875</u> (EPA)		
			<u>37,913</u> (DCSC)		
(in dollar amounts) Total A-E		<u>217,896</u>	<u>255,047</u>	<u>472,943</u>	
Percentages		<u>46.1</u> %	<u>53.9</u> %	<u>100</u> %	
(Corporation maximum 75% + Grantee minimum 25% = 100%)					

These costs cover EPA's share of a Corps member group of 75, 20 Corps members.

*\$30K in FY 1995 funds

\$25K in FY 1994 funds

BUDGET FORM AMERICORPS NATIONAL DIRECT APPLICATION

F. OTHER PARTICIPANT SUPPORT COSTS

	Number of Participants	Corporation Share (maximum 85%)	Grantee Share (minimum 15%)	Total 100%
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Health Care*	20	15,800	2,700	18,500
Alternative Health Care** (\$1,200 per eligible participant)	—	—	—	—

Total (F)

103,700 + 18,300 = 122,000

Total (A-F)

321,596 273,347 594,943

G. CHILD CARE

Estimated Number of Children	Estimated Number of Eligible Participants	Corporation Share (maximum 100%)	Grantee Share	Total
10	5	—	33,000	33,000

TOTAL (A-G)

321,596 306,347 627,943

H. EDUCATION AWARDS

	Number of Participants	Amount per Participant	Total
Full-Time Participants	20	\$4725	94,500
Part-Time Participants	—	\$2363	

Total (H)

20 x 4725 = 94,500

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

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

- DC Commission When can we bill back to
1 Sep or 15 August or 12 Sep?
- Can DC money not go into DC govt system
- FINANCIAL MEETING
Status to show projected costs

4:00 12/14/94

fd's flow

claim #
5813



August 9, 1994

**MEMORANDUM TO: UNDER SECRETARIES
ASSISTANT SECRETARIES**

FROM:

for **Joel Berg,** *Ron De Munbrun*
Director National Service

In preparation for a budget briefing to be given to the Deputy Secretary this week, the Office of Budget and Program Analysis (OBPA) has requested that Joel Berg, USDA Director of National Service provide certain information regarding USDA agency budgets for national service. Because agencies have indicated that they are still refining their national service budgets, it seems prudent to have each agency provide its most current estimate to this office rather than simply use the figures we have on hand.

OBPA has requested that this office provide the requested information to them August 10. To meet that deadline, it is requested that each agency complete the attached form and FAX (720-4614) or hand carry it to room 541-A by COB today. I appreciate that this is a short lead time but the affected agencies have been working on these budgets for some time and for many it is merely a matter of filling in the most current estimate in the appropriate space on the attached form.

If you have any questions you may contact Mr. Ron De Munbrun, 690-3894 or via beeper (202) 542-3339 [once you enter that number, enter the number you wish him to call and hit the # sign].

Attachments

ESTIMATED USDA NATIONAL SERVICE FUNDING

AGENCY	FY	Agency Funds ¹	AmeriCorps Funds ²	Program Description
	94			
	95			
	96		Note ³	

¹ Agency funds are shown in the year in which they are obligated although they may be funding projects for the FY 95 project year.

² AmeriCorps funds are shown as being received in FY 95 because that is the project year for which they are to be used. In addition, these funds do NOT include the amount of any post service education award granted by the Corporation for National and Community Service to participants in USDA programs. The amount of such awards granted for the FY 95 project year is \$5,670,000. This money is not under USDA control.

³ AmeriCorps funds for FY 96 can not be estimated because we have not submitted a proposal to the Corporation for National and Community Service for that year.

ESTIMATED USDA NATIONAL SERVICE FUNDING
(SAMPLE)

AGENCY	FY	Agency Funds ¹	AmeriCorps Funds ²	Program Description
FNS	94	\$350,000	\$2,200,000	Summer Feeding Program, Food Stamp and Nutrition Outreach
	95			
	96		Note ³	
		Agencies: please note that when completing this form, all your projects for any given FY should be combined and reported as one entry for the FY.		

¹ Agency funds are shown in the year in which they are obligated although they may be funding projects for the FY 95 project year.

² AmeriCorps funds are shown as being received in FY 95 because that is the project year for which they are to be used. In addition, these funds do NOT include the amount of any post service education award granted by the Corporation for National and Community Service to participants in USDA programs. The amount of such awards granted for the FY 95 project year is \$5,670,000. This money is not under USDA control.

³ AmeriCorps funds for FY 96 can not be estimated because we have not submitted a proposal to the Corporation for National and Community Service for that year.

UNITED STATES DEPARTMENT OF AGRICULTURE
AGRICULTURAL RESEARCH SERVICE

ARS

ESTIMATED USDA NATIONAL SERVICE FUNDING

AGENCY	FY	Agency Funds ¹	AmeriCorps Funds ²	Program Description
	94	\$ 71,220	--	Secretary's Summer Program -- Employs students
	95	\$100,000	Undesignated	at the U.S. National Arboretum relative to
	96	\$100,000	Note ³	environmental issues; environmental clean-up;
				and education. Ten students are participating
				during the summer of FY 1994.

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8/10/94 ARS/BPMS
J. Garbarino 720-4421
FAX 720-5427

PHOTOCOPY
PRESERVATION

08/10/94 14:58 202 447 5427 ARS 0A +++ USDA NAT SER OFF 002