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Rural Dev.
95 RDSP 29

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Project Summary
Vermont Americorps Project

NOTE: This proposal is intended to be incorporated with other projects in the New England area.

The Vermont Americorps Project would employ 3 participants working on rural fire protection.

Mission Statement:
To reduce the loss of life and property and improve personal security through the development of fire protection and fire prevention plans for rural areas of Vermont.

Community Service Environment Objective:
A. Provide increased fire protection in rural areas.

B. Lower fire insurance premiums for rural residents.

Participant Develpment Objective:
A. Provide participants with real world job experiences.

B. Provide training in several aspects of natural resource and watershed management, equipping the participants with skills which are marketable in the private sector.

C. Enhance participant's communications and teamwork ability, develop a strong sense of personal achievement, responsibility, and respect for the environment.

Community Building Objective:
A. Assist Vermont fire departments better protect rural areas from fire.

Needs
Rural fire departments in Vermont and all states are rated by an organization called the Independent Services Office (ISO). These ratings take into account the departments' capabilities to suppress fires in an effective and timely manner. These ratings range from 1 to 10, with 10 basically having little or no fire protection. Insurance companies use these ratings to determine the level of premiums to charge their customers for fire insurance. The higher the rating, the higher the premium.

In Vermont there are 25 towns with a 10 rating, 224 with a 9 rating and 12 with ratings of 4 to 8. These 12 are mostly in larger cities. For residential properties, there is a big difference in premiums charged when the ISO rating is reduced from l0 to 9. Reductions between 9 and 7 usually offer no difference for residences, but provide significant differences for commercial properties, schools, and farms.

The Vermont Resource Conservation and Development (RC&D) Councils along with the Soil Conservation Service have been providing limited technical assistance to Vermont communities for fire suppression water supplies. This effort, while successful, has just scratched the surface of the needs in rural Vermont communities. The RC&D Councils and the Soil Conservation Service have completed 7 such plans over the past 8 years. At the present time there are requests from 22 fire departments in Vermont and the list is growing. This project offers real opportunities to provide economic benefits to rural citizens in terms of savings on insurance costs.

Process

A three person technical team (the Americorps Rural Fire Protection Technical Team) will be established to provide assistance to Vermont communities. A director, an information and education coordinator, and an engineer will make up the team. The development of fire protection and fire prevention plans will be a product of the team. On-site training and implementation assistance to install improvements are also a part of the project. The team will be administered by the RC&D councils in Vermont.

Duties of the team members are:
Coordinator/Director: Responsible for overall team administration, including developing a plan of work, scheduling, compiling comprehensive community plans, supervision of other specialists, etc.

Information and Education Coordinator: Overall marketing of the project through media, organizations and other appropriate opportunities. Develop training program and tools. Assist individual fire department identify their fire prevention educational needs and implement an innovative strategy to meet them.

Engineer: Overall responsibility for adherence to Soil Conservation Service standards and specifications. Evaluate and design water withdrawal facilities as a part of comprehensive fire protection community plans. Provide technical assistance in installations of planned improvements.

Design Concept

This project is designed to help local communities improve their rural fire protection and prevention capabilities. If funded, the project will be phased in over a period of three years.

The Vermont Rural Fire Protection Task Force is a strategic partner in this projects. The Task Force is composed of local fire fighters, regional and state economic and community development interests, low income advocates, state-wide fire fighters organizations, insurance company interests, and nationally known fire training experts. The Governor's office has been involved through the Vermont Council on Rural Development. This collaboration will support the Americorps Rural Fire Protection Technical Team to assure successful completion and sustainability of the project.

The project will be overseen by and constantly evaluated by the Vermont Rural Fire Protection Task Force. Adjustments will be made to improve its effectiveness as it progresses.

This project will serve as a model that can be replicated in other states.

Activities

Individual fire departments and communities will be contacted on behalf of the Team by the Vermont Rural Fire Protection Task Force, and services will be offered to help them prepare comprehensive rural fire protection and prevention plans. Every community has its unique features and its plan will be carefully tailored to meet the locally identified needs. At the same time the development of mutual aid strategies to enhance regional fire protection capabilities will be encouraged.

Examples of services and products that a community could develop with the Team's help might include the following:

- A comprehensive fire *protection* plan to improve the capability of the fire department.
- A comprehensive fire *prevention* plan.
- On-site technical assistance to properly install planned improvements.
- Assistance to plan and implement a strategy to obtain resources for improvements.
- Training and strategies to identify the quantity of water needed, what it is available, and how to move it to accomplish fire control.

Every community in Vermont would have the opportunity to request this assistance. They will be required to establish a local task force that works with the Technical Team to develop their plans and strategies.

Training

Each participant will be provided basic job orientation and community awareness training by the Soil Conservation Service or a cooperating partner. Team members will also be provided with the necessary technical training to enable them to excel in their positions.

Additional specific task-related training will be offered by the appropriate cooperating partner to assure that the job and the individual are matched. Follow-up of each participant will be done by the project director to determine additional training needs and/or help. This follow-up will also help the participant focus on career choices and provide guidance for additional formal training.

Activities

The following objectives have been set for the first 12 months:

- Provide the skills and technical information to help 40 rural fire departments in Vermont develop innovative fire protection plans for their communities.
- Help 40 rural fire departments in Vermont fully understand water supply needs and management principles.
- Assist 20 rural Vermont communities find innovative ways to carry out planned improvements.
- Help 10 fire departments in Vermont create and implement a comprehensive educational fire prevention plan with their citizens.

The number of communities assisted will increase greatly in subsequent years as the program is developed. At the end of year three the object ive to to have reached all 243 fire departments in Vermont.

Cooperating Partners

Soil Conservation Service
Vermont Rural Fire Protection Task Force
Northern Vermont Resource Conservation and Development Council
George D. Aiken Resource Conservation and Development Council.

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West Virginia

Program Summary:

AmeriCorps - Rural Development Corps
Developing Sustainable Economies in West Virginia Communities

Needs to be Met

Environment

Development of community-based sustainable economic development strategies using renewable natural resources in ways that protect and enhance the environment is the primary need to be met by this program. Corps members will help communities identify environmentally sound economic alternatives, provide technical assistance in analyzing these alternatives, and work with community and business leaders to implement essential projects that lead to sustainable economic activity. Corps members will provide technical support skills often unavailable in rural communities.

Corps members will provide technical support in a wide variety of areas to existing rural businesses and entrepreneurs wishing to start businesses. Activities will focus on enhancing production of value-added products from forest resources, helping rural communities capitalize on travel and tourism opportunities, developing businesses based on recycled products, and supporting development of community-based economic development organizations.

Education

Corp memebers will be working in a mentored environment where professional Forest Service and State Forester's staff provide guidance and direction. Training will focus on developing interpersonal skills, collaborative planning skills, group involvement skills, consensus building skill, and meeting management skills. Corp members will be utilizing their technical skills in a real world environment. They will learn much about the decision-making process in rural communities and how to help diverse groups reach consensus on difficult issues.

Human Needs

Corp members will become part of a team effort to assist rural communities in making informed decisions as citizens identify, develop and implement sustainable economic development strategies. Corps members will be asked to apply their technical skills in real world situations which will affect the future of the communities in which they work. This involvement at the local level will familiarize Corp members with the resources, needs, and aspirations of rural communities and increase their awareness of rural people. These efforts will improve the decision-making capabilities of the Corps members, and provide new experiences to broaden their cultural awareness.

Corps member activities are expected to have a significant positive impact on the economy of rural West Virginia. The technical expertise that Corps members will bring to bear in assisting existing businesses will help them become more competitive in both domestic and international markets. Targeted market research efforts will identify new products, business development efforts will improve the use of technology, updated management systems, improved advertising/sales techniques, and worker training programs implemented on-site will help improve business profitability and competitiveness. Business growth, job creation, and increased opportunities for value-added manufacturing opportunities will result. Corps members will also support the development of home-based and micro-businesses. Corps members will help prepare business plans, assist in the preparation of financing packages, assist in grantwriting, and develop micro-loan programs in rural communities to help generate successful small businesses.

Program Design

Corps members will be living in Morgantown, WV and working thoughout the State. Rental housing assistance is available through the West Virginia University housing placement service. Travel and per diem expenses will be paid when overnight travel is required. When project work requires extended travel periods, arrangements have been made for housing at State Parks and college campuses throughout the State.

Program Elements

Self-confidence and practical experience in project planning, group process, consensus building, team work, multi-cultural awareness, and in natural resource based sustainable economic development will be gained from this program. Work experience will involve a variety of technical efforts done in conjunction with a variety of partners. This includes designing, producing, mailing and analyzing five broad-based surveys aimed at a determining community needs such as improvement in manufacturing base, market characteristics, demographics, etc. These will provide the basis for 15 needs assessments, one for each of the 15 counties served. From these, about 30 market research projects will be undertaken with new and existing businesses looking at what these companies are producing and what they are capable of producing, what new sales opportunities may exist or be potentially available. These will lead the the development of about 15 business plans. Five infrastructure improvement projects will be planned, and designed aimed at transportation facilities, industrial and building facilities such as dust control systems, timber bridges and multi-modal transportation facilities. Ten worker training programs will be designed and implemented. These will address employment and management needs. Approximately 15 financing plans will be developed for small businesses, and 10 revolving loan funds will be established. Ten community foundations will be established and 15 counties will be given grantwriting assistance. Additional work experience will be gained in group decision-making, consensus building, and grass roots planning processes.

Recruitment Goals

Our primary recruitment goal is to identify college students from rural West Virginia that are enrolled as juniors, seniors, or graduate students in West Virginia colleges or universities, or students from West Virginia that are attending out-of-state schools, that wish to gain appropriate job experience. Contacts have been developed with administrative offices at schools in West Virginia and with high school counselors throughout the State to identify likely candidates. We will also contact 1890 Schools to determine student interest in participating in this program. We hope to create a diverse crew workforce through these strategies.

Administering Organization

The USDA Forest Service's Northeastern Area will be the administering organization. Currently, we hire many summer interns for a variety of activities. This program will be an extension of that effort. Our emphasis to to provide practical experience within the framework of community-based economic development. Such practical experience should improve the employability of the Corps members. This practical experience will be supported by specific training designed to meet the needs of the Corps members in working with community-based economic development.

Program Partners

The program will be run in cooperation with a variety of partners. These partners will assist in planning, coordination, training, implementation, and monitoring the program. These program partners are:

The West Virginia Rural Develpment Council
The West Virginia Development Office
The West Virginia Division of Forestry
The Appalachian Hardwood Center at West Virginia Univeristy
Northeastern Forest Experiment Station
Small Business Development Centers
Business and MBA programs at West Virginia colleges and universities
West Virginia Division of Tourism
Cooperative Extension Service
West Virginia Manufacturing Extension Program
West Virginia county governments

Participant Benefits

Each participant will receive:
Stipend
End of program scholarship
Room and meals
Housing subsidy
Critical work expwerience in their major field
Transportation to and from work site

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AmeriCorps Program Proposal
Minnesota

Project:
Agassiz Recreational Trails (ART) Development Project.

The Legislative Commission on Minnesota Resources has approved $650,000.00 for use by the ART Joint Powers Board to purchase an abandoned railroad bed and develop the Agassiz Recreational Trail. The 32 mile trail will link diverse educational and recreational opportunities along the main trail located in Clay, Norman, and Polk counties of Northwest Minnesota. We will upgrade local parks for better utilization by trail users.

The ART project started as a combined effort to restore wetlands and develop 9 miles of horse back riding trails east of Twin Valley. With each planning meeting the trail increased in scope and size. As the project was submitted to the LCMR there was 103 miles of trails and five parks. At the time we submitting the LCMR work program, one of the parks had to be dropped and a 17 mile stretch of the trail south of Ada has been sold to private landowners and is lost to trail use. But, two additional parks to the north of the main trail have been requested, along with 53 additional miles of trails going into Pennington County.

Members will be recruited from colleges, universities and technical schools within a 100 mile radius of Norman County. The Twin Valley field office will contact these educational institutions to advertise for these positions. The goal for participant enrollment will be an equal number of males and females.

Training will be provided by the Soil Conservation Service (SCS), Board of Water and Soil Resources (BWSR) and local Soils and Water Conservation District's (SWCD). Classroom and On the Job training will be utilized. Most of the necessary training and equipment will be provided by the SCS and BWSR offices. This will reduce the overall cost of the project.

Joel,
This came in from MN. It's not a complete proposal, but if you need it, use it.

Agassiz Recreational Trail Positions:

1. Trail Development: 1 person

Work to be performed:
This person will perform maintenance on the trail. This includes placement of new signs, repairing existing signs, treeplanting, erecting nesting boxes for birds and disposing of waste in trash containers along the trail.

2. Community Outreach: 1 person

Work to be performed:
This person will work and communicate with local communities and businesses along the ART in order to promote local tourism economies. Each city council along the trail will be contacted in order to discuss how the trail could benefit the community financially and recreationally.

3. Public Relations: 2 people

Work to be performed:
These people will promote trail tourism on a regional basis within the 14 counties of Northwest Minnesota. This is for communities that wish to develop and promote their own trail systems. These individuals will encourage such new trails to tie into the ART. A Regional Trails Plan will also be developed that will cover the 14 counties of Northwest Minnesota.

4. Trails Grant Writer: 1 person
(new, expanded position)

Work to be Performed:
This person will be writing grants for communities that wish to develop and finance their own trail systems. This will be on a regional basis within the 14 counties of Northwest Minnesota.

AmeriCorps Program Proposal
Minnesota

Project:

Conservation Outreach Project.

To inform rural and urban residents about Soil and Water Conservation opportunities, including the accompanying Local, State and Federal regulations. To educate rural and urban residents about the value of our Soil and Water resources.

Members will be recruited from colleges, universities and technical schools within a 100 mile radius of Norman County. The Twin Valley field office will contact these educational institutions to advertise for these positions. The goal for participant enrollment will be an equal number of males and females.

Training will be provided by the Soil Conservation Service (SCS), Board of Water and Soil Resources (BWSR) and local Soil and Water Conservation District's (SWCD). Classroom and On the Job training will be utilized. Most of the necessary training and equipment will be provided by the SCS and BWSR offices. This will reduce the overall cost of the project.

Conservation Outreach Positions: 5 people

Work to be performed:
The Conservation Outreach positions will be available to the 14 counties of Northwest Minnesota including Norman County. These individuals will be contacting all the landowners/operators in a county to provide conservation education and to document conservation practices they will be selling to the landowners/operators. This is a sorely needed item in our rural communities due to the large number of agricultural programs and problems that are present. Another goal is to educate landowners/operators on the value of natural resources. This will help reduce the number of people violating natural resource regulations. Individuals will also be assisting with clerical duties involved with the office such as data entry and filing. Another goal is to conduct presentations on conservation education in local schools and organizations.

Great Lakes Americorps Project

The Great Lakes Americorps Projects would employ 20 participants in Ohio and Michigan. The focus of the project is improving and protecting water quality.

Mission Statement:

To safeguard water quality on farmsteads dependent on individual sources of ground and surface water, and to improve water quality in an i .ntensely used urban/rural watershed.

Community Service Environment Objective:

A. Assist farmers in southwest Michigan and the Saginaw Bay area assess potential sources of surface and groundwater contamination and provide them with solutions and preventative techniques,

B. Establish riparian buffer strips along Darby Creek, assist in the control of dumping, littering and toxics, and update and accuracy check environmental maps.

C. Work with local governmental entities such as conservation districts and county engineers on surveying, designing, and implementing Best Management Practices and with established programs that protect a scenic river.

Participant Develpment Objective:

A, Focus recruitment on minority and Native American youth and provide them with real world job experiences.

B. Provide training in several aspects of natural resource and watershed management, equipping the participants with skills which are marketable in the private sector.

C. Expose participants to a wide range of public and private organizations and enhance their communications ability.

Community Building Objective:

A. Decrease out-migration, which ran as high as 8 percent during the 11980's, and unemployment, currently averaging between 9 and 10 percent in portions of the targeted area.

B. Assist public health efforts by protecting drinking water in an area with both high aquifer vulnerability and intensive pesticide and fertilizer application.

C. Protect a unique ecological area and assist communities in achieving sustainable development in urbanizing areas.

Needs

The Michigan portion of the project is centered in a ??-county region in the southwest portion of the

state. This is the area where people and agriculture are most closely integrated. It encompasses the Saginaw Bay of Lake ??.

Seventy percent of Michigan's animal agriculture is located here, and pesticide and fertilizer applications are intense. Because of soils and geology, the area has the state's most vulnerable aquifer and is highly susceptible to groundwater contamination.

Fourteen Americorps participants would work in Michigan.

In Ohio, the project centers in the Darby Creek Watershed. It contains portions of six counties and is within a 20 minute drive of downtown Columbus. There are numerous small rural communities in the area, and in total, nearly one million people have access to, or reside within, the watershed. There are urban and rural poor within the watershed as well as limited resource families.

Darby Creek's ecology i . s uni . que and the Nature Conservancy has a bioreserve located within it. The area has also been targeted for special water quality efforts by the U.S. Department of Agriculture and numerous surveys and critical areas have been identified. A special need exists in the urbanizing areas to help ensure development does not effect the aquatic ecosystem of Darby Creek. Six Americorps participants would work in the watershed area.

In both Michigan and Ohio chronic unemployment and out-migration of young people continue as problems.

Process

Michigan's efforts will focus on implementing the Farm*A*Syst program - getting farmers to evaluate their impact on water quality and develop a plan for reducing that impact.

Under Farm*A*Syst, the Americorps participants will serve as facillitators working one-on-one with agricultural producers. In each case the entire farming operation will be evaluated under a standardized outline. Items such as chemical and fertilizer usage, amounts, timing, application rates, mixing areas, and storage techniques will be assessed. Wellhead areas will be identified and protection measures offered. Other items such as crop rotations and animal waste considerations are also addressed as part of the Farm*A*Syst assessment.

All 1 4 Michigan participants will work on Farm*A*Syst evaluations, and it is anticipated that each participant will be able to work with 200 farmers during the course of one year.

In Ohio, six participants will help carry out conservation work within the Darby Creek Watershed. Two will work at the task of keeping field maps updated and work in the field to check map accuracy and inventory tributaries.

Two will assist the Soil and Water Conservation District do survey and design work for conservation Best Management Practices in the rural areas. They will also work with county engineers in checking Best Management Practices in urbanizing areas.

One idividual will assist with the existing Turn Key Program and help establish riparian corridor buffers

to surveying, to design, to implementation. Specifically, participants will be involved with carrying out components of the Darby Creek Hydrologic Unit Proposal and the Nature Conservancy's Darby Bioreserve Plan. In addition, participants will assist the county engineers in Madison and Union counties with Best Management Practices on urbanizing land.

Training

Each participant will be provided basic job orientation and community awareness training by the Soil Conservation Service, the Extension Service, or a cooperating partner.

In Michigan, the Farm*A*Syst form and format are for the most part self-explanatory and a highly technical background is not needed, Specialists from the Michigan State University Extension Service and the U.S. Soil Conservation Service will provide the necessary training and gui dance.

Similarly, no special skills are needed in Ohio. The necessary training there will be provided by the Soil Conservation Service, the A. B. Graham Center, Ohio State University, and the Darby Agricultural Coordinator.

In both states, participants will recieve in-house structured training along with on-site, supervised training.

Additional specific task-related training will be offered by the appropriate cooperating partner to assure that the job and the individual are matched. Follow-up of each participant will be done by the project director to determine additional training needs and/or help. This followup will also help the participant

focus on career choices and provide guidance for additional formal training.

Activities

Participants in the Great Lakes Water Quality project will be engaged in environmental protection and restoration on a daily basis.

In Michigan, a typical day might include visiting a row crop farm, a dairy, a confined livestock facility, or some combination of the preceeding.

Rural Dev. 95 RDSH SC

PROPOSAL FOR APPALACHIA AMERICORPS

The five proposed Appalachian stats are: Virginia, West Virginia and Tennessee and, northern portions of Georgia and Alabama. Individuals from low-income households will receive the greatest benefit from the assistance that will be provided by AmeriCorps participants. All projects will help improve the environment, make local land users more knowledgeable about their surroundings and help prepare them to be more "environmentally responsible," while not jeopardizing already marginal income levels. The rural areas in each state are marked by lush vegetation, rolling hills and a fragile ecosystem that supports a traditional way of life under financial conditions that most residents find difficult.

Mission Statement

The mission is two-fold in that two primary groups will be ultimate beneficiaries of this comprehensive project. AmeriCorps will assist low-income rural residents with technical assistance and labor-intensive help in a wide variety of activities to improve living conditions, quality of life and the environment. Members of Americorps teams will receive ongoing intensive training provided by the Soil Conservation Service and partners benefit from the lessons learned from residents who have adapted to difficult living conditions.

Narrative:

Primary Needs to be Addressed:

Management of water resources is a concern throughout the region in both rural and urban areas. Stream banks need to be preserved, riparian corridors must be protected and the negative effects of livestock on the soils and water must be minimized.

Rural residents need assistance in representing themselves before governmental bodies at all levels. A major requirement is for individuals with the time and knowledge to assemble information necessary for obtaining assistance and to help prepare proposals that will result in effective projects.

Alternative sources of income must be pursued for residents in all states. Partnerships with associations of producers of agricultural products must be cultivated to improve options for generating income in depressed areas.

Recreation and tourism as alternative sources of income need full study.

Land users need more in-field technical assistance in crop management, use of pesticides, soil testing, weed scouting and many other specialized skill areas.

Young residents need to know more about land-use practices that can address local environmental concerns.

Part-time and limited resource farmers need to use the most effective practices and management skills that result in the maximum yield from their efforts within the limits of the amount and quality of their land.

Project Management

This is an ambitious project that includes a broad range of sites with a wide variety of objectives. The overall project manager must be centrally located, knowledgeable about many types of potential site projects and communicate effectively with many constituent groups.

The Project Director is located in Nashville, Tennessee. The city of Nashville is centrally located within the region that will be served. It is a major metropolitan area that serves as the hub for several airlines. Transportation to and from Nashville is convenient and should afford access to AmeriCorps participants or their families in the event of an emergency. The location also gives the project director access to all other sites within a maximum of --3---- hours travel by land. No other metropolitan area within the six-state area has any better access to the Interstate Highway System.

The project director knows all key Soils Conservation Service staff throughout the region and has the management and technical skills to provide direction and oversee the administration of the project.
Adequate time has been allocated from the project director's schedule to oversee the AmeriCorps operation throughout the six-state area.

Locations Identified

Locations for the thirty participants have been selected ~~form~~ from more than -50--- that were proposed by Forest Service and Soil Conservation Service staff. Each position was selected on the basis of need of community or residents of the region to be served, the degree to which AmeriCoprs participants would meet with a challenging and rewarding experience, and degree to which project staff could provide the support and direction necessary to ensure a successful, and memorable experience for each participant.

The numbers of Americorps participants selected to work in any one geographic area are based on the amount of effort that would be mutually rewarding while not disturbing the natural environment of the community receiving the assistance. Typically these are projects with few participants requiring a carefully planned orientation and feed back from project staff at regular intervals.

Following is a listing of the specific locations and functions that AmeriCorps participants will be assigned.

Tennessee Valley Resource Conservation and Development Council - Deklalb, Jackson, Marshall, Madison, Limestone, Lawrence, Morgan and Cullman counties in Alabama. This is a highly rural heavily forested region in the north central and north eastern part of the state. Unemployment is high education and income levels are lower than average within the state. Two AmeriCorps participants will oversee details of a diverse multi-county resource conservation and development program that will include agribusiness development, community planning, and water resource management.

Woodland Community Land Trust (WCLT) and the Whitley County Communities For Children - These projects - located in Tennessee and Kentucky respectively - will serve rural, low income communities. Six AmeriCorps will offer assistance in training in intensive grazing, livestock rasing and care, and marketing farm products. They will also assist in improving farm and community land management among the residents. In addition, there will be an emphasis of developing skills among young residents.

Water Quality Protection, Scenic and Wildlife Habitat Enhancement-Two AmeriCorps participants will serve in this remote and rugged area of Georgia to help rural farm owners gain more usable land from property while controlling erosion along stream banks and hillside areas. Low-cost controls for minimizing non-point sources of water pollution, improving management of livestock and restoring natural vegetation, especially along streams will be expanded.

West Virginia (3)

o Soils Conservation Project
The counties of Tyler, Wetzel and Pleasants of the Upper Ohio Soil Conservation District are inhabited by small part-time farmers and rural residents of low to moderate income. The area within 5 miles of the Developing Ohio River Valley is experiencing growing pains with a lack of community related services and a degradation of the fragile environmental conditions. Outlining rural communities are depressed; struggling to provide necessary services associated a with healthy stable envionment. The topography of the area is hilly with many narrow valleys wherein residents live and where most farming activities are carried out.

One (1) Community Resource Aid will join partners from county commissions, planning and development councils and community governments and organizations to:

- Maintain liaision between communities, other sponsors, and District

Conservationist.

- Identify leaders to assist with motivation.

- Serve as Facilitator as needed on behalf of the District Conservationist and local sponsoring organization.

- Assist communities with identifying sources of needed technical and financial assistance.

- Assist communities with project applications for grants, etc.

- Provide technical assistance as needed for implementing measures.

- Prepare and maintain data base for projects.

o Integrated Crop Management

The Eastern Panhandle Soil Conservation District is intensively farmed with cash grain, dairy and swine production being the major farm products. Most are full-time farmers that are knowledgable, progressive and environmentally aware. The Karst geology and rapidly expanding population have increased the farmers commitment to improve on pesticide and nutrient management. Furthermore, the increased contact of new residents with farm activities has resulted in their concerns to protect their groundwater sources. Relative to the general Appalachian region, this area is economically healthy. However, the average annual value of farm products sold is $41,000 and the average annual value of farm products expense is almost $33,000.

One resource conservationist will integrate crop management with producers by providing in-field technical assistance. Activities will include insect and weed scouting,; soil testing; manure sampling; determining crop yields; making pesticide and nutrient recommendations; pesticide education; record keeping; and economic evaluation. This position is focused on providing a service that is presently unavailable.

o Archeological site exploration -

Low income residents in areas such as those in the Morgantown, West Virginia seldom have the additional to fully take advantage of the cultural and environmental benefits that archeological data can provide in improving land use planning. One (1) Cultural Resource Specialist, trained in archeology, will work under the supervision of an Environmental Specialist to:

Inventory and investigate archaeological and historical sites located on areas planned for construction of flood prevention or other structural measures.

Prepare archaeological and historical reports to document and record findings.

Provide training to field office staffs and others in the identification of important and significant sites.

Coordinate work with National Technical Center Cultural Resource Specialist so findings and reports will be technically acceptable.

Develop a positive working relationship with State Historical Preservation Officer and his staff in order to gain state approval of archaeological and historical findings.

Provide assistance and training to SCS field office personnel on the importance and procedure for integrating cultural resources, considerations, assessments, an documentation into the basic field office conservation technical assistance programs in West Virginia.

Virginia (6)

o Southern Virginia Rural Recreation Development

The communities of Clover and Randolph in Halifax and Charlotte counties are low income by state standards. Local residents are hampered by few job opportunities and dependent on a declining tobacco farming enterprise. Alternative business opportunities need to be explored, especially for those in the tobacco industry.

Two (2) AmeriCorps participants will work with the local partners from grassroots citizens groups, the Old Dominion RC&D, the Department of Conservation and Recreation, Division of State Parks and the Norfolk Southern Railroad which in interested in donating an abandoned railroad line for use as a recreational trail. In addition two utility companies are interested in donating adjoining property that will become converted to park land. Some local funding has been obtained and additional assistance is expected.

Through the project local citizens will make improvements in developing recreational opportunities, collecting, documenting and exhibiting historic data and promoting economic development activities for small businesses associated with tourist trade and visiting outdoor recreationists. Opportunities also abound for implementation of environmental education programs concerning the surrounding natural resources as well as environmental protection activities implemented by the adjoining electric generation plant in their generation of electricity.

The Participants would work full time with this project. Currently there is no one conducting the needed services of this project such as to collect and record historic information, serve as technical advisor to planning committees, develop educational programs, cioordinate and plan future outdoor recreational activities and programs, assist with exploring small business opportunities, or implementing informational activities.

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New River-Highlands Outreach Coordination - the New River-Highlands RC&D Area includes 11 counties in southwest Virginia starting with Montgomery County on the east side and ending with Washington County on the west side. The project office would be located in Wytheville, VA in the New River-highlands RC&D Council office at 110 West Spiller St. Suite C, Wytheville, VA.

Population within the area has decreased by 1.65 during the last decade. Survey information reveals that officials believe the loss of young people from the area is a very significant problem for the future of the region. This feature of the area tes together the rising median age anf the loss of population in the region. Young people apparently feel that they cannot live and work productively here and are moving away to leave the older, more established citizens behind.

The region's unemployment rates are consistently in excess of the state and national averages. In 1992, the state average was 6.0, while the region showed an average of 7.5 percent. Manufacturing jobs as a percentage of total non agricultural employment has declined. The large proportion of the unemployed which come from the manufacturing sector illustrates the fact that manufacturing has become a losing industry in this economy. Just under 45 percent of those without jobs in early 1992 were manufacturing employees, and reports of future lay-offs and job losses as companies continue to cut back means that this number may increase.

One (1) AmeriCorps participant will serve as the New River-Highlands RC&D outreach Coordinator to create an outreach program to focus attention on the water quality and forestry activities of the council and its resource committees. The outreach coordinator would be responsible to develop and implement a newsletter for the council, forestry resource committee and the Middle Fork Holston River Water Quality Committee. The outreach coordinator would develop informational programs and present them to local groups. Press releases and media coverage of the councils activities would fall within the job experience. The outreach coordinator would also assist these grous in preparing newsletters, training volunteers to assume the responsibilties of editor, develop mailing list and funding sources.

Audiovisual programs would be developed for specific projects and

general information activities of the RC&D council. The Outreach coordinator would develop the programs and make presentations to civic grous and special interest groups.

o Tidewater Forestry Products

The Tidewater RC&D includes the ten-county area that is basically east of Route 95 to the Chesapeake Bay, south of the Fredricksburg area and north of the York River. Most of the counties are extremely rural in character. Historically employment has been available in the agricuture, forestry and seafood industires. With the decline in productivity of the Chesapeake Bay due to environmental and disease problems the watermen and related seafood industry are facing severe economic problems. Unemployment and poverty is high in the majority of the counties. In 1993 the eastern most counties averaged unemployment rates of 11.2 percent with a high of 19.3 per cent in the winter months. Some of the skilled labor force commute two to three hours one way to more developed areas to find employment. With the decline in the seafood industry due to environmental and disease problems in the Chesapeake Bay many watermen are seeking alternative employment. The employment that is available is primarily unskiled which results in most of the college educated youth leaving the area to find employment.

The Forestry Committee of the Tidewater RC&D Council is exploring the development of alternative sources of employment and income fot this region by expanding the variety of forestry products that are marketed. There are 863,397 acres of woodland in the RC&D area which is 65% of the land use. Much of the land is harvested by major corporations which focus on a single product. More diversification and greater utilization of wood products is needed which will result in improving the existing economic condition. The first state of this project will be accompished by sponsoring work sessions for professional foresters including consultants and industry in which a marketing plan will be developed. The second stage is to implement this plan.----Insert 'K' here ----

One (1) Forestry intern will help expand the markets available for forestry products produced in the area which should result in a broader base of employment opportunities in the forestry industry.
The AmeriCorps participant will help develop a marketing plan for forestry products and promote the full use of forestry plans including installation of Best Management Practices.

o Marion Virginia Greenway

Over the past decade, population within this Smyth County area has decreased by 1.6%.

The median age in the 1990 Census was 37.3 years. Survey

information revealas that officials believe the loss of young people from the area is a very significant problem for the future of the region. This feature of the area ties together the rising median age and the loss of population in the region. Young people apparently feel that they cannot live and work productively here and are moving away to leave the older, more established citizens behind.

The region's unemployment rates are consistently in excess of the state and national averages. In 1992, the state average was 6.0, while the region showed an average of 7.5 percent. Manufacturing jobs as a percentage of total non-agricultural employment which come from the manufacturing sector illustrates the fact that manufacturing has become a losing industry in this economy. Just under 45 percent of those without jobs in early 1992 were manufacturing employees, and reports of future lay-offs and job losses as companies continue to cut back means that this number may increase.

One (1) AmeriCorps participant would assist the local partners that include the Grassroots Conservancy, Smyth County and Evergreen SWCD and several State agencies in establishing a greenway through the Town of Marion, Virginia along with the middle Fork Holston River. The project will include developing detailed plans for the greenway and securing general public suport for the project. The design for the project will include detail drawing and specification for all compcnents of the trail.

The Grassroots Conservancy started work on the Marion Greenway project in 992. They have secured three segments of the proposed trail and developed approximately 0.6 miles of the trail. The Grassroots Conservancy have identified the need to develop a detailed plan for the entire greenway to enable them to secure funding for implementation. using the plans and information provided through this project the Grassroots Conservancy would secure the necessary land rights to connect the existing segments and complete improvements to the existing segments.

The project manager would generate locale support for the greenway project by conducting public meetings to secure citizen input to the project, making presenations to civic groups, and school groups. Locale support would be gained through their input to the planning and design of the greenway project.

The Grassroots Conservancy is continuing to improve the 3 segments of the trail that they now have control of and the projecy manager would supervise this work.

The project is located in the Town of Marion, in Smyth County, Virginia. The project office would be located in Town of Marion Municipal Building, 138 West Main St., Marion, VA. The greenway project would follow the Middle Fork Holston River as it flows through the Town of Marion.

o Tidewater Geographic Information System

The Tidewater RC&D includes the ten county area that is basically east of Route 95 to the Chesapeake Bay, south of the Fredricksburg area and north of the York River. Most of the counties are extremely rural in character. There are no major cities within the area.

Historically employment has been available in the a agriculture, forestry and seafood industries. With the decline in productivity of the Chesapeake Day due to environmental and disease problems the watermen and related seafood industry are facing severe economic problems. Unemployment and poverty is high in the majority of the counties. In 1993 the eastern most counties averaged unemployment rates of 11.2 percent with a high of 19.3 per cant in the winter months. Some of the skilled labor force commutes two to three hours one way to more developed areas to find employment. With the decline in the seafood industry due to environmental and disease problems in the Chesapeake Bay many watermen are seeking alternative employment. The employment that is available is primarily unskilled which results in most of the college educated youth leaving the area to find employment.

Under the leadership of the Virginia State Geographic Information Specialist, one (1) AmeriCorps participant will be responsible for creating a fully functional (Geographic Information System) for the Tidewater RC&D Council. software are currently available, however, without staff specifically assigned to loadinq and performing the initial geographic analysis, the system does not provide the support that the RC&D Council needs.

The employee will load existing geographic and tabular data to create the basic data base. Then at least 4 specific projects will be completed using the GIS system that will support on-going projects include:

1) Dry Fire hydrants - digitize the location of existing locate in the computer the sites where future hydrants are needed.

The benefits of the dry hydrant project are improving the ability of rural voluntary fire departments to fight fires, improving public safety and conserving fuel used during fires.

2) Retail farmers market - digitize the location of existing retail farmers markets and produce a map that easily locates them.

This project is to improve the income of retail farmers market by producing a brochure that provides a map and directions to the local sources of produce. The completion of the product also aids the Northern Neck Tourism Accreditation Process which is promoting rural tourism to expand the economic and employment base of the region.

Shellfish condemnation - digitize the location of shellfish demnations and produce a map that easily identifies concentrations of blems that the RC&D Council may wish to target.

4) Generate basic tabular and digital analysis of statistical data for the RC&D Council area that will be utilized as the supportive alement for future projects.

Georgia (2)

o Water Quality Protection, Scenic Wildlife Habitat Enhancement

Mountain streams and rivers grace the landscape of the Blue Ridge Mountain area of northern Georgia serving in both a scenic capacity and as a natural resource. Because the mountain sides are steep and rugged, farmers that settled this area turned to the rich and fertile valleys for agricultural operations. The cleared area of most of the broad valleys and many of the smaller ones often extend to the streams' banks.

Agriculture continues to dominate in these valleys today. Row crop production is not as great as it once was, but still exist as does livestock production. However this mountain region is very rapidly becoming a major tourist and recreation area as well as becoming more heavily populated with people taking advantage of the natural beauty.

For reasons, whether to gain as much "usable" land as possible or to reduce competition of natural vegetation for light and water, vegetation is still often removed up to the stream banks. When this vegetation is removed, and particularly when livestock tramples the banks, stream banks are much more susceptible to erosion. Heavy rains cause severe erosion to significant areas of streambanks. As well as putting countless tons of sediments into the streams, it leaves streambanks raw allowing continued erosion potential.

Natural vegetation, and particularly forest vegetation, is a very effective filter of runoff water. When agricultural lands are adjacent to streams with no natural filter strips between, any runoffs can go directly into streams. If this runoff contains nutrient and pesticides used in agricultural production, then they too can enter into the streams impairing the water quality and destroying aquatic habitats.

Another adverse affect of removing the natural vegetation along these streams is the impact that it has on both terrestrial and aquatic wildlife. Stream corridors are one of the most active and diverse natural environments which exist. Most animals have to have a supply of fresh water to exist. When natural vegetation is removed this limits their ability to get to these

water supplies safely, thus most species will leave in search of a more suitable habitat.

Fish are also adversely affected, especially trout. Removing the vegetation along the streams opens up the streams and allows more sunlight to reach the water thus warming the water temperatures so that they are not conducive to trout.

To over come the damages that have occurred and to prevent future degradation streambanks need to be stabilized, livestock need to be excluded and stream corridors need to be reestablished.

To apply the conservation practices needed would be an economic hard ship on most of these land owners, and since resolving these problems would be a great benefit to society, it is proposed that assistance in applying the more labor intensive practices be made available to address this situation.

Two (2) AmreriCorps participants will work in the following areas:

1) Streambank stabilization -
Use of rock rip-rap is suggested along eroded stream bank areas where natural woody vegetation cannot be established to accomplish needed erosion control.

2) Riparian corridor/filter strips -
Natural vegetation, particularly trees and shrub species, need to be maintained or established along the streams course with a minimum width of 15 feet on each side of the stream.

3) Livestock exclusion -
Fences will need to be established to keep livestock out of the riparian corridor and off of the stream banks. Allowances should be made in some situations for cross fencing to get better distribution of livestock and less potential for overgrazing and erosion.

4) Livestock water facilities -
As livestock will be excluded from streams an alternate water supply will need to be supplied. This should be in the form of spring seep developments, ponds, or pipelines and troughs. If none of these alternatives are feasible then a watering gap could be created which will provide a minimal area of access to the stream, this would be less desirable than the other alternatives.

5) Stream crossings -
Restricted crossing areas will be established if it is necessary because of land ownership to get livestock from one side of the stream to the other.

6) Management practices -
Non costshared management practices as needed to maintain

the integrity of the project would be required of participating landowners.

Most of the practices could be instaled at minimal cost if labor cost could be eliminated. This project proposes making expertise available to asset landowners with layout and installation. State or national labor pools could be utilized. No special educational background would be required.

Technical assistance and guidance and supervision will be provided by the SCS in conjunction and cooperation with soil and water conservation districts. Other agencies will be consulted as needed.

Alabama (2)

o The project is located in the Tennessee Valley, Appalachian counties of Alabama. These include the north central and northern counties of Dekalb,Jackson, Marshall, Madison, Limestone, Lawrence, Morgan and Cullman. The major land.use within the project areas is forest land. Forests cover appropriately 45% of the area. Agriculture, primarily cotton in the valley and poultry and livestock in the mountain areas account for the majority of farm sales. Unemployment levels are higher than the state average while the education levels and medium family income levels are lower than the state average*- With the exception of Madison County (Huntsville) the area is predominantly rural.

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

To address this need the Tennessee Valley Resource conservation and Development Council (RC&D) is actively working on a number of projects. However, due to the lack of funding and low Council operating budgets, the Council has a desperate need of at least one employee who would would serve as the hands-on-representative of the Council to ensure the completion of the projects.
Two (2) AmeriCorps participants will have invaluable "Hands on" environmental and rural development opportunities. Both projects managers will oversee the details of a diverse multi-county resource conservation and development/environmental project

managers will work with community groups, individual businesses and governmental units in order to facilitate positive development in the rural areas of North Alabama. Examples of the type projects involved are as follows:

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

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

Tennessee (17)

o Environmental Education

While centralized in the RC&D office at Cookeville, Tennessee, the project The area is located within the Hull-York Lakeland Resource Conservation and Development Project, is located in north central Tennessee. It covers 14 counties and contains 3,193,480 acres. The project boundary is compatible with the Upper Cumberland Development District, the regional planning body for units of local government.

Many problems affect the social and economic growth of the area, including underdeveloped land and water resources, flooding, and undeveloped industrial, recreation and transportation potential. Per capita income for the area in 1992 was $11,164 as compared to $13,696 for Tennessee and $15,255 for the United States. Twenty-one percent of the households had income of less than $10,000. For Tennessee the rate was 16.4 percent and for the U.S. the rate was 12.5 percent. The area continues to be below the state and nation in educational opportunities. In 1989 the average expenditure per pupil in the 14 county area was $2,755. For Tennessee the rate was $3,304. Additionally, only 47 percent of those graduating from high school continue their education as compared to 58.7 percent for the state. The area is part of appalachia and several counties are designated as distressed by the Tennessee Department of Economic and Community Development, The Tennessee Valley Authority and the Appalachian Regional Commission.

Seven (5) AmeriCorps participants above-average communications skills will be working with a broad group of people at all education levels from every socio-economic group. They will also work closely with the U.S. Soil Conservation Service, the Hull-York Lakeland Resource Conservation and Development Association,

the Upper Cumberland Development District, the Tennessee Department of Economic and Community Development, civic groups, schools and local government bodies throughout the fourteen county area. Major duties would be divided approximately equally between solid waste/ recycling and environmental education. Each of the participants would:

With the passage of the Tennessee Solid Waste Management Act of 1991, units of county government must implement a solid waste system which:

Provides at least one site to receive and store waste tires, used automotive oils and fluids, and lead-acid batteries.

Provide one or more sites for collection of recyclable materials.

Reduces by twenty-five percent the amount of solid waste disposed of at municipal solid waste disposal facilities.

Includes liners, leachate collection pools, and ground water monitoring wells at each approved landfill. This requirement alone is expected to increase the cost of solid waste disposal by $150,000-$200,000 per year per county.

A person is needed to work closely with the Upper Cumberland Development District, the regional planning agencies for the area, and the 14 units of county government to implement the requirements of the act.

ENVIRONMENTAL EDUCATION

The second area in which the selected person would work would be in environmental ed*ucation. This would involve working closely with schools, civic groups, units of local and state government and others to promote greater awareness of natural resources and environmental issues throughout the 14 county area.

o Clinch-Powell Specialty Recreation and Tourism

The project is located in the central northeast counties of Claiborne, Grainger, Hancock, Hawkins and Union in Tennessee.
-----Insert 'W' here ----

Three (3) AmeriCorps participants, (1) - Planner, (1) - marketer/Trainer and (1) Recruiter will help the establish the following to promote specialty recreation and tourism in the Clinch-Powell region.

SPECIALTY RECREATION AND TOURISM IN THE CLINCH-POWELL REGION

A. Camps
1. Handicapped
2. Summer
3. Elderly

B. Water Based Recreation
1. Canoeing
2. Fishing
a. Lake and river based
b. Rodeos
c. Contests
C. Tours
1. Driving
2. Photography
3. Historical
4. Guided Biodiversity/Eco Tours
5. Crafters
6. Hiking
7. Biking
D. Vacations
1. Natural "Get Aways"
2. Country Living
a. Work.Visit on a farm
b. Learn vegetable gardening, preserving and canning
c. Horseback Riding/Trails
3. Hunting
a. Guided
b. Clubs
E. Workshops/Classes
1. Quilting
2. Other natural and native crafts

These are some of the wide range of activities which could be developed into a significant visitor draw. Much work could begin almost immediately and economic benefits realized through day trips from metropolitan regions within driving distance until necessary infrastructure could be developed including Bed & Breakfasts.

o Chicksaw-Shiloh Water Quality

The overall poverty rate for the area is 16%, well above the state's average of 12.4%. Povert rates range from 12.6% to 24% within the area. Educational levels are a major concern in the area. Forty-three percent of the adult population has no education past high school.

Two (2) AmeriCorps positions are proposed. The first would serve as a water quality technician monitoring and overseeing the Councils traveling gun irrigation system. The second person would be responsible for developing and delivering environmental education programs to elementary school students in the area.

o Humpherys County Environmental Education Center

----Insert 'Z' here ---

The project conception began with a group of concern citizens, organizations, and agencies in 1991 because of continuing requests made to the Soil Conservation District for outdoor activitie's from schools and organizations. A need for trail opportunities with emphasis on environmental concerns was identified in the Soil Conservation District long range plan. A steering committee was organized which included private citizens, industry, government agencies, civic organizations, school teachers, local and state Department of Education, and local businesses. Those assisting with initial plans were as follows:

Soil Conservation District
Provided oversite and administration of the project

Soil Conservation Service
Provide technical and educational assistance for installation of agriculture Best Management Practices

Five-Rivers Resource Conservation and Development
Provide technical and financial assistance

Tennessee Department of Agriculture
Provide technical and financial assistance

Tennessee Division of Forestry onal assistancer labor and
Provide technical and educational assistance labor and equipment on forest Best Management Practices

Tennessee Wildlife Resources Agency
Provide technical and educational assistance on wildlife Best Management Practices

E. I. DuPont CompanY
Provide financial and technical assistance on environmental education projects

Humphreys County Board of Education
Provide teacher in-service and assistance on development of educational materials

Humphreys County Highway Department
Provide equipment and labor for installation Management of Best Management Practices

Izaak Walton League
Provide water quality training and technical assistance

U.S. Fish and Wildlife
Provide technical assistance and equipment and labor for installation of Best Management Practices

First American Bank of Waverly
Provide financial advise and assistance

Humphreys County Executive
Provide financial advise and assistance

Humphreys County Chamber of Commerce
Provide financial advise and support for the project

Citizen Volunteers
Provide labor, equipment, and support for the project

The steering committee, identified the needs and desires of the community, developed a concept with short and long range goals and developed strategies for funding and development of the project. The project has received an overwhelming, very broad base of support from the community and surrounding area. Many planning meetings have been held to continue to get citizen and organization input as the project has developed. The steering committee will continue to monitor the project and provide guidance in its development.

Two (2) AmeriCorps participants would help the project provide easily accessible trails to the disabled and older citizens who are not able to use those trails presently existing in the community. Plans are being developed for level trails, hard-surfaced trails, handicapped and senior citizen parking, and improved access to trails to accommodate busses and autos. Also included will be benches along the trails and designated rest stops.

The project will provide educational and recreational opportunities to minorities and economically disadvantaged at no cost. The County has been designated as economically depressed with one of the highest unemployment rates in the State. The project will provide recreational opportunities near home for many economically disadvantaged households.

While serving the disabled, senior citizen and the economically disadvantaged, this project will also make available these educational and recreational opportunities to minorities (blacks, Hispanics, and women) and special groups and organizations such as: group homes, civic organizations, teachers for teacher in-service, student groups for field days and demonstrations, 4-H judging team training, 7-Hawks Wilderness Rehabilitation Program., summer youth on-job-training program, Boy Scouts and Girl Scouts for their badge programs, and many others.

o Bent Creek Watershed

This watershed is located in the Applalachian region of rural East Tennessee. The average farm size is about 30 acres. The

main farm enterprises are beef cattle and tobacco. The per capita income is 11,069. Most of farm jobs are in furniture manufacturing in Morristown, the County seat of Hamblen county.

The Bent Creek Watershed is an approximately 30,307 acre watershed that drains into the Nolichucky River. TVA and SCS have completed an in depth study to determine the major sources of non-point pollution as well as factors effecting aquatic habitat. Sediment, animal waste and loss of riparian habitat are all contributors to water quality problems. Direct livestock access has been identified as a major cause of the above mentioned problems. These problems are effecting eater quality in Bent Creek, The Nolichucky River and Douglas Reservoir. Approximately nine endangered and threatened species, mainly fresh water mussels and small fish, are being affected by these conditions. TVA has done an excellent job of identifying these problem areas on USGS Quad sheets with mylar overlays. It would be very simple to overlay these on ASCS maps to get names and addresses of people who would be eligible for conservation assistance.

One (1) AmeriCorps participant would serve as a non-point source contact technician. The individual would assist agencies and institutions that have an interest in agriculture and conservation. These include the Hamblen and Hawkins Soil Conservation Districts, SCS, University of Tennessee Extension Service, Walters State Community College, Tennessee Wildlife Resource Agency and TVA.

This Americorp position would train and supervise an individual to go the field and contact all the land owners in the watershed. This person would be trained to help land owners know the benefits of installing practices, the variety of sources of assistance and the people to contact for follow-up. There is a great deal of resistance to some practices like fencing creeks and it's going to take time and personal contact to change attitudes. This can be an excellent way to begin the process.

o Woodland Community land Trust

The Woodland Community Land Trust (WCLT) is a community-based, grass-roots nonprofit organization. We operate a rural, community land trust in Roses Creek Holow which is part of the larger city of the Clearfork Valley in northeastern Tennessee. WCLT was organized in 1977 and is a citizen's response to the corporate land ownership and corporate industrial investments that leave people landless and land lifeless.

WCLT has a land base of 150 acres plus 112 acres on timberland managed for the University of Tennessee (*a land grant college). These land has been developed from a plan that interfaces a new model for a rural settlement with a new *@el for a forest management/timber development.

United States Department of Agriculture
Office of Communications
Washington, D.C. 20250-1300

Peace Corps

DRAFT

MEMORANDUM OF UNDERSTANDING
BETWEEN
PEACE CORPS AND DEPARTMENT OF AGRICULTURE/AMERICORPS PROGRAM

This Cooperative Agreement made and entered into between Peace Corps and the United States Department of Agriculture on (date)

Because of the long-term and successful experience of the Peace Corps in the service field and the institution's third goal of bringing the understanding of the world back to the American people, the Department of Agriculture will adopt a policy of collaboration with the Peace Corps and former Volunteers in the development and implementation of its AmeriCorps national service program. Peace Corps Volunteers have demonstrated their flexibility, their language skills, and their sensitivity for cultures other than those in which they were raised. Therefore, former Volunteers could provide invaluable assistance at all levels of USDA/Americorps projects, while fulfilling their commitment to service and the third goal. Working with AmeriCorps programs could provide a transition for newly returned Volunteers.

Specifically:

1) Peace Corps/Washington and former Volunteer organizations will serve as sources for the recruiting of managers, staff members, crew leaders, and participants for USDA/AmeriCorps programs.

HOW TO ACCOMPLISH: The Peace Corps Returned Volunteer Services will advertise available positions and programs through its network. All USDA/AmeriCorps grant proposals will stipulate that Peace Corps will be a source of recruitment.

2) USDA/AmeriCorps will work with the Peace Corps to identify former Volunteers to serve as resource persons to projects in their geographic areas, providing volunteer and technical assistance as needed.

HOW TO ACCOMPLISH: Returned Volunteer Services will assist USDA/AmeriCorps in identifying these former Volunteers.

3) USDA/AmeriCorps will provide internships for former Volunteers at its project locations and in the Washington USDA Center for National Service.

HOW TO ACCOMPLISH: USDA/AmeriCorps will advertise these internships through the Returned Volunteer Career Center in Washington and its publications and through Peace Corps Area Offices.

AN EQUAL OPPORTUNITY EMPLOYER
PRINTED ON RECLAIMED MATERIALS

4) Peace Corps/Fellows Program will be a partner with USDA/AmeriCorps programs in areas where applicable.

HOW TO ACCOMPLISH: USDA/AmeriCorps will coordinate with Fellows Program.

5) USDA/AmeriCorps will review the Peace Corps structure to serve as a possible model in creating the USDA/AmeriCorps management structure.

HOW TO ACCOMPLISH: Staff members of USDA/AmeriCorps will coordinate with the Peace Corps Office of Domestic Services to identify appropriate Peace Corps personnel for consultation with staff members of USDA/AmeriCorps.

6) USDA/AmeriCorps will disseminate information about Peace Corps service and other programs such as the Peace Corps Fellows Program.

HOW TO ACCOMPLISH: Information about Peace Corps service and programs will be available at USDA/AmeriCorps training and close-of-service sessions.

3124

Peace Corps

NEWS FLASH...NEWS FLASH...NEWS FLASH...NEWS FLASH...NEWS FLASH

RPCVs GET JOBS IN NATIONAL SERVICE AFTER COMPLETION OF UNPAID INTERNSHIPS

Three RPCVs who worked in the Department of Agriculture/AmeriCorps office as volunteers during 1994 were hired by the DC Service Corps to work on national service projects.

You too can have this opportunity to do fun-filled filing work and mindless data entry for hours on end with no pay and in return make contacts in the national service arena. Just call Katherine Gibney (RPCV, Senegal) at (202) 720-4369.

Because of the long-term and successful experience of the Peace Corps in the service field and the institution's third goal of bringing the understanding of the world back to the American people, the Department of Agriculture is adopting a policy of collaboration with the Peace Corps and former Volunteers in the development and implementation of its AmeriCorps national service program. Working in an unpaid capacity with the USDA/AmeriCorps office is just one of the many exciting ways of accomplishing this cooperation.

The Department of Agriculture is running the largest national service program in the federal government in terms of number of participants: up to 1,200 USDA/AmeriCorps members will work on Anti-Hunger, Public Lands and Environment, and Rural Development Teams at 42 sites across the country.

Clinton Presidential Records
Digital Records Marker

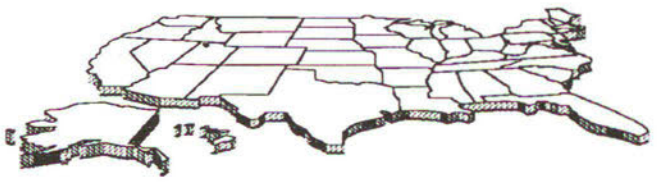
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Peace Corps

PEACE CORPS FELLOWS PROGRAM



"A Need, a Resource, and a Partnership."

January 1994

Rural and urban communities throughout America are challenged by multifaceted problems in education, public health, economic development, and other areas. In more than two-dozen sites around the country, local agencies, institutions of higher education, private sector sponsors, and the Peace Corps are collaborating to tackle some of these problems. Using the partnerships established through the Peace Corps Fellows Program, communities are addressing important concerns with a unique resource——returned Peace Corps Volunteers.

Each year more than three thousand Volunteers return to the United States with skills and cultural-sensitivity gained from their experiences and training overseas. They are special women and men, for they have lived and worked under difficult circumstances.

Americans have a lot to share with peoples abroad, but the skills and cultural lessons learned overseas by Peace Corps Volunteers can also easily be applied to problems here at home. Prominent sociologist David Reisman once said, "the greatest benefit of the Peace Corps will be realized here at home." Through the Peace Corps Fellows Program, hundreds of former Peace Corps Volunteers are sharing with underserved Americans the experiences and skills acquired while living overseas.

Throughout the 1990s and into the 21st Century, it is the goal of this program to place thousands of dedicated teachers, health professionals, social service providers, and other much-needed professionals in underserved urban and rural communities. In doing so, Volunteers fulfill one of John F. Kennedy's goals for the Peace Corps—to bring an understanding of the world back home for the benefit of the American people.

HISTORY OF THE PROGRAM

In 1985, the New York City Board of Education, Teachers College/Columbia University, the Xerox Corporation, and the Peace Corps created the first Peace Corps Fellows Program to address the need in challenging schools for enthusiastic, talented and culturally-sensitive mathematics and science teachers. The program in New York City was created to recruit and prepare such a cadre of teachers—the returned Peace Corps Volunteers.

Through the Peace Corps Fellows Program former Volunteers, now called Fellows, are provided an avenue by which to enter teaching. In exchange for a two-year commitment to teach in one of these hard-to-staff schools, the Fellow concurrently enrolls in a reduced-cost master's degree program in a related field. The faculty and school officials, in turn, make a two-year commitment to oversee the professional development of the Fellow. The school district pays for the teaching salary while funds for the fellowship and the administrative expenses come from foundations, corporations and individual donors.

This partnership of public and private institutions and individuals fulfilled its intentions by bringing to the New York City schools outstanding new teachers. From 1985 to 1992, more than 45,000 school children were taught by over 250 Peace Corps Fellows, not only science and math, but also other areas that have a shortage of teachers, such as teaching English to speakers of other languages, and special and bilingual education. Several Fellows in New York City received "rookie teacher of the year" honors and other awards. In 1990, the Peace Corps began an expansive effort to replicate this successful model of collaboration by establishing the Fellows Program in universities and communities across the country. By 1992, there were sixteen operational programs in education, and each one was taking a step toward improving the state of education and teacher preparation in our country.

But education is only one problem communities are facing. Problems in health care, housing and economic development are well documented. As a result, new partnerships are being developed by Peace Corps in conjunction with universities, local housing authorities and community-based organizations. In 1992, the first Fellows Programs in public health and in nursing were inaugurated. Other programs are in development and are expected to enroll Fellows by the end of 1994.

GENERAL INFORMATION

This brochure contains a limited amount of information provided by the universities. RPCVs should gather as much information as possible before applying to programs of interest. As these programs are designed and run by the universities in cooperation with employing partners, specific inquiries and applications are sent directly to the participating university. All of the programs vary in curricular offerings and in-service supervision of the Fellows. Orientation sessions and relocation services also vary by institution.

APPLICATION PROCESS AND SCHOLARSHIPS

Approximately 350 placements, will be available during the 1994-95 academic year. Most programs will have many more applicants than there are positions. RPCVs are encouraged to contact more than one program to compare course offerings and financial packages and to determine competitiveness of admission process. The number of fellowships awarded at each site depends on many factors, including scholarship funds raised from donors, employment possibilities at local agencies, and graduate-school enrollment limits; thus the full number

(continued page 8)

PEACE CORPS

Dear AmeriCorps Grant Recipient:

Congratulations on receiving an AmeriCorps grant. We at Peace Corps are very excited about the new opportunities for domestic service. The challenges of AmeriCorps programs are a perfect match for the skills and experiences of Returned Peace Corps Volunteers.

Today's Peace Corps Volunteer goes through an extensive period of cross-cultural, language and technical skills training before entering service. While living in some of the most difficult situations in the world, Peace Corps Volunteers work along side host country counterparts on projects that offer lasting solutions to locally identified problems. Volunteers are trained to assess needs, implement programs and evaluate results. Most importantly, Peace Corps Volunteers learn to work effectively with all types of people in different situations.

Many recently Returned Peace Corps Volunteers are interested in continuing the kind of service they found so rewarding overseas, either as AmeriCorps participants or staff. If you would like to tap into this resource of enthusiastic, trained, experienced candidates, we have an ideal tool. The Peace Corps *Hotline* is a bi-weekly newsletter of vacancy announcements. The Hotline is sent free of charge to all Volunteers for two years after they finish service, reaching nearly 7,000 potential AmeriCorps participants.

Enclosed please find a letter from the *Hotline* editor, the advertising regulations for the *Hotline* and a recent copy of the publication. I am sure you will find it a valuable resource for your staffing efforts.

Sincerely,

Carol Bellamy
Director

1990 K Street, N.W., Washington, D.C. 20526

PEACE CORPS

Peace Corps

Dear AmeriCorps Grant Recipient,

Congratulations! Peace Corps and AmeriCorps are a natural match in many ways. One of the most obvious areas where we can cooperate is with helping you find qualified people to staff your programs. Enclosed is a recent issue of *Hotline*--a bulletin of job and educational opportunities for former Peace Corps Volunteers. *Hotline* is published on the first and fifteenth of each month.

I also have included a recent cover story on the AmeriCorps Leaders program. The Corporation for National Service was thrilled with the response they received. We are planning a similar article to announce some of the recent grant recipients like yourself.

Many former Volunteers would be interested as well as qualified for positions within your program. If you have positions that could be filled by Returned Peace Corps Volunteers, I would be more than happy to place announcements in *Hotline* to help you locate candidates.

Like many employers and education institutions, I think you would be pleased with the response you would receive from *Hotline*. Please note that there is no charge to place an announcement. Please call me at 202/606-3126 or 800/424-8580, ext. 2284 if you have any questions.

Sincerely,

Tracy

Tracy Washington
Hotline Editor
Peace Corps

enclosures: *Hotline* bulletin
regulation sheet
AmeriCorps Leaders article

1990 K Street, N.W., Washington, D.C. 20526

AREAS OF POSSIBLE COLLABORATION WITH PEACE CORPS

1. After 33 years, every state has a number of Peace Corps veterans. These Returned Peace Corps Volunteers (RPCVs) could prove to be an integral part of community support for AMERICORPS projects. Organized groups of RPCVs could be co-sponsors of projects, providing their time, sharing experiences and talents, and offering employment opportunities.

2. RPCVs could be public advocates for the AMERICORPS - at least until we have an established AMERICORPS veterans group. This could include speaking at high schools and colleges, local and area civic korganizations, and participating in pre-service training.

3. Team leaders for AMERICORPS could be recruited from among RPCVs who have demonstrated flexibility and sensitivity for cultures and communities other than those in which they grew up. The position of team leader also gives the RPCV a new level of responsibility, a means for transitioning back to the United States, and an opportunity to continue to fulfill their commitment to service.

"The 3rd goal of Peace Corps (PC) is 'bringing the experience back home.' RPCVs can pursue the goal by encouraging service through technical assistance in the U.S. communities."

4. There may be administrative models within Peace Corps that at least bear exploration. They seem to keep bureauracy to a minimum.

5. Where projects may require bilingual skills, the Peace Corps has excellent language training programs.

6. Use existing PC and RPCV newsletters and other media to recruit persons for specific positions.

7. Use the PC databank of RPCVs to identify resource persons throughout the U.S.

David Wolfe, acd Dir
OTAP
Office of Sea
& Resp
Support

720-1845
Glenn

Jean

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Gunn 7320-7173
Colleen

Russell

Acting Deputy
Admin

Steve Nalley ✓
Katherine Allen ✓
Paula Jones ✓

Technical Yolt Servs
Joel
outreach

Draft statement of work
for outreach grants

distributed to Sol
comment
available for release
in April

Peace Corps

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

COOPERATIVE AGREEMENT
BETWEEN
PEACE CORPS AND DEPARTMENT OF AGRICULTURE/AMERICORPS PROGRAM

This Cooperative Agreement made and entered into between Peace Corps and the United States Department of Agriculture on (date)

Because of the long-term and successful experience of the Peace Corps in the service field and the institution's third goal of bringing the understanding of the world back to the American people, the Department of Agriculture will adopt a policy of collaboration with the Peace Corps and former Volunteers in the development and implementation of its AmeriCorps national service program. Peace Corps Volunteers have demonstrated their flexibility, their language skills, and their sensitivity for cultures other than those in which they were raised. Therefore, former Volunteers could provide invaluable assistance at all levels of USDA/Americorps projects, while fulfilling their commitment to service and the third goal. Working with AmeriCorps programs could provide a transition for newly returned Volunteers.

Specifically:

1) Peace Corps/Washington and former Volunteer organizations will serve as sources for the recruiting of managers, staff members, crew leaders, and participants for USDA/AmeriCorps programs.

HOW TO ACCOMPLISH: The Peace Corps Returned Volunteer Services will advertise available positions and programs through its network. All USDA/AmeriCorps grant proposals will stipulate that Peace Corps will be a source of recruitment.

2) USDA/AmeriCorps will work with the Peace Corps to identify former Volunteers to serve as resource persons to projects in their geographic areas, providing volunteer and technical assistance as needed.

HOW TO ACCOMPLISH: Returned Volunteer Services will assist USDA/AmeriCorps in identifying these former Volunteers.

3) USDA/AmeriCorps will provide internships for former Volunteers at its project locations and in the Washington USDA Center for National Service.

HOW TO ACCOMPLISH: USDA/AmeriCorps will advertise these internships through the Returned Volunteer Career Center in Washington and its publications and through Peace Corps Area Offices.

COOPERATIVE AGREEMENT
BETWEEN
PEACE CORPS AND DEPARTMENT OF AGRICULTURE/AMERICORPS PROGRAM

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Specifically:

1) USDA/AmeriCorps will include Peace Corps/Washington and former Volunteer organizations as sources for the recruiting of managers, staff members, crew leaders, and participants.

HOW TO ACCOMPLISH: USDA/AmeriCorps will work with Returned Volunteer Services, using their mechanisms to advertise available positions and programs. All USDA/AmeriCorps grant proposals will state this policy in the recruitment plans.

2) USDA/AmeriCorps will work with the Peace Corps to identify former Volunteers to serve as resource persons to projects in their geographic areas, providing volunteer and technical assistance as needed.

HOW TO ACCOMPLISH: USDA/AmeriCorps will work with Returned Volunteer Services to identify these former Volunteers.

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HOW TO ACCOMPLISH: USDA/AmeriCorps will advertise these internships through the Returned Volunteer Career Center in Washington and its publications and through Peace Corps Area Offices.

4) USDA/AmeriCorps will work with the Peace Corps/Fellows Program as a partner in areas where applicable.

HOW TO ACCOMPLISH: USDA/AmeriCorps will coordinate with Fellows Program.

5) USDA/AmeriCorps will review the Peace Corps structure to serve as a possible model in creating the USDA/AmeriCorps management structure.

HOW TO ACCOMPLISH: Staff members of USDA/AmeriCorps will coordinate with the Peace Corps Office of Domestic Services to identify appropriate Peace Corps personnel for consultation.

6) USDA/AmeriCorps will disseminate information about Peace Corps service and other programs such as the Peace Corps Fellows Program.

HOW TO ACCOMPLISH: Information about Peace Corps service and programs will be available at USDA/AmeriCorps training and close-of-service sessions.

Peace Corps

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BETWEEN
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THE PEACE CORPS,
THE NATIONAL COUNCIL OF RETURNED PEACE CORPS VOLUNTEERS
AND
THE CLINTON NATIONAL SERVICE PROGRAM

Recommendations: The National Council of Returned Peace Corps Volunteers should expand and intensify its effort to influence the scope and terms of President Clinton's National Service program on issues of vital interest to current and returned Peace Corps Volunteers, the National Council, and its affiliated groups across the U.S.A. The Transition officials making recommendations for the Clinton National Service program have hardly focused on the Peace Corps, returned Peace Corps Volunteers or international voluntary service. The National Council should seek to ensure that our interests are addressed when the final National Service program is formulated by the Administration and debated in the Congress.

A. Peace Corps International and Domestic Programs: The Council should recommend that the Clinton program include major international and domestic elements related to the Peace Corps and the National Council. Some programs that the National Council might recommend be included are described here. The specific recommendations are not the key issue here; they can be refined in consultation among those responsible for implementing this initiative, the Board, Doug Siglin and Chic Dambach. The key issues are outlined starting on page 4 below.

(1). Modifications of Existing Programs:

(a). International Programs, 10,000 Volunteers: President Clinton should request full funding for 10,000 Peace Corps Volunteers. This recommendation is a long-standing goal that should now be funded and implemented.

(b). International Programs, Stafford Loan Cancellation Incentive: President Clinton should secure immediate implementation of the new incentive for Peace Corps service included in the Higher Education Act of 1992, partial cancellation of Stafford (guaranteed) loans of Peace Corps Volunteers. As enacted the new program only applies to "new borrowers," i.e. students who have never taken out a loan before. This delays implementation of the program for four years. The effective date should be amended to make it apply to any student graduating from college after the date of the amendment and the cancellation program should be fully funded.

(c). Domestic Programs, National and Community Service Act Amendments: President Clinton should request amendments to the law establishing the Commission on National and Community Service to expand the grants it is authorized to make. This law currently authorizes the Commission to issue grants to states which may, in turn, fund non-profit agencies that have

formed partnerships with state and local government agencies. But, if funding for the Commission grants is dramatically expanded, it should have the authority to issue grants directly to non-profit community service organizations like the National Council. The Commission and the Act are up for reauthorization this year, so this is an excellent time to seek amendments. Again, however, the Council must have a detailed plan on how it could utilize such a grant; in effect, this plan would be a draft application for a grant from the Commission.

(2). Establishment of New Programs:

(a). Domestic Programs, Third Goal Funding: President Clinton should request a separate annual appropriation to the Peace Corps of $20 million or 5-10% of the Peace Corps appropriation should be available to fund Third Goal programs. He needs to be educated on the Third Goal and the potential for using the talents and enthusiasm of 140,000 returned Volunteers.

Since its founding insignificant funds have been appropriated to the Peace Corps to fund Third Goal programs. The Peace Corps should be directed to prepare a detailed Third Goal plan to be submitted to the White House and the Congress. A committee of members of the Board of the National Council should prepare its own detailed Third Goal plan to be submitted to the White House, the Congress and the Peace Corps.

The National Council plan should emphasize Third Goal programs that could be managed by the National Council or local or affiliated NCRPCV groups as grantees or contractors of the Peace Corps. The Council needs to prepare its own detailed plan to demonstrate that if these funds are appropriated for this purpose they would be well spent to leverage the skills and commitment of RPCV's.

The Third Goal programs can include expanded funding for the World Wise Schools program and the computerized data bank of returned volunteers, two cost-effective programs for utilizing returned Volunteers.

(b). Domestic and International Programs, Domestic Summer Youth Peace Corps: President Clinton should seek funding for intercultural community service summer programs managed by the Peace Corps or by State governments or non-profit agencies which would receive grants from the Commission. These programs or grants would involve both international and domestic service placements and could utilize the services of Peace Corps offices abroad and place the students with current Peace Corps Volunteers. An international training center for volunteers and staff and an international research institute on volunteerism could be established as part of the program.

(c). Domestic and International Programs, Annual International Conference on Volunteerism: President Clinton should propose that the United States take the initiative to organize and host an annual conference on volunteerism. The Peace Corps should be in charge, with substantial duties being

handled by the National Council as a contractor. The conference would bring together representatives of both government-sponsored and private sector international volunteer programs. It would focus on coordination of international volunteer activities, propagation of successful models of service, establishment of "reverse Peace Corps" programs, research on effective development techniques for use by volunteers, and utilization of returned volunteers. The Peace Corps might be directed to establish a separate office to handle the conference and international volunteer issues with authority to issue grants or contracts to organizations like the National Council.

(d). Domestic and International Programs, Reverse Peace Corps and Volunteer Exchange Program: President Clinton should direct the Peace Corps to formulate a detailed plan for creating a "Reverse Peace Corps" to bring Third World nationals to the United States to perform community service. This program could bring international volunteers to America who had first served in programs similar to the Peace Corps. Peace Corps Volunteers could also be part of "reverse Peace Corps" programs established by other developed countries. This would create an international volunteer exchange program. Upon completion of the plan the President should establish a "Reverse Peace Corps" and volunteer exchange program on a pilot basis. This program will help to dispel any implication that America believes that only other countries have problems to be solved by Volunteers.

(e). Domestic and International Programs, International Students As Volunteers: President Clinton should direct the Peace Corps to begin to organize the tens of thousands of international students who are studying in the U.S. (high school through graduate school) as a resource for the communities in which they live and study. The National Council could be a part of this effort as a grantee or contractor. These international students could be part of an international speakers bureau, serve as advisors to local Chambers of Commerce on trade opportunities or work as volunteers with immigrants and aliens in America.

(f). International Programs, Associate Volunteer Programs: President Clinton should direct the Peace Corps to expand its fledgling Associate Volunteer Program, which provides an opportunity for highly skilled U.S. citizens to serve as volunteers for 3 to 18 months. Recruiting should target returned Volunteers who are able to serve for short periods.

B. Consistency of National Service Programs With Peace Corps Interests: The Council should seek to ensure that any Clinton National Service program is consistent with the philosophy of service shared by Peace Corps Volunteers, that any new programs not adversely compete with the Peace Corps, and that any new benefits be fully available to Peace Corps Volunteers.

C. Action Plan to Influence National Service Debate: The

Council should direct Geri Critchley to implement an action plan to secure inclusion of these provisions in the Clinton National Service program.[1]

(1). She should draft a letter with these recommendations to be sent by Chic Dambach and Doug Siglin immediately to the appropriate Clinton Administration officials (Eli Segal, Bill Galston, Shirley Sagawa, Catherine Milton) and key Congressional supporters (Senators Dodd, Wofford and Coverdell).

(2). She should seek to set up meetings with them to discuss the Council's recommendations.

(3). She should continue to seek inclusion of the Council's recommendations even if they are not included in the Clinton National Service program.

(4). She should seek permission for the National Council to testify at any Congressional hearings on the Clinton National Service proposals and prepare the Council witnesses for their appearance.

(5). She should actively communicate the Council's recommendations on these issues to the members of the appropriate House and Senate committees during the consideration of legislation to enact a National Service program and to the Appropriations Committee actions as it considers legislation to fund it.

(6). The National Council should use World View and other resources to mobilize current and returned Volunteers to influence the National Service debate.

(7). Geri should keep Chic Dambach, Doug Siglin and the Board fully informed of her actions and the course of the National Service debate.

Issues for the Council: The two key issues for the Council to consider in authorizing this initiative are whether the Council wishes to reallocate the resources of the Council staff and change the basic purposes of the Council.

Should the Council:

(A). launch an expanded government relations effort regarding interests of concern to Peace Corps Volunteers, the National Council and affiliated RPCV groups; and

(B). seek funds as a grantee or contractor to manage Third

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[1] The National Council can expend its funds to lobby the Congress and the Administration without jeopardizing its tax exempt status as long as the expenditure is not substantial in amount or a substantial portion of its total budget. Nothing proposed here would exceed these limitations.

Goal and related programs.

There have been attempts before to expand the Council's government relations efforts. But, there has never before been an opportunity like that presented here with a President who will be seeking dramatic increases in funding for volunteer programs. What is involved here is a government relations effort directed, in part, at expanding the funding available to the Council and at ensuring that the interest of the Peace Corps are taken into account in the National Service program that is implemented. The initiative proposed here could be considered to be a short-term initiative, not a permanent reorientation of the Council's energy and resources. One key question is whether this expanded government relations effort is sufficiently likely to be successful to warrant the expenditures involved.

For the Council to become directly involved in managing Third Goal and other programs will change the Council. It will require a dramatic increase in staffing and sophistication and stretch the Council's financial and management resources. The issue is whether this is the direction in which the Board wants the Council to head.

Peace Corps

USA ABROAD

HELPING INFORM USA CITIZENS ABROAD



AT WORK: Richard Dierkes, a Peace Corps fellow, teaches 3rd graders at Escontrias Primary School in El Paso.

Peace Corps answers call to service in USA

By Dina Ezzat
USA TODAY

In his inaugural speech, President Clinton challenged young Americans "to act on your idealism by helping troubled children, ... reconnecting our torn communities."

Since 1985, the U.S. Peace Corps — known mainly for its work overseas — has been doing just that: serving children and communities in the USA. By the end of 1992, more than 2,000 Peace Corps volunteers, back from their service abroad, had participated in the Fellows USA Program.

The program was initiated in response to a 1983 call by the National Commission on Excellence in Education to help restore America's "once-unchallenged preeminence in commerce, industry, science and technological innovation." It kicked off in 1985, sending former Peace Corps workers to some of New York's toughest neighborhoods.

Sponsored by the New York City Board of Education, Teachers College, Columbia University, Xerox Corp. and the Peace Corps, the program sought to address the educational needs of underserved communities.

The fellows assigned to the New York-area schools worked under dire circumstances, trying to educate people who suffer from social problems that affect their education.

Still, they boosted the level of science and math. Several received "rookie teacher of the year" honors and other awards. "The New York experience was indeed very successful," says Jack Hogan, director of the fellows program.

Now, the Peace Corps, working with universities, local housing authorities and community-based organizations, is using its fellows program to address other needs.

For example: in 1992 the first fellows program in public health and nursing was inaugurated.

Recently, the Peace Corps announced it will establish a public-health promotion program for 14 public housing authorities in Southeastern Massachusetts in conjunction with Boston University and the Plymouth Housing Authority.

Another dozen programs also are under development and are expected to enroll fellows by the end of 1994.

How the program works: In exchange for a two-year commitment to teach in hard-to-staff schools, the fellows enroll in a reduced-cost master's degree in a related field.

University officials make a two-year commitment to oversee the professional development of the fellow.

The local school district, where the fellow works, pays the teaching salary; fellowship funds and administrative expenses for the degree program come from foundations, corporations and individual donors.

Ph.D. degrees are not yet offered. But Hogan says, "We hope to go further with some technical diplomas in fields relevent to community services."

Peace Corps volunteers around the world get regular updates on opportunities provided by the fellows program.

The material includes information about university programs open to the more than 3,000 volunteers who return to the USA from abroad each year and how they can contact universities for applications. Once a volunteer is accepted, the school helps arrange low-cost housing.

This September, the program expects the number of fellow programs at universities to reach 25, with 350 to 400 fellows participating. Hogan hopes to see further expansion: "We hope that in conjunction with the President's Volunteers Services Program we will be able to do more."

Susan Cross, a former newspaper photographer who was a Peace Corps volunteer in Zaire, now teaches math to 3rd and 4th graders in Mississippi through the Fellows USA Program. Cross says that while the Masters degree in elementary education she is pursuing is useful, "it is the experience I get in the school that makes all the difference."

But the true beneficiaries of the program are the communities the fellows serve.

In helping where help is most needed, Peace Corps volunteers are fulfilling one of former president John F. Kennedy's goals for the program he established more than 30 years ago: bringing an understanding of the world back home for the benefit of the American people.

USA TODAY INTERNATIONAL
September 1, 1993

Clinton Presidential Records
Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

Peace Corps

TODAY

Peace Corps • Office of Volunteer Recruitment & Selection • 1990 K Street, NW, Washington, D.C. 20526 • (800) 424-8580 • Summer 1993

National Service: a Peace Corps Original

President Clinton said at his inauguration, *"There is nothing wrong with America that can't be fixed by what's right with America."* The idea of volunteering to roll up one's sleeves and pitch in to make this world a better place fits right in with the original concept of the Peace Corps.

As you read this, approximately 6400 American citizens are living overseas as Peace Corps Volunteers. They are volunteering two years of their lives to live among people of another culture, learning, and helping, and having what may very well be the time of their lives.

It was in 1960 when then presidential candidate John F. Kennedy spoke to students at the University of Michigan and first challenged them to commit two years of service to help developing countries:

"How many of you who are going to be doctors are willing to spend some time in Ghana? How many of you are willing to spend 10 years in Africa or Latin America or Asia working for the U.S. and working for freedom? On your willingness to contribute will depend the answer whether we as a free society can compete."

Peace Corps was officially launched on March 1, 1961, and six months later the first group of Volunteers left for Ghana. By the middle of 1963, there were 6,646 Volunteers in 56 countries in Africa, the Middle East, Central Asia, Central and South America, and the South Pacific. At its height, in 1974, the Peace Corps had sent more than 8,000 Volunteers to carry out the Peace Corps' three-pronged mission: to help developing nations meet their needs for trained manpower; to promote understanding of Americans by the people served; and to educate Americans about other cultures.

Since 1961 more than 140,000 Volunteers have answered Kennedy's call, fighting poverty, illiteracy and disease while learning mutual tolerance and respect for others' cultures. Today's Peace Corps is alive and well and sending American Volunteers to do important work overseas. In the sixties, the average age of a Volunteer was 21. Today, it is 31.

President Clinton, in an address to Rutgers University on March 1, 1993, observed the 32nd anniversary of Peace Corps' founding by speaking of the good it has done for thousands and thousands of people. *"Its legacy is not simply good will and good works in countries all across the globe, but a profound and lasting change in the way Americans think about their own country and the world,"* Clinton said.

Last year, nearly 175,000 people inquired about Volunteering in the Peace Corps. Acting Director

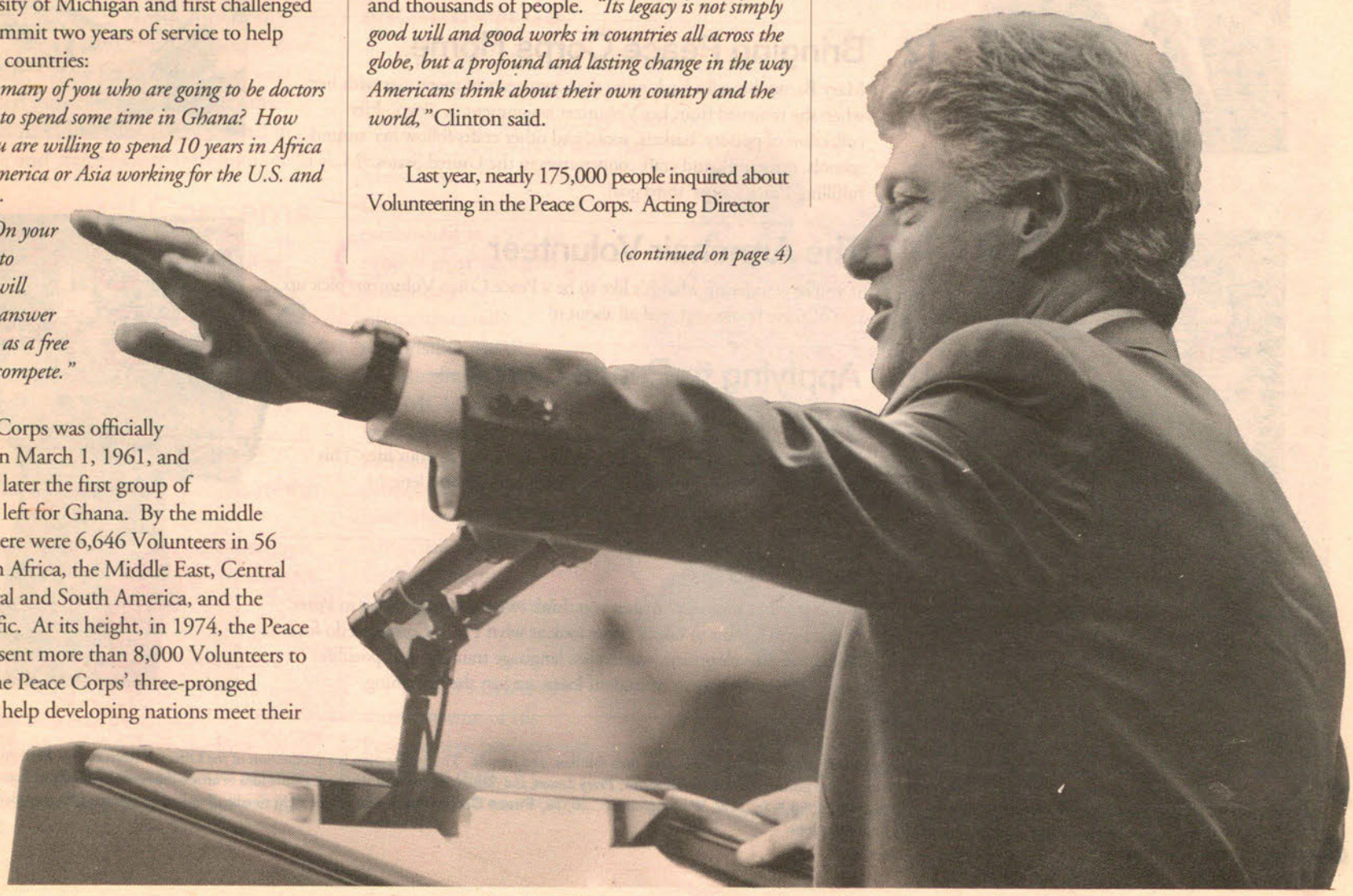
(continued on page 4)

Every Day is Earth Day

Did you know that Peace Corps has more people working in environmental positions overseas than any other organization? Volunteers get to do things they would never be able to do at their age and with their experience in the States.

"In some places, such as Botswana, people in their mid-20s are working as superintendents of parks larger than Yosemite with more wildlife. That looks pretty good on a résumé," says former Volunteer Dave Reynolds. Reynolds got his own job with the National Park Service through a special Peace Corps perk called noncompetitive eligibility, which gives former Volunteers quicker

(continued on page 4)



President Clinton talks to students at Rutgers University earlier this year about the importance of volunteering.

Fact Sheet

Peace Corps Press Office

THE ENVIRONMENT AND PEACE CORPS

For more than 30 years, Peace Corps has offered assistance to developing countries to help improve environmental quality by promoting the wise use of natural resources through environmentally sustainable development projects. From forestry to national parks to education, Peace Corps Volunteers working on these projects form one of the largest environmental workforces of any international development organization today.

- Over 700 volunteers are currently participating in environmental projects in 60 countries;
- Environmental programs are among the fastest growing in Peace Corps; in FY89 Environmental Volunteers comprised 8% of the total Volunteer force and in FY92 they comprised nearly 13%;
- Forestry is the largest environmental program area, with about two-thirds of the 700 Volunteers;
- Environmental education programs are the fastest growing, accounting for nearly 70% of the growth in environmental programs by FY92.

PROJECT AREAS

Peace Corps provides project designs, assessments, and consultations on a wide variety of environmental projects in the following areas:

Forestry Extension
Volunteers are involved in a variety of activities including tree nursery development and management, fruit tree planting, watershed management, and agro-forestry promotion projects. Through demonstrations, workshops, and information talks to women's groups, community meetings, and family gatherings, Volunteers are helping citizens become aware of environmental problems and are transferring skills to help solve problems and promote environmentally and economically sustainable forest management projects.

Natural Parks/Biological Diversity
Volunteers are involved in a variety of activities that support national parks and are helping to slow the loss of biodiversity. Working with their host country counterparts, they have identified potential reserve locations, surveyed and marked boundaries, conducted flora and fauna surveys, trained natural history interpreters, established visitor centers and museums, and developed tourism and general management plans.

Wildlife Management
Volunteers are making significant contributions to wildlife studies and wildlife management. Through biological inventories, species studies, and habitat recovery and management plans, their efforts have reinforced host-country endeavors to protect threatened and endangered species and promote sustainable wildlife activities that provide food and income to local communities.

Forestry Management
Volunteers assigned to host-country forestry agencies are working alongside forest wardens and rangers, timber-harvesting supervisors, silviculturalists, forest fire suppression teams, and pest researchers to promote sustainable forest management projects. In some countries, Volunteers are teaching at national and regional universities and technical colleges.

-OVER-

Environmental Education

Environmental education is a critical component of all Environmental Sector activities, and is directed at improving environmental quality and promoting the wise of natural resources through education. Volunteers are involved in a variety of formal and non-formal environmental education activities including teacher training in environmental education, curriculum development, conducting environmental education courses, and developing media campaigns and other programs to promote natural resouce conservation at local and regional levels.

FUTURE DIRECTIONS

- Increase the number of Environment Volunteers in Central and Eastern Europe and the former Soviet Union;

- Increase environmenal awareness of all Volunteers and teach them how to integrate that awareness into all volunteer projects;

- Increase the number of collaborative projects involving the environment with Volunteers working in Education, Agriculture, Health, Business and other Sectors;

COLLABORATIONS

- Since August 1980, the United States Agency for International Development (USAID) and Peace Corps have cooperated on a joint program in conservation of forests and natural resources, which has enabled the Environmental Sector to develop conservation techniques, expand the number of Environmental Volunteers, provide material support and support training.

- Beginning in 1992, the Tropical Forestry Program at the U.S. Forest Service became a major collaborator with Peace Corps' Environmental Projects. The Forest Service provides financial support and staff specialists for Peace Corps environmental activities in tropical countries.

- Peace Corps and the Environmental Protection Agency collaborate under an agreement signed in 1989 in the areas of pesticide safety and use, solid waste management, and environmental education.

Fact Sheet

Peace Corps Press Office

GENERAL FACTS

The mission of the Peace Corps is to promote world peace. Our three goals are:

- To help the people of interested countries and areas in meeting their need for trained men and women.
- To help promote a better understanding of Americans on the part of the peoples served.
- To help promote a better understanding of other peoples on the part of Americans.

The Peace Corps was officially established in 1961. In the past 32 years 140,000 volunteers have served in over 100 countries worldwide.

STAFF:

Director: Carol Bellamy, the first Returned Peace Corps Volunteer to head the agency
Headquarters: 1990 K Street, NW, Washington, DC 20526
15 Recruitment Offices in Major Cities. These offices are responsible for helping the thousands of Peace Corps applicants compete for placement as volunteers.

VOLUNTEERS:

Current number of Volunteers: 6,500
Average Age: 30
Sex: 52% female, 48% male
Marital Status: 92% single, 8% married
Minorities: 13% of Peace Corps volunteers
Senior Volunteers (50 and over): 10% of Peace Corps volunteers
Education/experience:
57%-one or more years work experience
96%-bachelor's degrees
7%- five plus years work experience
18%-graduate degrees

COUNTRIES:

Total number of countries served in FY '93: 95

New countries served since 1990: Albania, Argentina, Armenia, Bolivia, Bulgaria, Chile, China, The Czech and Slovak Republics, Estonia, El Salvador, Hungary, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Mongolia, Namibia, Nicaragua, Nigeria, Panama, Poland, Romania, Russia, Sao Tome and Principe, Uganda, Ukraine, Uzbekistan, Zambia, Zimbabwe

Volunteer breakdown by region: Africa (38%), Inter-America (29%), Eurasia and Middle East (19%), Asia and the Pacific (15%)

PROJECTS:

Volunteer breakdown by sector: Education (41%), Health (15%), Agriculture (13%), Environment/Forestry (14%), Urban Development (3%), Business (14%), Other (1%)

FY '94 BUDGET: $219 million

Fact Sheet

Peace Corps Press Office

WHAT'S NEWS AT PEACE CORPS

New Director is former Peace Corps Volunteer--In many respects, the Peace Corps has come full circle with President Clinton's nomination of Carol Bellamy as Peace Corps Director. Bellamy, who served as a Peace Corps Volunteer in Guatemala from 1963 to 1965, will be the first Director to have served as a Peace Corps Volunteer. Bellamy brings extensive private and public sector experience to the Peace Corps as well as her own personal insights as a returned volunteer.

The profile of Peace Corps Volunteers is changing--While the Peace Corps of 1993 has kept the same ideals and volunteer spirit as the early days, today's Peace Corps Volunteers are more diverse. Over 10% of the volunteer force is over the age of 50, and 13% of volunteers are representatives of a minority group. The average age of Peace Corps volunteers has increased from 23 to 32 years. In addition, today's Peace Corps is recruiting volunteers with more specific skills -- such as small business development experience, environmental skills, and the ability to teach math and science -- to meet the changing needs of the developing world.

Peace Corps enters the former Soviet Union and Eastern Europe--Last year, the first groups of Peace Corps Volunteers left for the Baltics, Russia, Ukraine, Armenia and other countries of the former Soviet Union. In 1989, Volunteers were sent to Poland and Hungary, marking the Peace Corps' initial entrance into Eastern Europe.

Returned Volunteers make their mark back home- There are 140,000 former Peace Corps Volunteers, many of which have returned home to become members of Congress, Senators, writers, and entertainers. In addition, 30% of former Volunteers work in education, and many work in health care professions, in social services, or for international development agencies.

Peace Corps puts returned Volunteers to work on challenges facing America-- Former volunteers who have gained important work experience and cultural sensitivity overseas are recruited into education, public health and housing programs in the United States through the Peace Corps Fellows/USA Program. Peace Corps Fellows earn a Master's degree while concurrently working in areas where they are most needed--from inner-city schools to Indian reservations and rural locations along the Mexican-American border.

American Schools linked up with Peace Corps Volunteers--Currently, 3,500 Peace Corps Volunteers working overseas correspond with classrooms in the United States as part of the World Wise Schools program. The program supplies videos and workbooks to enhance the correspondence and teachers' curricula on Peace Corps countries, geography, and cultural awareness.

Fact Sheet

Peace Corps Press Office

TODAY'S PEACE CORPS VOLUNTEERS

Greg Richardson a 28 year old investment banker from California works for the State Bank of **Mongolia**. He is assisting the restructuring of the banking system there.

Ruth Barber, a graduate of Pomona College, works in a village in **Benin**, where she built a bread oven and now teaches the women of her village how to prepare and bake more nutritious bread. She has also established a scout troop that is building brick ovens in individual houses.

Mary Bell and James Kinley, former Co-Directors of the Outdoor Education Center in Willsboro, NY, work for the Caribbean Conservation Corporation in **Costa Rica** as part of Peace Corps' Environmental Education Program. The teach conservation and ecology to primary school children.

Jeffrey Lehoullier, a business graduate of the University of Rhode Island, works to help micro-entrepreneurs in **Togo** strengthen their businesses with improved financial management systems.

Trish Fitzgerald is putting her degree in business economics from the University of South Florida to work as a municipal development adviser in **Armenia**. She and members of her team teach Armenians about the free enterprise system, owning property, and how to set up a new business.

Andrew Wolf worked for two years with members of the Nahuala village in **Guatemala**, to plan, design, rent proper space and finally construct an oven large enough to bake bread and a variety of other bakery products. It is the first bakery in the community, and it is currently producing at full capacity.

Nick and Jane Champlin of Le Sueur, MN, work for the Governors of the Serua and Namosi provinces in **Fiji**. They teach business problem solving skills at the village, district and provincial levels, as well as serve as small business advisers.

John Wienke, a former Wall Street Broker in his late 30s, created the first "Yellow Pages Business Directory" in **Poland** since 1938.

George Drake, former President of Grinnell College, teaches high school English to students in **Lesotho**. His wife Sue Drake teaches school at the primary school level in Lesotho also.

University of California-San Diego graduate Jeff Pearce runs a community sports program in **Belize**. Which includes a midnight basketball league that is designed to give teenagers something constructive to do in the evenings.

Robert Hopper, a botany graduate from Cornell University, works with **Thailand**'s hill tribes along the Burmese border, teaching them to grow flowers and sell them in the cities.

Fact Sheet

Peace Corps Press Office

PEACE CORPS SERVING WORLDWIDE

AFRICA		INTER-AMERICA		ASIA & PACIFIC	
86	Benin				
118	Botswana	32	Argentina	18	China
178	Cameroon	42	Belize	6	Cook Islands
24	Cape Verde	100	Bolivia	106	Fiji
40	Ctrl African Rep	65	Chile	33	Kiribati
45	Chad	141	Costa Rica	13	Marshall Isl
19	Comoros	167	Dominican Rep	61	Micronesia
5	Congo	184	Ecuador	47	Mongolia
84	Cote d' Ivoire	269	Guatemala	169	Nepal
111	Gabon	219	Honduras	87	Papua New Guinea
69	The Gambia	125	Jamaica	34	Philippines
118	Ghana	58	Nicaragua	42	Solomon Islands
73	Guinea	52	Panama	61	Sri Lanka
37	Guinea Bissau	224	Paraguay	187	Thailand
212	Kenya	119	Eastern Caribbean	64	Tonga
151	Lesotho		(Leeward Islands)	3	Tuvalu
10	Madagascar		-Antigua/Barbuda	21	Vanuatu
115	Malawi		-Dominica	51	Western Samoa
147	Mali		-St. Kitts/Nevis		
75	Mauritania		-Montserrat		
68	Namibia		-Anguilla		
140	Niger		-Grenada		
14	Nigeria		-St. Lucia		
	Rwanda***		-St. Vincent		
18	Sao Tome and Principe		and Grenadines		
142	Senegal	54	Uruguay		
8	Seychelles				
41	Sierra Leone				
70	Swaziland	EURASIA & THE MIDDLE EAST			
66	Tanzania	30	Albania	20	Moldova
44	Togo	27	Armenia	124	Morocco
35	Uganda	44	Bulgaria	197	Poland
68	Zimbabwe	87	Czech Republic	43	Romania
		28	Estonia	77	Russia
		132	Hungary	18	Slovakia
		44	Kazakhstan	68	Tunisia
		19	Kyrghyzstan	33	Turkmenistan
		42	Latvia	67	Ukraine
		40	Lithuania	35	Uzbekistan
		2	Malta	54	Yemen

***Countries in development or temporarily suspended

12/1/93

Peace Corps 1990 K Street, N.W., Washington, D.C. 20526

Fact Sheet

Peace Corps Press Office

FROM COAST TO COAST...SERVING PEACE CORPS

Since 1961, the Peace Corps has sent over 140,000 trained volunteers to over 100 countries.

States	Today	Since'61	State	Today	Since'61
Alabama	32	728	Montana	40	534
Alaska	34	180	Nebraska	51	1,021
Arizona	76	960	Nevada	35	201
Arkansas	22	1,070	New Hampshire	59	897
California	866	18,625	New Jersey	167	4,111
Colorado	227	4,810	New Mexico	59	785
Connecticut	134	1,458	New York	409	11,909
Canal Zone	0	7	North Carolina	91	1,560
Delaware	16	318	North Dakota	21	536
Dist. of Col.	20	1,056	Ohio	300	5,478
Florida	240	2,833	Oklahoma	50	907
Georgia	93	1,158	Oregon	175	2,989
Guam	0	9	Pennsylvania	275	6,014
Hawaii	17	298	Puerto Rico	26	309
Idaho	27	619	Rhode Island	40	660
Illinois	342	6,645	South Carolina	45	573
Indiana	98	2,404	South Dakota	23	543
Iowa	104	1,084	Tennessee	59	477
Kansas	80	638	Texas	214	1,938
Kentucky	53	883	Utah	34	600
Louisiana	32	679	Vermont	65	676
Maine	60	877	Virginia	166	2,345
Maryland	141	2,428	Virgin Isl.	2	28
Massachusetts	281	5,881	Washington	253	4,345
Michigan	257	5,519	West Virginia	12	413
Minnesota	241	4,289	Wisconsin	251	4,025
Mississippi	18	304	Wyoming	8	262
Missouri	107	2,478			

11/3/93

Peace Corps Fellows/USA Program

A Need, A Resource, and A Partnership

The Peace Corps Fellows/USA Program is one way this agency is meeting its third goal—to bring the volunteers' experiences and skills gained through service overseas back to the American people. This novel program is a public-private partnership consisting of Peace Corps, institutions of higher education, local government and community agencies, and foundation and corporate supporters.

Our university partners offer scholarships or low-cost tuition to the former volunteers to enroll in a program leading to a master's degree. In turn, the volunteers make a two-year commitment to teach or work in a challenging setting concurrent with their studies at a university. Responsible for the professional development of the former Volunteers, the universities are designing special curricula and supervision strategies to prepare and support the Fellows enrolled in this program. Initially the program recruited former Volunteers to teach in hard-to-staff schools; it has since expanded to the fields of public health, nursing, social services, and small business-community development.

Peace Corps facilitates the development and maintenance of the programs, and assists in the recruitment of the former Volunteers for participation. All of the Fellows/USA programs are administered by the universities, in collaboration with a local hiring agency (such as a school district), and funded by the private sector.

Facts at-a-glance:

- Founded in 1985 at Teachers College, Columbia University.
- 18 operating programs, primarily recruiting and preparing teachers for urban and rural sites.
- More than 200 RPCV/Fellows participating this year; almost 60 percent are males.
- 400 Peace Corps Fellows enrolled since 1985, with an 8% minority participation.
- Approximately 15,000 public school students being taught today by Peace Corps Fellows.
- More than 50,000 school children have been taught by Peace Corps Fellows since the inception of the program in 1985.
- 25 operating Fellows programs expected by September 1993.
- 350 to 400 Fellows expected to participate in the program in 1993/94 academic year.
- More than $9,000,000 has been donated or pledged to the programs by the private sector since 1990.

On the horizon:

More than 3,000 Volunteers return home every year. About one-third of the Volunteers formally taught overseas. The other two-thirds were involved in wide variety of fields, from agriculture to youth development. Currently most of the operating Fellows/USA programs recruit and prepare RPCVs to teach in hard-to-staff schools. Plans are in progress to provide RPCVs with opportunities here in America for continuing their

On the horizon: (cont.)

service to the needy and to pursue their own professional growth. Discussions are underway with local public and Indian housing authorities to place Fellows in housing projects throughout the nation. These new programs will be in fields such as public health, community development, social work, and micro business enterprise.

Operating programs nationwide:

Education Programs:

DePaul University
Florida International University
George Washington University
Georgia College
Northern Arizona University
San Francisco State University
Teachers College, Columbia University
Temple University
Towson State University, Maryland
Tulane University
University of Michigan
University of New Mexico
University of Southern California
University of Southern Mississippi
University of Texas at El Paso
Wichita State University, Kansas

Community Enhancement Programs:

Johns Hopkins University (Nursing)
Boston University (Public Health)
University of Alabama (Public Health)
University of Texas at El Paso (Public Health)

Programs in development:

Education Programs:

Pacific Oaks College, Pasadena, CA
Texas A & I University
University of Texas at San Antonio

Community Enhancement Programs:

More than one dozen programs, primarily in collaboration with local housing agencies , are in their formative stages. These programs are expected to be operational by 1994:

Illinois State University (Business)
San Diego State University (Public Health)
Loyola Marymount University (Business)
Michigan State University (Urban Affairs)

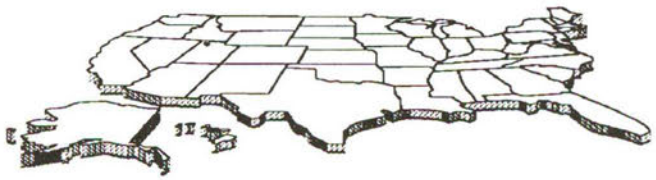
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PEACE CORPS FELLOWS PROGRAM



"A Need, a Resource, and a Partnership."

January 1994

Rural and urban communities throughout America are challenged by multifaceted problems in education, public health, economic development, and other areas. In more than two-dozen sites around the country, local agencies, institutions of higher education, private sector sponsors, and the Peace Corps are collaborating to tackle some of these problems. Using the partnerships established through the Peace Corps Fellows Program, communities are addressing important concerns with a unique resource——returned Peace Corps Volunteers.

Each year more than three thousand Volunteers return to the United States with skills and cultural-sensitivity gained from their experiences and training overseas. They are special women and men, for they have lived and worked under difficult circumstances.

Americans have a lot to share with peoples abroad, but the skills and cultural lessons learned overseas by Peace Corps Volunteers can also easily be applied to problems here at home. Prominent sociologist David Reisman once said, "the greatest benefit of the Peace Corps will be realized here at home." Through the Peace Corps Fellows Program, hundreds of former Peace Corps Volunteers are sharing with underserved Americans the experiences and skills acquired while living overseas.

Throughout the 1990s and into the 21st Century, it is the goal of this program to place thousands of dedicated teachers, health professionals, social service providers, and other much-needed professionals in underserved urban and rural communities. In doing so, Volunteers fulfill one of John F. Kennedy's goals for the Peace Corps—to bring an understanding of the world back home for the benefit of the American people.

HISTORY OF THE PROGRAM

In 1985, the New York City Board of Education, Teachers College/Columbia University, the Xerox Corporation, and the Peace Corps created the first Peace Corps Fellows Program to address the need in challenging schools for enthusiastic, talented and culturally-sensitive mathematics and science teachers. The program in New York City was created to recruit and prepare such a cadre of teachers—the returned Peace Corps Volunteers.

Through the Peace Corps Fellows Program former Volunteers, now called Fellows, are provided an avenue by which to enter teaching. In exchange for a two-year commitment to teach in one of these hard-to-staff schools, the Fellow concurrently enrolls in a reduced-cost master's degree program in a related field. The faculty and school officials, in turn, make a two-year commitment to oversee the professional development of the Fellow. The school district pays for the teaching salary while funds for the fellowship and the administrative expenses come from foundations, corporations and individual donors.

This partnership of public and private institutions and individuals fulfilled its intentions by bringing to the New York City schools outstanding new teachers. From 1985 to 1992, more than 45,000 school children were taught by over 250 Peace Corps Fellows, not only science and math, but also other areas that have a shortage of teachers, such as teaching English to speakers of other languages, and special and bilingual education. Several Fellows in New York City received "rookie teacher of the year" honors and other awards. In 1990, the Peace Corps began an expansive effort to replicate this successful model of collaboration by establishing the Fellows Program in universities and communities across the country. By 1992, there were sixteen operational programs in education, and each one was taking a step toward improving the state of education and teacher preparation in our country.

But education is only one problem communities are facing. Problems in health care, housing and economic development are well documented. As a result, new partnerships are being developed by Peace Corps in conjunction with universities, local housing authorities and community-based organizations. In 1992, the first Fellows Programs in public health and in nursing were inaugurated. Other programs are in development and are expected to enroll Fellows by the end of 1994.

GENERAL INFORMATION

This brochure contains a limited amount of information provided by the universities. RPCVs should gather as much information as possible before applying to programs of interest. As these programs are designed and run by the universities in cooperation with employing partners, specific inquiries and applications are sent directly to the participating university. All of the programs vary in curricular offerings and in-service supervision of the Fellows. Orientation sessions and relocation services also vary by institution.

APPLICATION PROCESS AND SCHOLARSHIPS

Approximately 350 placements, will be available during the 1994-95 academic year. Most programs will have many more applicants than there are positions. RPCVs are encouraged to contact more than one program to compare course offerings and financial packages and to determine competitiveness of admission process. The number of fellowships awarded at each site depends on many factors, including scholarship funds raised from donors, employment possibilities at local agencies, and graduate-school enrollment limits; thus the full number

(continued page 8)

ADVERTISING REGULATIONS

HOTLINE

Editor: Tracy Washington, RPCV Sierra Leone

"Service in the Peace Corps develops leadership, resourcefulness and sensitivity, qualities I look for when I hire Chrysler managers. The continued growth of America is going to depend more and more upon the skills, perspectives and cross-cultural experiences brought back by Peace Corps Volunteers."

Lee Iacocca
Former Chairman and CEO, Chrysler Corporation

WHAT IS HOTLINE?

- A bulletin of employment and educational opportunities for former Peace Corps Volunteers.
- Printed on the first and the fifteenth of each month with a circulation of more than 6,000.

ADVERTISING REGULATIONS

- Announcements must be specifically appropriate for former volunteers.
- There is no charge to place an announcement in *Hotline*.
- Submission deadline for announcements is five business days before printing date.
- Announcements will not be run in consecutive issues due to space limitations.
- The announcement may not violate Federal regulations and the employer must not engage in discriminatory practices and policies.
- Placement agencies must mention if a fee is involved.
- Universities which offer a special incentive to returned Volunteers may announce it in *Hotline* until it can be placed in our *Graduate School Guide*. Those interested in setting up a program should consult the University Programs Coordinator at Peace Corps for ideas and information at (202)606-3990.
- Relevant non-salaried opportunities may be accepted if space allows.
- Because of limited space, we reserve the right to choose which announcements will be printed and to edit to fit the space and format requirements.
- Please limit announcement information to 125 words or less.

INFORMATION TO INCLUDE IN ANNOUNCEMENTS

- Title of position.
- Location of position (city & state; or country).
- Brief description of the position, duties and qualifications.
- Deadline for applications.
- How and where to apply (including address and/or phone number).

ANNOUNCEMENTS SHOULD BE MAILED TO:

Tracy Washington, *Hotline* Editor
PEACE CORPS
Washington, D.C. 20526

Phone: (800) 424-8580 x2284
(202) 606-3126
Fax: (202) 606-3774

Returned Peace Corps Volunteers have the skills, experience and education that you look for in an employee.

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A Bulletin of Career, Educational, & Re-entry Information & Opportunities for Returned Peace Corps Volunteers

HOTLINE

Editor: Tracy Washington, RPCV Sierra Leone

HL 94-02 **February 1, 1994**



SO, YOU WANT TO BE A WRITER
Part I

by John Coyne

It isn't easy to be a writer, especially when a) you're starting from scratch, and, b) you don't know what to write. A sheet of blank white paper, or in today's world, a blank computer screen, has been the undoing of most would-be writers.

Luckily Peace Corps Volunteers have a lot to say. The problem we face is, a) saying it, and b) saying it so others will want to read what we have written.

Anyone who has come home from the Peace Corps knows how quickly family and friends tire of our slides and stories.

Yet you want to write about the experience, even when you're asking yourself: who cares? Add to this the fact that "the Peace Corps story" is an old story.

While this may all be true, nevertheless, within the last few years there have been more than a dozen books written by RPCVs about their experience overseas.

Articles, short stories, novels, non-fiction accounts, even poems about the Peace Corps experience keep getting published. Thirty-three years after it all began, Peace Corps stories continue to be told and find an audience.

This month Clover Park Press published, Geraldine Kennedy's book, *Harmattan: A Journey Across the Sahara*. This seven-week 4000-mile trek took place in 1964 when five Peace Corps women crossed the Sahara from Nigeria to Algiers by train, bus, car and trans-Saharan truck. In March, *Going Up Country*, a book of travel essays by Peace Corps writers that I edited will be published by Charles Schribner's. Kirkus Reviews said of the book in a recent issue, "*Going Up Country* is immensely diverse, often clever, unfailingly gripping as volunteers reach through barriers of tradition and culture to touch other lives..."

All of these books by RPCVs prove there is a place on the literary bookshelf for Peace Corps writing.

Mike Tidwell who wrote about his experiences as a fish culture extension agent in *The Ponds Of Kalamabai* received hundreds of letters from readers who had nothing to do with Peace Corps, but were moved by his experience.

Tidwell, who recently won a $20,000 NEA Creative Writer Fellowship, believes that his African memoir, "seems to sneak deeply into a lot of people's hearts."

There are indication that the Peace Corps experience is a valuable source of material for writers. Richard Wiley, (Korea 1967-69) author of *Festival for Three Thousand Maidens*, a novel about a Peace Corps teacher in Korea, and winner of the PEN/Faulkner Award for the Best American Novel of 1986 for *Soldier in Hiding*, said of his Peace Corps experience, "it was the single most important 'event' of my life. I'm sure that my belief that fiction ought to be global came directly from my Peace Corps experience."

In April there will be a panel discussion at the Associated Writing Program annual conference in Tempe, Arizona on Peace Corps writers entitled, "Torchbearers of a Vital Tradition."

People are curious about what Volunteers went through in Peace Corps. And RPCVs do have something to say.

Now how does one go about saying it?

Begin by touching people's emotions. Writers need to write what they know, but more importantly, they have to write about what they feel.

That's one thing Peace Corps does. It makes one feel.

A long time ago, the novelist, Dick Lipez, who was a Volunteer in Ethiopia, summed up the Peace Corps experience, by writing," the highs were higher, the lows were lower."

Given those emotions, all one has to do is write.

Here are some hints on how, as Tidwell puts it, "to sneak into other people's hearts."

✍ Breaking down your Peace Corps experience into chunks of information, manageable bits, pieces of time, incidents, events, personalities, periods of stress, triumphs, and, of course, all those failures. Try writing one story at a time. Don't try to tell everything that happened to you overseas, even in a novel. One funny or poignant short story is worth a thousand rambling pages.

✍ When writing, think of someone and write for that person, as you might do in a letter home.

✍ Write down all the details, from the local names of all the beers to the exact texture and color of the morning sky. As all good writers know: God is in the details.

✍Write something everyday, if only a page of prose. If you write a page a day, then in 365 days you'll have a book length manuscript.

Remember, the Peace Corps experience is something that very few people have had. You owe it to yourself (and your family and friends) and most of all, strangers to bring this special experience to them.

Remember this, too: we were too young to be writers in Paris during the Twenties, or to write the great WW II novel, but we were Peace Corps Volunteers, and we do have this experience.

It is perhaps a small claim in the world of literature, but it is ours alone to make, and perhaps now in our stories and books, our songs and poems, we might create a place for the Peace Corps experience in the minds of Americans.

SOME OF THE MOST RECENT BOOKS BY RPCVs:

My Secret History (novel) by Paul Theroux (Malawi 1963-64) Putnam, 1989.

The Pond of Kalambayi: An African Sojourn (non-fiction) by Mike Tidwell (Zaire 1985-87) Lyons and Burford Publishers, 1990.

African Visas (novella & stories) by Maria Thomas (Ethiopia 1971-73) Soho Press, 1991.

Under the Neem Tree (non-fiction) by Susan Lowerre (Senegal 1985-87) Permanent Press, 1991.

The Edge of Paradise (non-fiction) by P.F. Kluge (Micronesia 1966-68) Random House, 1991.

Traveling Uncharted Paths, A Tale of Two Retirees & The Peace Corps (non-fiction) by Lew & Fran Gottfried (Dominican Republic 1970-72) Fairway Press, 1992.

Green Fires (Novel) by Marnie Mueller (Ecuador) Curbstone Press.

Portrait of Nepal (Photography and Text) by Kevin Bubriski (Nepal 1975-79) Chronicle Books, 1993.

John Coyne (Ethiopia 1962-64) is the founder of RPCV Writers & Readers and the author of twenty-three books. He is now Special Assistant in the Office of Volunteer Recruitment & Selection.

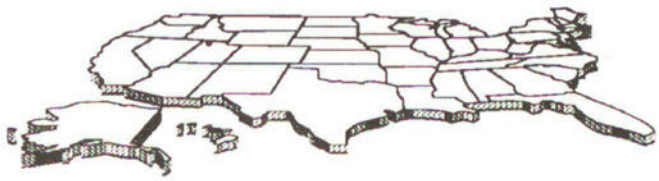
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PEACE CORPS FELLOWS/USA PROGRAM



"A Need, a Resource, and a Partnership."

July 1993

Rural and urban communities throughout America are challenged by multifaceted problems in education, public health, economic development, and in other fields. In more than two-dozen sites around the country, local agencies, institutions of higher education, private sector sponsors, and the Peace Corps are collaborating to tackle some of these problems. Using the partnerships established through the Peace Corps Fellows/USA Program, communities are addressing important concerns with a unique resource—the returned Peace Corps Volunteers.

Each year more than three thousand Volunteers return to the United States with skills and cultural sensitivity gained from their experiences and training overseas. They are special women and men, for they have lived and worked under difficult circumstances.

Americans have a lot to share with peoples abroad, but the skills and cultural lessons learned by Peace Corps Volunteers also can easily be applied to problems here at home. Prominant sociologist David Reisman once said, "the greatest benefit of the Peace Corps will be realized here at home." Through the Peace Corps Fellows/USA Program, hundreds of former Peace Corps Volunteers are sharing with underserved Americans the experiences and skills acquired while living overseas.

Throughout the 1990s and into the 21st Century, it is the goal of this program to place thousands of dedicated teachers, health professionals, social service providers, and other much-needed professionals in underserved urban and rural communities. In doing so, Volunteers fulfil one of John F. Kennedy's goals for the Peace Corps—to bring an understanding of the world back home for the benefit of the American people.

HISTORY OF THE PROGRAM

In 1985, the New York City Board of Education, Teachers College/Columbia University, the Xerox Corporation, and the Peace Corps created the first Peace Corps Fellows/USA Program to address the need in challenging schools for enthusiastic, talented and culturally-sensitive mathematics and science teachers. The program in New York City was created to recruit and prepare such a cadre of teachers—the returned Peace Corps Volunteers.

Through the Peace Corps Fellows/USA Program former Volunteeers, now called Fellows, are provided an avenue by which to enter teaching. In exchange for a two-year commitment to teach in one of these hard-to-staff schools, the Fellow concurrently enrolls in a reduced-cost master's degree program in a related field. The faculty and school officials, in turn, make a two-year commitment to oversee the professional development of the Fellow. The school district pays for the teaching salary while funds for the fellowship and the administrative expenses come from foundations, corporations and individual donors.

This partnership of public and private institutions and individuals fulfilled its intentions by bringing to the New York City schools outstanding new teachers. From 1985 to 1992, more than 45,000 school children were taught by over 250 Peace Corps Fellows, not only science and math, but also other areas that have a shortage of teachers, such as in English-as-a-second language, and special and bilingual education. Several Fellows in New York City received "rookie teacher of the year" honors and other awards.

In 1990, the Peace Corps began an expansive effort to replicate this successful model of collaboration by establishing the Fellows/USA Program in universities and communities across the country. By 1992, there were sixteen operational programs in education, and each one was taking a step toward improving the state of education and teacher preparation in our country.

But education is only one problem communities are facing. Problems in health care, housing and economic development are well documented. As a result, new partnerships are being developed by Peace Corps in conjunction with universities, local housing authorities and community-based organizations. In 1992, the first Fellows/USA Program in public health and in nursing were inaugurated. Another dozen programs are in development and are expected to enroll Fellows by the end of 1994.

GENERAL INFORMATION

This brochure contains a limited amount of information provided by the universities. RPCVs should gather as much information as possible before applying to programs of interest. As these programs are designed and run by the universities in cooperation with employing partners, specific inquiries and applications are sent directly to the participating university. All of the programs vary in curricular offerings and in-service supervision of the Fellows. Orientation sessions and relocation services also vary by institution.

APPLICATION PROCESS AND SCHOLARSHIPS

Approximately 300 placements, primarily in education, will be available during the 1993-94 academic year. Most programs will have many more applicants than there are positions. RPCVs are encouraged to contact more than one program to compare course offerings and financial packages and to determine competitiveness of admission process. The number of fellowships awarded at each site depends on many factors, including scholarship funds raised from donors, employment possibilities at local agencies, and graduate-school enrollment limits;

(continued page 8)

Lastname	Firstname	Country	Dates	Insti	Phone
Aldrich	Rob	Guatemala	'84-86	OICD	202-690-0829
Bailey	Robert	Guatemala		OICD	202-466-0649
Bauer	Marge	Zaire		FAS	202-720-1483
Baxter	Randy	India		FAS	202-720-5540
Bazzell	Steven	Philippines	'78-80	FMHA	202-690-4022
Bean	Casey			FAS	202-720-5319
Beebe	Maria			ES	703-235-4911
Bertsch	Charles	Liberia	'78-79	FAS	202-720-6278
Bock	Susan	Botswana	'86-88	FAS	202-690-4197
Brant	William	Nepal		FAS	202-720-9487
Brockhouse	William	Paraguay		ACS	202-720-2021
Brooksbank	Amy	Montserrat	'83-85	FAS	202-720-4231
Brown	Jerry	Cameroon		OICD	
Brown	Phil			ACS	202-690-1406
Burst	Andrew	Ecuador		FAS	202-720-0022
Carbone	Jayne	Ivory Coast	'79-81	FAS	202-205-2965
Carroll	Joseph	Sierra Leone		FAS	202-720-6556
Castelnovo	Gina	Zaire		FAS	202-720-5319
Chavez	Richard	Dominican Rep		FAS	202-720-5540
Clements	Lauren	Cameroon		OICD	
Cohen	Stan	Ivory Coast	'74-76	FAS	202-720-1126
Comfort	Robin	Brazil	'73-77	OICD	202-690-1930
Conlon	Mike	Dominican Rep		FAS	202-720-0141
Crawford	DeMoi	Nepal	'87-89	OICD	202-690-1835
Crossan	Bruce	Korea	'75-78	OICD	202-690-0910
Curtis	Robert	Paraguay	'74-78	FAS	202-720-2337
Dever	James	Fiji	'73-75	FAS	202-720-0139
Deville	Curt	Brazil		ES	202-720-2700
Dismukes	Robert	Botswana	'77-81	ERS	202-219-0801
Dong	Joani	Honduras		FAS	202-720-4620
Downing	Peter	Micronesia	'86-88	FAS	202-720-7285
Drennen	Richard	Guatemala		FAS	
Dutrow	Ralph	India	'70-72	FAS	202-720-7400
Erickson	Jeff	Morocco	'81-83	ES -	202-720-8155
Evans	Cynthia	Afganistan		FAS	
Ferguson	Don	Nigeria	'62-64	OICD	202-690-1908
Finney	Patrick	Iran	'65-67	ARS	216-263-3890
Fitzner	Mike	Philippines		ES	202-720-6506
Fulton	Patricia	Cameroon	'88-91	ES	202-720-3801
Gibney	Kathrine	Senegal	'67-69	FSIS	202-720-~~9520~~7033
Gibson	David			OICD	202-647-5677
Godsey	Richard	Pakistan	'64-66	FAS	202-720-3224
Good	Dale	Zaire	'70-72	FAS	202-720-0924
Gray	Ken	Peru	'68-70	ERS	202-219-0630
Grosser	Tim	Ghana	'78-80	ES	202-720-3801
Grove	Douglas	Honduras	'63-65	FCIC	202-254-8455
Hager	Randall	Botswana	'86-90	FAS	202-690-1147
~~Hallman-Bama~~	Dana	Tanzania		ES -	202-720-4653
Harmon	Jean	Zaire		FAS	202-720-7931
Helin	William	Ghana		FS	202-205-0991

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Hemphill	Alan	Brazil	'64-66	FAS	202-720-2258
Herrera	Eileen	Zaire	'83	OICD	202-720-0469
Hesse	Jeff	Philippines	'74-78	FAS	
Hobbs	Mary	Mali	'89-91	OICD	202-690-1950
Hopkins	John	Ecuador		FAS	
Howes	Teresa	Thailand	'85-87	FAS	202-720-9469
Hughes	Herbert	CD - Africa		OICD	
Jinkins	John	Guatemala	'80-81	ERS	202-219-0807
Johnson	Jim	Dominican Rep	'86-88	FAS	202-720-1323
Kiefner	David	Thailand	'83-85	FAS	202-720-4127
Kouadio	Michele	Ghana	'77-79	OICD	202-690-0704
Laidig	Gary	Cameroon	'68-73	OICD	202-690-1734
Leatherwood	Glorious	Kenya	'80-83	OICD	202-690-0713
Levin	Carole			OICD	703-875-4348
Lynch	Linda	Guatemala	'65-67	OICD	202-720-2589
Mattes	Victoria	Nicaragua	'75-77	APHIS	202-436-5093
Mayhew	Elizabeth	Guatemala		OICD	202-690-2870
McCloskey	Ellen	Brazil	'63-65	OICD	202-690-2981
McDaniel	Margaret	Yemen	'88-90	OICD	202-690-0036
McGirr	Mike	Sierra Leone	'77-80	ES	202-720-3801
McGrann	Jim			ES -	409-845-8012
Mergen	Dave	Nepal	'82-84	FAS	202-720-6777
Mezainis	Val	India	'69-71	OICD	202-690-4872
Miller	Brad	Micronesia		OICD	6904827
Mitchell	Arlene			OICD	
Morgan	Charles	Honduras	'89-91	ES -	202-690-3656
Morgan	Nancy	Togo	'83-85	ERS	202-219-0826
Moyer	Jean	DC Staff	'67-72	OICD	202-690-0703
Muskovitz	Ben	Thailand	'85-87	FAS	202-720-0625
Namken	Jerry	Kenya	'77-78	ACS	202-720-2893
O'Connell	John	Zaire		FAS	
O'Meara	Jim	Philippines	'65-67	FAS	202-205-3614
Odegaard	Amy	Zaire	'84-85	OICD	202-690-2873
Opper	Howard	Cameroon		OICD	
Otto	Ralph	Malaysia		ES	202-720-7948
Parks	Jonathan	Honduras	'86-88	APHIS	202-436-6495
Pavitt	Diane	Morocco		OICD	
Petrie	Grant	Paraguay	'77-79	FAS	202-690-0292
Pomeroy	Tom	Cameroon		FAS	202-720-0368
Pope	George			FAS	
Porter	Ed	Togo	'78-81	FAS	202-690-2702
Post	Elizabeth	Costa Rica	'83-86	FSIS	202-720-2683
Priddy	Veronica			OICD	202-690-1831
Record	Rick	Ghana	'76-78	OICD	202-690-1917
Reed	Whetten	Brazil		OICD	202-690-4872
Reynolds	Scott			FAS	
Rittgers	Chris	Thailand	'86-88	FAS	202-720-1319
Roberts	Ken	Paraguay	'77-80	FAS	202-720-1340
Robles	Alexis	Botswana	'86-88	OICD	202-690-0920
Rothschild	Jamie	Kenya		FAS	202-720-3248
Sallyards	Melinda	Costa Rica		FAS	
Salmon	Dave	Paraguay	'75-77	FAS	202-690-3424

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Schayes	Susan	Niger	'73-75	FAS	202-720-7053
Schmick	Henry	Zaire	'76-78	FAS	202-720-1061
Sebranek	Lyle	Malaysia	'65-67	FAS	202-720-1301
Shean	Michael	Nepal		FAS	202-690-0135
Simon	Lynnette	CAR	'84-86	OICD	202-690-1913
Sloan	Mark	Morocco		FAS	202-720-1325
Smith	M	Philippines	'82-84	OICD	202-690-1911
Throwe	Joanne	Solomon Islan	'86-88	OICD	202-690-1943
Thursland	Peg	Paraguay		FAS	
Ting	Kathy	Philippines	'78-80	FAS	202-720-9013
Truran	James	Brazil		FAS	202-720-4055
Voboril	Dennis	Philippines		FAS	
Wade	John	Oman	'80-82	FAS	202-720-8252
West	Terry	Peru	'67-69	FS	202-205-1059
Wilson	Carol	Thailand	'87-89	OICD	202-720-4090
Winkelman	David	Bolivia	'64-66	OICD	202-690-1801
Wollmering	Rita	Philippines		OICD	202-690-1836
Zanin	Bruce	Ecuador		FAS	
Zimmerman	Matt	Philippines	'87-89	OICD	202-690-1830
Zimmerman	Robert	Nigeria	'66-69	AMS	202-690-3018
PACE	James	Liberia	75-78	OIA	202-720-3805

Peace Corps Fellows/USA Program

A Need, A Resource, and A Partnership

The Peace Corps Fellows/USA Program is one way this agency is meeting its third goal—to bring the Volunteers' experiences and skills gained through service overseas back to the American people. This novel program is a public-private partnership consisting of Peace Corps, institutions of higher education, local government and community agencies, and foundation and corporate supporters.

Our university partners offer scholarships or low-cost tuition to the former Volunteers to enroll in a program leading to a master's degree. In turn, the Volunteers make a two-year commitment to teach or work in a challenging setting concurrent with studying at a university. Responsible for the professional development of the former Volunteers, the universities are designing special curricula and supervision strategies to prepare and support the Fellows enrolled in this program. Initially the program recruited former Volunteers to teach in hard-to-staff schools; it has since expanded to the fields of public health, nursing, social services, and small business-community development.

Peace Corps facilitates the development and maintenance of the programs, and assists in the recruitment of the former Volunteers for participation. All of the Fellows/USA programs are administered by the universities, in collaboration with a local hiring agency (such as a school district), and funded by the private sector.

Facts at-a-glance:

- Founded in 1985 at Teachers College, Columbia University.
- 21 operating programs, primarily recruiting and preparing teachers for urban and rural sites.
- More than 200 RPCV/Fellows participating this year; almost 60 percent are males.
- 400 Peace Corps Fellows enrolled since 1985, with an 8% minority participation.
- Approximately 15,000 public school students being taught today by Peace Corps Fellows.
- More than 50,000 school children have been taught by Peace Corps Fellows since the inception of the program in 1985.
- 350 to 400 Fellows expected to participate in the program in 1993/94 academic year.
- More than $9,000,000 has been donated or pledged to the programs by the private sector since 1990.

On the horizon:

More than 3,000 Volunteers return home every year. About one-third of the Volunteers formally taught overseas. The other two-thirds were involved in wide variety of fields, from agriculture to youth development. Currently most of the operating Fellows/USA programs recruit and prepare RPCVs to teach in hard-to-staff schools. Plans are in progress to provide RPCVs with opportunities here in America for continuing their

On the horizon: (cont.)

service to the needy and to pursue their own professional growth. Discussions are underway with local public and Indian housing authorities to place Fellows in housing projects throughout the nation. These new programs will be in fields such as public health, community development, social work, and micro business enterprise.

Operating programs nationwide:

Education Programs:

DePaul University
Florida International University
George Washington University
Georgia College
Northern Arizona University
Pacific Oaks College, Pasadena, CA
San Francisco State University
Teachers College, Columbia University
Temple UniversityTowson State University, Maryland
University of Michigan
University of New Mexico
University of Southern California
University of Southern Mississippi
University of Texas at El Paso
Wichita State University, Kansas

Community Enhancement Programs:

Boston University (Public Health)
Johns Hopkins University (Nursing)
Loyola Marymount University (Business)
University of Alabama (Public Health)
University of Texas at El Paso (Public Health)

Programs in development:

Education Programs:

Texas A & I University
University of Texas at San Antonio

Community Enhancement Programs:

More than one dozen programs, primarily in collaboration with local housing agencies , are in their formative stages. These programs are expected to be operational by 1994:

Illinois State University (Business)
San Diego State University (Public Health)
Michigan State University (Urban Affairs)

United States Department of Agriculture

Office of Public Affairs

Office of Public Liaison

Washington, D.C. 20250

BRINGING THE WORLD BACK HOME -- TO AMERICORPS

NATIONAL SERVICE NEEDS YOU!!!!!!!!!!!!!!!!!!!!!

The Department of Agriculture (USDA) is planning to incorporate into AmeriCorps, the President's National Service Program, through the development of three youth service corps: an Empowerment/Anti-Hunger Team; a Public Lands and Environment Team; and a Rural Development Team.

The legislation that created AmeriCorps recommends that RPCVs be involved on a volunteer basis with National Service teams. The Department of Agriculture wants to enlist RPCVs now -- we are looking for interns who are willing to volunteer some time to make AmeriCorps at Ag a reality. If interested, contact Katherine Gibney (RPCV, Senegal) at (202) 720-4623.

Bring the world back home -- to the Department of Agriculture and AmeriCorps!!!

AN EQUAL OPPORTUNITY EMPLOYER

United States Department of Agriculture
Office of Public Affairs
Office of Public Liaison
Washington, D.C. 20250

Successful bid on NCLC on policies

TO: --Chris Hedrick----------

FAX: ---606-3774------- JCS

FROM: JOEL BERG/KATHERINE GIBNEY
UNITED STATES DEPARTMENT OF AGRICULTURE
OFFICE OF NATIONAL SERVICE
202 720-5043 (fax)
202 720-4623 (telephone)

NUMBER OF PAGES INCLUDING COVER SHEET 4

MESSAGE; I am faxing three pages of the questions that we think applicants to our program should address in a proposal. Note last question on second page under "Questions for all USDA pilot projects." Just keeping you informed!!!!! Incidentally, should you have other Peace Corps-related questions that you think we should add, would be open to your suggestions. JCS

Chris,
I was unable to fax this
so I'm mailing the info.
JCS

Irwin Dubinsky
Nat

Lastname	Firstname	Country	Dates	Insti	Phone
Aldrich	Rob	Guatemala	'84-86	OICD	202-690-0829
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Bauer	Marge	Zaire		FAS	202-720-1483
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Brockhouse	William	Paraguay		ACS	202-720-2021
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Brown	Phil			ACS	202-690-1406
Chavez	Richard			FAS	202-720-5540
Clements	Lauren	Cameroon		OICD	
Comfort	Robin	Brazil	'73-77	OICD	202-690-1930
Conlon	Mike			FAS	202-720-0141
Crawford	DeMoi	Nepal	'87-89	OICD	202-690-1835
Crossan	Bruce	Korea	'75-78	OICD	202-690-0910
Deville	Curt	Brazil		ES	202-720-2700
Dismukes	Robert	Botswana	'77-81	ERS	202-219-0801
Erickson	Jeff	Morocco	'81-83	ES -	202-720-8155
Ferguson	Don	Nigeria	'62-64	OICD	202-690-1908
Fitzner	Mike	Philippines		ES	202-720-6506
Fulton	Patricia	Cameroon	'88-91	OICD	202-690-1940
Gibney	Kathrine	Senegal	'67-69	FSIS	202-720-9520
Gibson	David			OICD	202-647-5677
Gray	Ken	Peru	'68-70	ERS	202-219-0630
Grosser	Tim	Ghana	'78-80	ES	202-720-3801
Grove	Douglas	Honduras	'63-65	FCIC	202-254-8455
Hallman-Bama	Dana	Tanzania		ES -	202-720-4653
Herrera	Eileen	Zaire	'83	OICD	202-720-0469
Hobbs	Mary	Mali	'89-91	OICD	202-690-1950
Hughes	Herbert	CD - Africa		OICD	
Kiefner	David	Thailand	'83-85	FAS	202-720-4127
Kouadio	Michele	Ghana	'77-79	OICD	202-690-0704
Laidig	Gary	Cameroon	'68-73	OICD	202-690-1734
Leatherwood	Glorious	Kenya	'80-83	OICD	202-690-0713
Levin	Carole			OICD	703-875-4348
Lynch	Linda	Guatemala	'65-67	OICD	202-720-2589
Mattes	Victoria	Nicaragua	'75-77	APHIS	202-436-5093
Mayhew	Elizabeth	Guatemala		OICD	202-690-2870
McCloskey	Ellen	Brazil	'63-65	OICD	202-690-2981
McDaniel	Margaret	Yemen	'88-90	OICD	202-690-0036
McGirr	Mike	Sierra Leone	'77-80	ES	202-720-3801
McGrann	Jim			ES -	409-845-8012
Mezainis	Val	Cameroon		OICD	202-690-4872
Miller	Brad	Micronesia		OICD	6904827
Mitchell	Arlene			OICD	
Morgan	Charles	Honduras	'89-91	ES -	202-690-3656
Morgan	Nancy	Togo	'83-85	ERS	202-219-0826
Moyer	Jean	DC Staff	'67-72	OICD	202-690-0703
O'Meara	Jim	Philippines	'65-67	FAS	202-205-3614
Odegaard	Amy	Zaire	'84-85	OICD	202-690-2873
Opper	Howard	Cameroon		OICD	
Otto	Ralph	Malaysia		ES	202-720-7948
Parks	Jonathan	Honduras	'86-88	APHIS	202-436-6495

(301) -327- 6092

Lastname	Firstname	Country	Dates	Insti	Phone
Pomeroy	Tom	Cameroon		FAS	202-720-0368
Post	Elizabeth	Costa Rica	'83-86	FSIS	202-720-2683
Priddy	Veronica			OICD	202-690-1831
Record	Rick	Ghana	'76-78	OICD	202-690-1917
Reed	Whetten			OICD	202-690-4872
Robles	Alexis	Botswana	'86-88	OICD	202-690-0920
Sackrider	Regina	Benin	'89-91	OICD	202-690-0935
Simon	Lynnette	CAR	'84-86	OICD	202-690-1913
Smith	M	Philippines	'82-84	OICD	202-690-1911
Throwe	Joanne	Solomon Islan	'86-88	OICD	202-690-1943
West	Terry	Peru	'67-69	FS	202-205-1059
Wilson	Carol	Thailand	'87-89	OICD	202-720-4090
Winkelman	David	Bolivia	'64-66	OICD	202-690-1801
Wollmering	Rita	Philippines		OICD	202-690-1836
Zimmerman	Matt	Philippines	'87-89	OICD	202-690-1830
Zimmerman	Robert	Nigeria	'66-69	AMS	202-690-3018

Blanco Correa
Lauann Nebel ASCS 6971-5 720-2725 720-2725

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Aldrich	Rob	Guatemala	'84-86	OICD	202-690-0829
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Beebe	Maria			ES	703-235-4911
Bertsch	Charles	Leberia	'78-79	FAS	202-720-6278
Blanca	Correa	Honduras	'87-90	ASCS	202-720-2725
Bock	Susan	Botswana	'86-88	FAS	202-690-4197
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Carbone	Jayne	Ivory Coast	'79-81	FAS	202-205-2965
Carroll	Joseph	Sierra Leone		FAS	202-720-6556
Castelnovo	Gina	Zaire	'90-91	FAS	202-720-5319
Chavez	Richard	Dominican Rep		FAS	202-720-5540
Clements	Lauren	Cameroon		OICD	0139
Cohen	Stan	Ivory Coast	'74-76	FAS	202-720-1126
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Fulton	Patricia	Cameroon	'88-91	ES	202-720-3801
Gibney	Kathrine	Senegal	'67-69	OPL	202-720-7033
Gibson	David			OICD	202-647-5677
Godsey	Richard	Pakistan	'64-66	FAS	202-720-3224
Good	Dale	Zaire	'70-72	FAS	202-720-0924
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Harmon	Jean	Zaire		FAS	202-720-7931

690-1255

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Helin	William	Ghana		FS	202-205-0991
Hemphill	Alan	Brazil	'64-66	FAS	202-720-2258
Herrera	Eileen	Zaire	'83	OICD	202-720-0469
Hesse	Jeff	Philippines	'74-78	FAS	
Hobbs	Mary	Mali	'89-91	OICD	202-690-1950
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Howes	Teresa	Thailand	'85-87	FAS	202-720-9469
Hughes	Herbert	CD - Africa		OICD	
Jinkins	John	Guatemala	'80-81	ERS	202-219-0807
Johnson	Jim	Dominican Rep	'86-88	FAS	202-720-1323
Kiefner	David	Thailand	'83-85	FAS	202-720-1519
Kouadio	Michele	Ghana	'77-79	OICD	202-690-0704
Laidig	Gary	Cameroon	'68-73	OICD	202-690-1734
Levin	Carole			OICD	703-875-4348
Lynch	Linda	Guatemala	'65-67	OICD	202-720-2589
Mattes	Victoria	Nicaragua	'75-77	APHIS	202-436-5093
Mayhew	Elizabeth	Guatemala		OICD	202-690-2870
McCloskey	Ellen	Brazil	'63-65	OICD	202-690-2981
McDaniel	Margaret	Yemen	'88-90	OICD	202-690-0036
McGirr	Mike	Sierra Leone	'77-80	ES	202-~~720-3801~~ 690-1255
Mergen	Dave	Nepal	'82-84	FAS	202-720-6777
Mezainis	Val	India	'69-71	OICD	202-690-4872
Miller	Brad	Micronesia		OICD	6904827
Mitchell	Arlene	Niger	'74-76	OICD	202-690-1924
Morgan	Charles	Honduras	'89-91	ES -	202-690-3656
Morgan	Nancy	Togo	'83-85	ERS	202-219-0826
Moyer	Jean	DC Staff	'67-72	OICD	202-690-0703
Muskovitz	Ben	Thailand	'85-87	FAS	202-720-0625
Namken	Jerry	Kenya	'77-78	ACS	202-720-2893
O'Connell	John	Zaire		FAS	
O'Meara	Jim	Philippines	'65-67	FAS	202-205-3614
Odegaard	Amy	Zaire	'84-85	OICD	202-690-2873
Opper	Howard	Cameroon		OICD	
Otto	Ralph	Malaysia		ES	202-720-7948
Parks	Jonathan	Honduras	'86-88	APHIS	202-436-6495
Pavitt	Diane	Morocco		OICD	
Petrie	Grant	Paraguay	'77-79	FAS	202-690-0292
Pomeroy	Tom	Cameroon		FAS	202-720-0368
Pope	George			FAS	
Porter	Ed	Togo	'78-81	FAS	703-875-7136
Post	Elizabeth	Costa Rica	'83-86	FSIS	202-720-5261
Priddy	Veronica			OICD	202-690-1831
Record	Rick	Ghana	'76-78	OICD	202-690-1917
Reed	Whetten	Brazil		OICD	202-690-4872
Reynolds	Scott			FAS	
Rittgers	Chris	Thailand	'86-88	FAS	202-720-1319
Roberts	Ken	Paraguay	'77-80	FAS	202-720-1340
Robles	Alexis	Botswana	'86-88	OICD	202-690-0920
Rothschild	Jamie	Kenya		FAS	202-720-3248
Ruben	Liz	DR	'85-87	OICD	202-690-2735
Sallyards	Melinda	Costa Rica		FAS	
Salmon	Dave	Paraguay	'75-77	FAS	202-690-3424 (overseas) 7/93

Lastname	Firstname	Country	Dates	Insti	Phone
Schayes	Susan	Niger	'73-75	FAS	202-720-7053
Schmick	Henry	Zaire	'76-78	FAS	202-720-1061
Sebranek	Lyle	Malaysia	'65-67	FAS	202-720-1301
Shean	Michael	Nepal		FAS	202-690-0135
Simon	Lynnette	CAR	'84-86	OICD	202-690-1913
Sloan	Mark	Morocco		FAS	202-720-1325
Smith	M	Philippines	'82-84	OICD	202-690-1911
Throwe	Joanne	Solomon Islan	'86-88	OICD	202-690-1943
Thursland	Peg	Paraguay		FAS	
Ting	Kathy	Philippines	'78-80	FAS	202-720-9013
Truran	James	Brazil		FAS	202-720-4055
Voboril	Dennis	Philippines		FAS	
Wade	John	Oman	'80-82	FAS	202-720-8252
West	Terry	Peru	'67-69	FS	202-205-1059
Wilson	Carol	Thailand	'87-89	OICD	202-720-4090
Winkelman	David	Bolivia	'64-66	OICD	202-690-1801
Wollmering	Rita	Philippines		OICD	202-690-1836
Zanin	Bruce	Ecuador		FAS	
Zimmerman	Matt	Philippines	'87-89	OICD	202-690-1830
Zimmerman	Robert	Nigeria	'66-69	AMS	202-690-3018

September 28, 1993

Judy:

Here are the followup steps we agreed to with Joel and Katherine:

o Chris will give Joel a list of local RPCV groups to work with on flood relief.

o Chris will talk to Tom Edwards about reviving Peace Corps membership on Mr. Edelman's inter-agency task force.

o Anna will work with Henry, Chris and Katherine to develop a concept paper linking RPCV volunteer leaders with Ag's three Corps. The paper will also propose sample pilot projects. (Upon refinement, such a paper could be used as a grant proposal to the Corporation).

o Katherine will forward to Henry a list of the land grant and "1890's" schools for use in developing a Fellows component in the concept paper.

o B. Busch will arrange for Katherine to meet with select folks in VRS, OTAPS and External Affairs who can give her some specific technical advice on recruitment, training and marketing for volunteer programs.

o Will touch base again in four weeks or so to review the proposal and in general compare notes.

B. Busch

cc: Joel
Katherine
Chris
Anna
Henry

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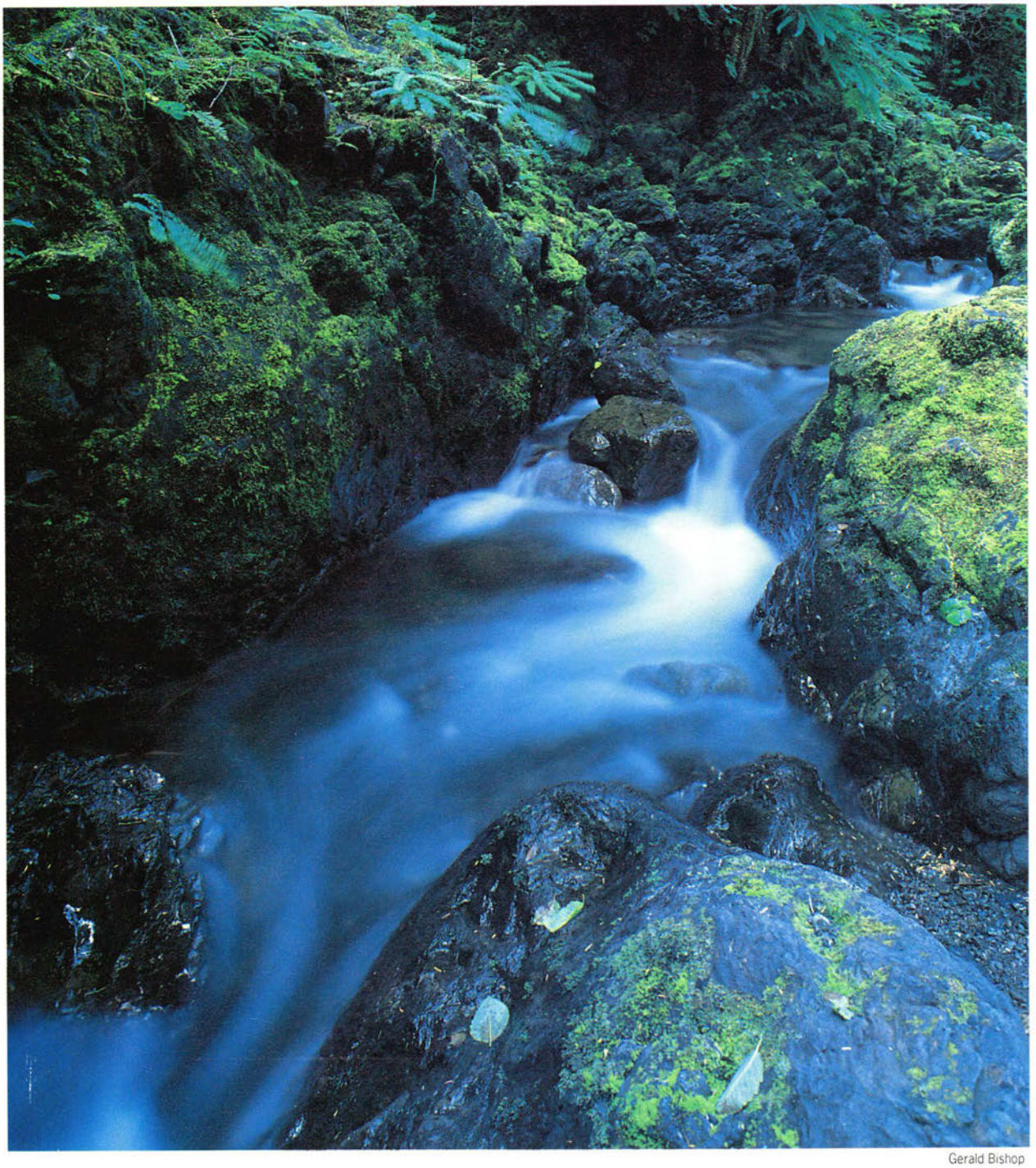
Peace Corps
Enviromental Education - Building a Sustainable
Future

Peace Corps



Environmental Education

Building a Sustainable Future



Gerald Bishop

Peace Corps Fellows/USA Program

A Need, A Resource, and A Partnership

The Peace Corps Fellows/USA Program is one way this agency is meeting its third goal—to bring the Volunteers' experiences and skills gained through service overseas back to the American people. This novel program is a public-private partnership consisting of Peace Corps, institutions of higher education, local government and community agencies, and foundation and corporate supporters.

Our university partners offer scholarships or low-cost tuition to the former Volunteers to enroll in a program leading to a master's degree. In turn, the Volunteers make a two-year commitment to teach or work in a challenging setting concurrent with studying at a university. Responsible for the professional development of the former Volunteers, the universities are designing special curricula and supervision strategies to prepare and support the Fellows enrolled in this program. Initially the program recruited former Volunteers to teach in hard-to-staff schools; it has since expanded to the fields of public health, nursing, social services, and small business-community development.

Peace Corps facilitates the development and maintenance of the programs, and assists in the recruitment of the former Volunteers for participation. All of the Fellows/USA programs are administered by the universities, in collaboration with a local hiring agency (such as a school district), and funded by the private sector.

Facts at-a-glance:

- Founded in 1985 at Teachers College, Columbia University.
- 21 operating programs, primarily recruiting and preparing teachers for urban and rural sites.
- More than 200 RPCV/Fellows participating this year; almost 60 percent are males.
- 400 Peace Corps Fellows enrolled since 1985, with an 8% minority participation.
- Approximately 15,000 public school students being taught today by Peace Corps Fellows.
- More than 50,000 school children have been taught by Peace Corps Fellows since the inception of the program in 1985.
- 350 to 400 Fellows expected to participate in the program in 1993/94 academic year.
- More than $9,000,000 has been donated or pledged to the programs by the private sector since 1990.

On the horizon:

More than 3,000 Volunteers return home every year. About one-third of the Volunteers formally taught overseas. The other two-thirds were involved in wide variety of fields, from agriculture to youth development. Currently most of the operating Fellows/USA programs recruit and prepare RPCVs to teach in hard-to-staff schools. Plans are in progress to provide RPCVs with opportunities here in America for continuing their

On the horizon: (cont.)

service to the needy and to pursue their own professional growth. Discussions are underway with local public and Indian housing authorities to place Fellows in housing projects throughout the nation. These new programs will be in fields such as public health, community development, social work, and micro business enterprise.

Operating programs nationwide:

Education Programs:

DePaul University
Florida International University
George Washington University
Georgia College
Northern Arizona University
Pacific Oaks College, Pasadena, CA
San Francisco State University
Teachers College, Columbia University
Temple UniversityTowson State University, Maryland
University of Michigan
University of New Mexico
University of Southern California
University of Southern Mississippi
University of Texas at El Paso
Wichita State University, Kansas

Community Enhancement Programs:

Boston University (Public Health)
Johns Hopkins University (Nursing)
Loyola Marymount University (Business)
University of Alabama (Public Health)
University of Texas at El Paso (Public Health)

Programs in development:

Education Programs:

Texas A & I University
University of Texas at San Antonio

Community Enhancement Programs:

More than one dozen programs, primarily in collaboration with local housing agencies , are in their formative stages. These programs are expected to be operational by 1994:

Illinois State University (Business)
San Diego State University (Public Health)
Michigan State University (Urban Affairs)

To: Secretary Espy, Ron Blackley

From: Joel Berg

Date: April 1, 1993

Re: **Engaging the Peace Corps in Agricultural Reform in the Former Soviet Union**

I met yesterday with Arlene Mitchell, Director of the Development Resources Division of OICD. Arlene is currently detailed to the Peace Corps, where she holds large responsibility for starting our new Peace Corps operations in the former Soviet Republics.

According to Arlene, **we now have about 200 Peace Corps volunteers in the former Soviet Republics -- about 100 of whom are in Russia itself -- but none of them are focusing on agriculture.** All of them are either advising businesses or teaching English as a Second Language.

It costs our government about $15,000 per year to place a Peace Corps volunteer in the former Soviet Union. Thus for $1.5 million we could add 100 Peace Corps volunteers and for $3 million we could double the amount of Peace Corps volunteers in the former Soviet Union.

My proposal is simple: We find a way to transfer either $1.5 million or $3 million from USDA to the Peace Corps with the understanding the Peace Corps will send "x" number of new volunteers to Russia or the former Soviet Union to specifically give advice and assistance on implementing free market reforms in their agriculture systems. Arlene Mitchell thought this could be a very good idea.

You could potentially propose this to President Clinton for him to discuss with Yeltsin at the Summit. This idea could boost the struggling Russian democracy, help open up markets for American agricultural products, and promote national service.

Do you want me to pursue developing this idea with FAS and OICD?

Fact Sheet

Peace Corps Press Office

THE ENVIRONMENT AND PEACE CORPS

For more than 30 years, Peace Corps has offered assistance to developing countries to help improve environmental quality by promoting the wise use of natural resources through environmentally sustainable development projects. From forestry to national parks to education, Peace Corps Volunteers working on these projects form one of the largest environmental workforces of any international development organization today.

- Over 700 volunteers are currently participating in environmental projects in 60 countries;
- Environmental programs are among the fastest growing in Peace Corps; in FY89 Environmental Volunteers comprised 8% of the total Volunteer force and in FY92 they comprised nearly 13%;
- Forestry is the largest environmental program area, with about two-thirds of the 700 Volunteers;
- Environmental education programs are the fastest growing, accounting for nearly 70% of the growth in environmental programs by FY92.

PROJECT AREAS

Peace Corps provides project designs, assessments, and consultations on a wide variety of environmental projects in the following areas:

Forestry Extension
Volunteers are involved in a variety of activities including tree nursery development and management, fruit tree planting, watershed management, and agro-forestry promotion projects. Through demonstrations, workshops, and information talks to women's groups, community meetings, and family gatherings, Volunteers are helping citizens become aware of environmental problems and are transferring skills to help solve problems and promote environmentally and economically sustainable forest management projects.

Natural Parks/Biological Diversity
Volunteers are involved in a variety of activities that support national parks and are helping to slow the loss of biodiversity. Working with their host country counterparts, they have identified potential reserve locations, surveyed and marked boundaries, conducted flora and fauna surveys, trained natural history interpreters, established visitor centers and museums, and developed tourism and general management plans.

Wildlife Management
Volunteers are making significant contributions to wildlife studies and wildlife management. Through biological inventories, species studies, and habitat recovery and management plans, their efforts have reinforced host-country endeavors to protect threatened and endangered species and promote sustainable wildlife activities that provide food and income to local communities.

Forestry Management
Volunteers assigned to host-country forestry agencies are working alongside forest wardens and rangers, timber-harvesting supervisors, silviculturalists, forest fire suppression teams, and pest researchers to promote sustainable forest management projects. In some countries, Volunteers are teaching at national and regional universities and technical colleges.

-OVER-

Peace Corps 1990 K Street, N.W., Washington, D.C. 20526

PEACE CORPS URBAN DEVELOPMENT PROGRAMS

By the turn of the century, more than half of the people in the developing world will live in cities, and for the first time a majority of the world's poor will reside in cities, due to rapid population growth and migration from rural places. This is having a profound effect on the social and economic structure of these countries.

This has hampered the ability of urban areas to provide citizens with enough jobs, city services, like sewage systems, viable schools, and clean water. Air and traffic pollution are also on the rise.

Peace Corps recognized these trends, and in October 1989 established an urban development initiative to deal with these problems. Currently, over 160 Volunteers work on 20 urban development projects in 16 countries around the world. Projects include the following:

- Introducing modern management and planning techniques and practices to local development officials.
- Support self-help housing and related infrastructure projects through technical and management support to housing and credit cooperatives and other intermediary finance institutions.
- Promoting the expansion of basic infrastructure in low income neighborhoods by servicing technical and organizational activities such as sanitation systems, garbage collection, and the provision of potable water.
- Providing technical experts to support local resource mobilization and utilization, and environmental and land use planning.
- Assisting local efforts to provide basic community services (e.g., health, formal and non-formal education, vocational and youth development) through Peace Corps' traditional programs (Crossover Programs).

Crossover Programs

This are programs whereby Peace Corps Volunteers work within two program areas. The urban development sector has crossover programs with the agriculture, education, environment, health and small business development sectors.

5/93

United States Department of Agriculture

Office of Public Affairs

Office of Public Liaison

Washington, D.C. 20250

TO: Chic Dambach
Cheryl Barty

FAX 462-5873

CONFIRMING TELEPHONE NUMBER 462-5938

KG

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

NUMBER OF PAGES INCLUDING COVER SHEET 3

MESSAGE: I am faxing two articles on the new administrator of the USDA's Soil Conservation Service, who was a PC volunteer in Ghana. He is an Iowa farmer and former state legislator -- he sounds really interesting and has an unusual background for an agency administrator. We are planning a rural development corps and an environmental corps as part of national service here at USDA and think he will be really helpful in our efforts. Just letting you know about a new RPCV in the area!!!

AN EQUAL OPPORTUNITY EMPLOYER

Peace Corps

AREAS OF POSSIBLE COLLABORATION WITH PEACE CORPS

1. After 33 years, every state has a number of Peace Corps veterans. These Returned Peace Corps Volunteers (RPCVs) could prove to be an integral part of community support for AMERICORPS projects. Organized groups of RPCVs could be co-sponsors of projects, providing their time, sharing experiences and talents, and offering employment opportunities.

2. RPCVs could be public advocates for the AMERICORPS - at least until we have an established AMERICORPS veterans group. This could include speaking at high schools and colleges, local and area civic korganizations, and participating in pre-service training.

3. Team leaders for AMERICORPS could be recruited from among RPCVs who have demonstrated flexibility and sensitivity for cultures and communities other than those in which they grew up. The position of team leader also gives the RPCV a new level of responsibility, a means for transitioning back to the United States, and an opportunity to continue to fulfill their commitment to service.

"The 3rd goal of Peace Corps (PC) is 'bringing the experience back home.' RPCVs can pursue the goal by encouraging service through technical assistance in the U.S. communities."

4. There may be administrative models within Peace Corps that at least bear exploration. They seem to keep bureauracy to a minimum.

5. Where projects may require bilingual skills, the Peace Corps has excellent language training programs.

6. Use existing PC and RPCV newsletters and other media to recruit persons for specific positions.

7. Use the PC databank of RPCVs to identify resource persons throughout the U.S.

