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MONDAY,
JUNE 28, 1993

The Oregonian

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Old ax may help teens blaze new path for themselves

■ A ceremony marks the start of a forest work camp patterned on the old CCC that promises city teen-agers hard work, low pay and a chance to change their lives

By NORM MAVES JR.
of The Oregonian staff

CLACKAMAS LAKE — The ceremonial ax Bob Torheim handed to two young men was an old one.

The double-bit forester's ax was maybe 42 inches long. The hickory handle still is sturdy, both blades still are keen. In the right hands, it can still do wonders in a forest.

Torheim caressed it lovingly. It was a symbol of his youth; of the Civilian Conservation Corps that took him from North Seattle in 1940 and gave him a job when nobody else would. The orange paint splashed on its handle meant it was an original CCC ax. In his hands, it was a sceptre.

"From my generation to your generation," Torheim said Friday as he handed the axe to Kris Orr and Muslim Delgado. "Treat it well. Use it wisely."

To the youths, it was, well, just an ax. A whole bunch of people are betting that when their eight-week stint at Clackamas Lake ends, they will understand what it all means.

The two boys are in on the birth of the Youth Forest Camps, an ambitious program that is resurrecting the CCC concept and applying it to today's youth. Clackamas Lake, near Government Camp, is one of three pilot sites; Mount Adams in Washington and one in the George Washington National Forest in Virginia are the others.

The project started last week with 40 teen-agers at each of the sites. Most of them were

drawn from urban areas; many of them from at-risk home situations.

It's a whole new life there. The teens live in spare little open-stud cabins with an occasional nail for closet space and old plywood Army footlockers to hold their belongings. The windows are screens with hinged plywood shutters for privacy. There is no electricity.

The youths sleep four to a cabin in sleeping bags on old, but clean mattresses. Shower and cooking facilities are in a trailer across a gravel path from the cabins.

It's a summer job in the forest. The teen-agers earn minimum wage — \$4.75 at Clackamas Lake and \$4.25 at Mount Adams — for doing some of the toughest work of their lives. They rise at 6 a.m.; by 8 a.m., they are in vans and buses heading out into the Mount Hood National Forest to do big-people chores.

U.S. Forest Service rangers teach them how to clear brush, plant trees, maintain recreation areas and clear trails. They are expected to work hard and get along. They have exactly 30 minutes personal time per day. Lights are out at 10 p.m.

The Washington County Educational Service district provides the counselors and guidance at Clackamas Lake. Educational Service District 112 in Vancouver, Wash., handles the job at Mount Adams.

The project is financed largely by the Na-

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NORM MAVES/The Oregonian

Bob Torheim of Tigard hands over his double-bit forester's ax from his Civilian Conservation Corps days to Muslim Delgado (left) of Vancouver, Wash., and Kris Orr of Beaverton. Delgado and Orr are two of the 40 youths working for eight weeks at the new Clackamas Lake Youth Forest Camp, one of three pilot projects in the nation.

PHOTOCOPY
PRESERVATION

Camp: Former Pepsico chairman backs jobs

■ Continued from Page C1

tional Forest Foundation in Arlington, Va., which laid out \$1 million in seed money for the pilot camps. Another \$300,000 comes from the federal government. Some heavyweight business executives are involved.

One of them is Donald M. Kendall, the former chairman and chief executive officer of PepsiCo, Inc. He is the chairman of the National Forest Foundation; he took great delight in being there for the opening ceremonies Friday.

"If you look at the problems in this country and where they come from, you see that crime comes from the inner city; that drug problems come from the inner city," Kendall said. "The family structure has been destroyed for a lot of these kids.

This gives them the opportunity to better themselves. What we're hoping to do is improve on the concept of the CCC."

Ah, the Civilian Conservation Corps. It is the stuff of memories for a million surviving American men who went through it during the Depression of the 1930s and early 1940s. Five of them brought a sense of history to Friday's ceremony.

The CCC was born with the stroke of President Franklin D. Roosevelt's pen in March 1933. Camps were set up all over the United States. Some 4.5 million boys went through it in the nine years it existed.

Back then, the youths made \$30 a month. They were allowed to keep \$5 of it; the rest went back home to their strapped families. They

worked the same jobs as the kids of the YFC.

Torheim, who now lives in Tigard, finished high school in Seattle in the spring of 1940. Because he was only 17, he couldn't get a job that amounted to much. There weren't that many of them to go around.

"I suppose I could have stayed around Seattle peddling the Seattle Times," he said. "But I wanted more. I wanted to make some money for tuition so I could get into college and into forestry."

"So I enrolled in the CCC. It was a tremendous transition from high school to the adult working world."

The YFC is almost a direct copy. Kendall wants to see the program eventually run year-round all over

the country. The National Forest Foundation plans to put the arm on the Clinton administration for money to expand.

Few of the kids know anything about the Civilian Conservation Corps or even the Great Depression. At this point they don't even know much about what's in store for them. But at least one of them likes it.

"I'm getting some peaceful vibes here," said Delgado, a ninth-grader from Vancouver, Wash. "I usually don't get up at 6 a.m. I usually don't do this kind of work."

"If I wasn't doing this, I'd just be sitting around doing nothing. I'm proud of what I've done, and what I'm going to do. The first time I swung an ax here, I felt like I was being honored."

PHOTOCOPY
PRESERVATION

Youth Conservation Corps (YCC) Application

Print or Type all answers. All questions and statements must be answered to enable Selection Office to determine applicant's eligibility and availability. *Incomplete applications may have to be rejected.* Authority is PL 93-408. During the term of employment, you must be at least 15 years of age and not have reached age 19.

Name (Last-First-Middle Initial)

[illegible]

Social Security Number

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☐ Male

☐ Female

Date of Birth

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State

Zip Code

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In Case of Emergency

Applicant's Statement

YCC is an Equal
Opportunity Employer

I am familiar with the YCC program and interested in working in the outdoors to develop and maintain the natural resources of the United States. If selected, I will obtain a work permit if required. I have or am applying for a social security number. I am a permanent resident of the United States or its Territories or possessions. I do not have a history of serious criminal or other antisocial behavior that might jeopardize my safety or that of others. I certify that all information I have given above is true and correct to the best of my knowledge. Incorrect statements constitute grounds for immediate dismissal. You have my permission to give this application to any YCC official for whose camp I am selected.

(Signature of Applicant)

(County)

I am familiar with the YCC program and the applicant has my permission to participate.

(Signature of Parent or Guardian)

(Date)

United States Youth Conservation Corps

The Program

The Youth Conservation Corps (YCC) is a well-balanced work-learn-earn program that develops an understanding and appreciation in participating youth of the Nation's environment and heritage. It is administered by the U.S. Department of Agriculture—Forest Service, and by the U.S. Department of the Interior—Fish and Wildlife Service and National Park Service. YCC offers gainful summer employment to youth, for approximately eight weeks, in a healthful outdoor atmosphere.

Enrollees will be paid the minimum wage for a 40 hour work week. Most projects will enroll an equal number of males and females.

Projects include building trails, maintaining fences, cleaning up campgrounds, improving wildlife habitat, and thinning timber stands. Participants will do hard physical work and may be exposed to insects, poison oak and ivy, adverse weather, and difficult working conditions.

Eligibility Requirements

Young men and women, 15 through 18 years of age, who are permanent residents of the United States, its Territories, or possessions, are eligible for employment without regard to social, economic, racial, or ethnic backgrounds. Handicapped youth who can effectively participate in most YCC activities are eligible. Youth must have no history of serious criminal or other antisocial behavior that might endanger their safety or that of others; have or be able to obtain a work permit as required under the laws of their State; have a Social Security number or have made application for one; be willing and able to work hard and participate in most work projects. Employment is without regard to Civil Service or classification laws, rules, or regulations.

How You Can Enroll

To apply, youth meeting these qualifications should complete this YCC application form and return it at the earliest possible date to the nearest unit of a National Park, National Forest, or National Fish and Wildlife Refuge or Hatchery.

Applicants will be selected on a random basis and will be notified of selection. Demographic information such as age, race, and family income is not used in the selection process.



Public reporting burden for this collection of information is estimated to average 3 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Department of Agriculture, Clearance Officer, OIRM, Room 404-W, Washington, D.C. 20250; and to the Office of Management and Budget, Paperwork Reduction Project (OMB #0596-0084), Washington, D.C. 20503.

YCC complies with Section 504 of the Rehabilitation Act of 1973. (29 U.S. Code 794). Under this Act and implementing Regulations, handicapped persons "who, with reasonable accommodation, can perform the essential functions" of the YCC are eligible. (7 CFR Part 15b and 43 CFR Part 17)

(Date)

Youth Forest Camp Medical History

NOTE: The collection of this information is authorized by Public Law 93-408. The purpose of this data is to safeguard the health, safety and welfare of the enrollees of the YFC programs and may be provided to a physician in the event treatment is necessary. This information is requested on a voluntary basis; however, failure to complete this form will result in exclusion from the program.

Part I—To be completed by applicant

1. Name (Last, First, Middle Initial)

2. Address (Street, City, State, including Zip Code)

3. Do you have health and accident insurance?

☐ Yes ☐ No If yes, list name of insurer in block 4.

4. Insured by and policy number

5. Date of birth

(Mo/Da/Yr)

6. Diseases (Enter X if you have had any of the diseases.)

☐ Rheumatic ☐ Tuberculosis ☐ Diabetes
fever

7. Describe treatment if disease marked in block 6.

8. Have you had or are you having any of the following health problems (Enter X where appropriate)

Allergies

☐ Hay fever
☐ Asthma
☐ Poison ivy or oak
☐ Insect stings
☐ Skin condition
☐ Other (Identify)

Frequent infections

☐ Colds
☐ Sore throat
☐ Ear ache
☐ Bladder or
intestinal
infection
☐ Venereal disease
☐ Other (Identify)

☐ Convulsions
☐ Fainting
☐ Sleepwalking
☐ Headache
☐ Stuttering
☐ Nervous
condition
☐ Ulcers

Other health problems

☐ Hernia
☐ Poor hearing
☐ Difficulty with
sense of balance
☐ Poor vision
☐ Problem with
blood not clotting
☐ Defects in legs or
feet

☐ Diabetic
☐ Pregnancy
☐ Swollen or
painful joints
☐ Shortness of
breath
☐ Chest pains
☐ Easy fatigue
☐ Heart condition

☐ Emotional
problem
☐ Back trouble or
injury
☐ Persistent cough
☐ Rheumatism or
arthritis
☐ Loss of weight
☐ Other (Identify)

9. If you entered X in item 8 identify problem and describe treatment (Print)

10. Immunization history (Enter X where appropriate and dates as indicated. A Tetanus and Diphtheria shot is required unless you have received one or a booster within the last ten years)

Date of
original series

Date of last booster
to insure immunization

☐ Diphtheria

☐ Polio Vaccine

☐ Tetanus Toxoid

To my knowledge, I have not been exposed to a contagious or infectious disease in the past three weeks, and I am in a state of health which would allow full participation in all YFC activities.

Signature (Read above statement before signing)

Date

Part II—To be completed by parent or guardian of the applicant

This is to certify that I am familiar with the Youth Forest Camp Program and that I give my consent to my son/daughter/ward to participate with the program as a YFC member. I understand that I will not hold the United States Government responsible for any nonprogram accident or illness, and I authorize first aid, or emergency medical care, to be performed at the nearest, most adequate facility approved by the YFC.

1. Emergency contact (Name and Relationship)

2. Home phone

()

3. Work phone

()

4. Address (Street, City, State and Zip Code)

5. Signature (Parent or Guardian)

6. Date

RACE AND NATIONAL ORIGIN IDENTIFICATION

(Please read the instructions and Privacy Act Statement before completing form)

Agency Use Only

Social Security Number/Name

Date of Birth

Privacy Act Statement**This information will be used to monitor our recruitment and reporting only**

Solicitation of this information is authorized by section 2000e-16 of title 42, U.S. Code, which requires that agency employment practices are free from discrimination and provide equal employment opportunities for all, and by the Uniform Guidelines on Employee Selection Procedures (1978) 43 FR 38297 et seq. (August 25, 1978), which requires agencies to examine employee selection procedures to identify any adverse impact those procedures have on women and minorities. This information will also be used to make statistical determinations under the Federal Equal Opportunity Recruitment Program (5 USC 7201) and affirmative action programs under Section 717 of title VII, of the Civil Rights Act of 1964 as amended.

Under Executive Order 9397, agencies were required to use the Social Security Number (SSN) as the means of identify-

ing individuals in agency personnel information systems. Thus, solicitation of your SSN is authorized by this order so that agencies by being able to identify you can ensure that the data furnished is accurately recorded for each employee in the personnel system. It will be used only for that purpose.

The furnishing of these data is voluntary. However, since maintenance of accurate individual data is essential to successful compliance with these mandates, failure to provide your SSN will result in it being obtained from other sources so as to ensure that the other data you provide is accurately recorded. If you choose not to furnish these data, your agency is authorized to identify your race and national origin as that which the agency visually perceives to be your correct classification.

Specific Instructions: The categories below are designed to identify your basic racial and national origin category. If you are of mixed racial and/or national origin, identify yourself by

the category with which you most closely identify yourself. Place an "X" in the box next to the appropriate category. NOTE: Mark **only ONE** box.

NAME OF CATEGORY (Mark ONE only)	DEFINITION OF CATEGORY
Categories for Use Outside Guam, Hawaii, and Puerto Rico	
☐ A American Indian or Alaskan Native	A person having origins in any of the original peoples of North America, and who maintains cultural identification through community recognition or tribal affiliation.
☐ B Asian or Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
☐ C Black, not of Hispanic origin	A person having origins in any of the black racial groups of Africa. Does not include persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish cultures or origins (see Hispanic).
☐ D Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish cultures or origins. Does not include persons of Portuguese culture or origin.
☐ E White, not of Hispanic origin	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. Does not include persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish cultures or origins (see Hispanic). Also includes persons not included in other categories.
Categories for Use in Puerto Rico	
☐ D Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish cultures or origins. Does not include persons of Portuguese culture or origin.
☐ Y Not Hispanic in Puerto Rico	A person not of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish cultures or origins whose official duty station is in Puerto Rico.
Category for Use in Guam and Hawaii	
☐ Z Employees in Guam or Hawaii	Employees whose official duty station is in Guam or Hawaii.

PAYROLL PROCEDURES FOR YOUTH FOREST CAMP ENROLLEES

BACKGROUND:

The Forest Service operated three Youth Forest Camps (YFC) during the summer of 1993. These camps were funded by the National Forest Foundation (NFF). The Camps operated under the Youth Conservation Corps authority (PL 93-408), and the Master Memorandum of Understanding No. 93-SMU-035 between the Forest Service and the National Forest Foundation, (signed in December 1992).

Enrollees in the 1993 YFC were paid the prevailing minimum wage, State or Federal, whichever is highest, as required by the YCC authority. After deductions for Social Security, taxes, and \$5 per day for meals and lodging, actual take-home pay was approximately \$17-18 per day.

CURRENT SITUATION:

During the preliminary evaluation of YFC in Washington D.C. in September, Forest Service staff was requested to explore alternative methods of payrolling students, using the newly established Public Lands Corps authority within the National Community Service Trust Act of 1993.

****NOTE**** The regulations for the new law have not yet been written or published. The alternatives described are contingent upon regulations being issued in time for use in YFC Camp operation Summer of 1994.

ALTERNATIVE I

Pay the enrollees a total 8 or 10-week stipend equal to the minimum wage, on a graduated scale, allowing the staff to increase the stipend as enrollees' skills and time in Camp increase. (Potential full stipend \$2,000.)

ALTERNATIVE II

Pay a \$200 stipend each pay period, with a lump sum payment of \$1,000 at the successful completion of the 10-week camp. (Potential full stipend \$2,000)

ALTERNATIVE III

Pay a stipend less than the minimum wage. For example, the stipend could be equal to a maximum of \$3.00 or \$4.00. (Potential full stipend between \$1,200 and \$1,600)

ALTERNATIVE IV

Pay 10 cents an hour above minimum wage to be more competitive with other youth programs and show that YFC is the best program for youth. At the same time, increase deductions for meals and lodging to \$7 or \$8 per day.

ALTERNATIVE V

Pay the minimum wage for hours worked, as was the procedure in 1993. In addition, strongly encourage whenever possible, enrollees to put a major portion of their pay check into the bank each pay period.

PREFERRED Alternative:

The preferred alternative at this time is Alternative V ... Pay minimum wage for hours worked.

During the past two months we have visited each of the three camps, discussed alternatives with the camp staff, and asked for their reactions and suggestions for a payroll system for 1994. In addition, we met with staff from two other Federal Agencies that operate youth programs. The overwhelming majority strongly favored ALTERNATIVE V for the following reasons:

1. Enrollees truly see the camp experience as a JOB. Most would not even apply to the program if they were not earning the minimum wage, at least, for their work.
2. Enrollees work very hard at strenuous, labor-intensive projects in the outdoors ... in all kinds of weather and field conditions. They compare their pay with what their friends back home are making at Pizza Hut or Kentucky Fried Chicken. If they don't earn as much as their friends, they will have a tendency to drop out and go back home - especially in the early weeks of the program.
3. Young people in this age group respond best to immediate reward or consequence for what they do. It is hard for them to think 8-10 weeks into the future and realize that, if they are in a stipend pay situation, with reduced initial payments, what they will ultimately be paid is equal to what they will earn at the standard minimum wage. They have a short-range view of the world. The hourly wage is a very positive and real life experience for the youth. This is a very powerful tool that staff are able to use to motivate the youth to stay on the job with positive performance. If, on the other hand, enrollees are late, decide not to work for a short period, sneak off from work, or sleep in the bus, the crew leader can dock their pay accordingly. When enrollees experience the reduction in their very next pay check it serves as a real wake-up call. They normally do not do it again.
4. Treating enrollees like adults, with a paycheck that reflects a fair wage paid for a fair day's work, empowers them. A paycheck enhances their self-esteem and feelings of personal value and gives them a feeling of accomplishment.
5. A paycheck that is based upon hours worked, that also reflects deductions for Social Security and Taxes, and expenses for food and lodging, provides each enrollee another REAL WORLD learning opportunity. It is often the first experience the enrollees have had in learning how to handle money. At the camps they will be taught how to set up a bank account and save money. Planning their budgets with what they actually EARN each two weeks, provides another positive real-life experience and learning opportunity.
6. Enrollees all felt very proud of the fact that they were Forest Service "employees" for the summer. It gave them real status among their peers and provides excellent references on any future job application.

ENVIRONMENT

ANTI-HUNGER

RURAL DEVELOPMENT

10 more environment

Five rural:
New Hampshire
Wyoming
Nebraska
Alabama
Idaho

Five urban:
Minneapolis
Atlanta
Detroit
Dallas
St. Louis

10 more anti-hunger

Five rural:
Georgia
Rhode Island
Delaware
Indiana
Ohio

Five urban:
Hartford
Charelestown
Philadelphia
Louisville
Des Moines:

FINAL REPORT

GIFFORD PINCHOT NATIONAL FOREST YOUTH FOREST CAMP Camp Adams 1993

I. CAMP MODEL

The Camp Adams Youth Forest Camp was located in a full service facility at the Mt. Adams Ranger Station compound in Trout Lake, Washington approximately 90 miles northeast of Portland, Oregon.

Program objectives were: to accomplish needed work on National Forest lands, develop basic employment and social skills, and provide a motivating educational environment. This model placed a high priority on the social and academic components, and demanded a rigorous effort from the enrollees to perform in those arenas as well as the work place. The effort and resources dedicated to education and personal development above and beyond a full time work requirement distinguished this model. An additional distinguishing characteristic of this model was the modified "fee for service" approach which produced some moderate revenues that helped to offset some of the cost.

Camp Adams was a five day per week residential camp. Enrollees were provided transportation to and from their home communities. With the exception of two structured week-end programs, all enrollees returned home each week-end. The program served a co-educational group of youth aged 15 to 18 from both urban and very rural communities in Southwest Washington State and Portland, Oregon. The camp operated two sessions in the program year. An eight week summer session (June 21 - August 13), and a nine week fall session (August 30 - October 29). The summer camp served 40 youth and the fall camp served 33. Enrollees were paid the federal minimum wage of \$4.25 hr. plus the incentive of qualifying for a \$500 continuing education grant if they successfully completed the educational portion of the program.

The residential supervision, meals, and educational program were contracted to the local Educational Service District. Overall administration, logistical support and work supervision were accomplished by Forest Service employees.

II. RECRUITMENT

The recruitment area was defined by a two hour drive time from the camp, and was further limited to the Washington State side of the Columbia River to avoid confusion with the Mt. Hood National Forest program. The state boundary limitation was dissolved for the fall session recruitment and the Camp Adams program was made available to Oregon residents. Youth were recruited from the urban centers in Clark and Yakima counties in Washington and Multnomah County in Oregon, and from the rural counties of Skamania and Klickitat in Washington and Hood River County in Oregon.

The program targeted a 50/50 mix of urban/rural, and a 60/40 mix by gender (dictated by the facilities). Efforts were made to assure: a racial and cultural mix which exceeded the demographics of the area, that half of the enrollments were held for economically disadvantaged youth, and that handicapped youth were included.

Contacts were made and recruitment information was provided to: all high schools in and alternative schools in the area, state job service centers, Forest Service units, Minority Employees of the Forest Service, the Yakima Indian Nation, Private Industry Councils, the Yakima Occupational Industry Council, NAACP chapters, Yakima Valley Farm Workers Clinic, JTPA contractors, and Centro Hispano de Clark County. PSAs and news releases were carried by local newspapers, and radio.

The summer session drew 160 applications, the fall program 45. Positions were allocated as described above and selections made via random drawings. Orientation sessions were held for selectees and their families in four convenient locations prior to the start up of camp.

III. STAFFING

Staffing was designed to optimize available expertise, and avoid "burn out" and high turnover. Overall, there were 16 full time and two part time positions which were filled by 21 persons. The staff responsibilities were divided between the evening educational/group living components and the daily work component and administration. A supervisor to enrollee ratio of 1:8 was maintained during each "shift".

In addition to regular paid staffing, seven volunteers (including a student teacher from Germany) donated approximately 250 hours of their time to assist with supervision, readying the facility, and in making educational presentations.

Direct Forest Service support included; the program administrator, a work project coordinator, five work crew leaders, one assistant/alternate crewleader, a full time clerical and a part time clerical. The crew leaders and clerical support were recruited from the local area and were hired for the duration of the project only. All but one had significant previous seasonal Forest Service work experience. Of the 6 crew leaders, two were certificated secondary school teachers and one holds two certifications as a counselor. The staff was down sized for the fall session to four crew leaders.

The contractor, ESD 112 provided; the camp director, four teacher/counselors, a food service manager (who also doubled as a teacher), an assistant cook, and a part time curriculum development specialist. The director, the food service mgr, and one of the teachers were certificated secondary school teachers. There was one certificated counselor, and one journalism/public relations specialist in the summer session. Three positions turned over before the fall session. (The director and one of the teachers found full time teaching positions, and the journalist found the program too challenging.) The staff was down sized for the fall session. The director was replaced with a certificated teacher, and the teacher position was replaced by a person holding dual certifications in teaching and counseling.

Overall, the qualifications of the staff were far greater than the salaries offered should reasonably have produced. The concept of conducting education in this type of alternative setting proved very alluring.....and we were lucky.

Minority representation: The ESD staff included a black male certified counselor. The Forest Service staff included a black male, hispanic male, and native american female among the crew leaders, and a native american female clerical.

All staff received a full week of training and orientation prior to opening of camp. Subjects; Orientation to Forest Service organization and culture, ethics and conduct, first aid/CPR, sexual harrassment, driving safety, drug and alcohol awareness, blood borne pathogens, and YFC program objectives were discussed and policies defined. During the course of the program staff inservice sessions covered; gang culture, disciplinary techniques, legal responsibilities, abuse, and ongoing safety sessions.

IV. YOUTH PROFILE

A total of 76 youth were enrolled in the program. We consider 70 to have been served. 35 completed the summer session and are eligible for the continuing education grant. 24 completed the fall session, 19 are eligible for the grant.

In the summer session: 55% came from urban settings, 45% from rural
60% were male, 40% female
40% were economically disadvantaged
33% were racial minorities
25% were learning impaired
(we also served one hearing impaired and one visually impared)
Age breakdown: 15 - 30%
16 - 30%
17 - 37%
18 - 3%

In the fall session: 59% came from urban setting, 41% from rural
74% were male, 26% female
55% were economically disadvantaged
21% were racial minorities
33% were learning impared
Age breakdown: 15 - 8%
16 - 29%
17 - 43%
18 - 20%

Minority Representation

	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Percent</u>
Asian	2	1	3	4
Black	4	3	7	9
Hispanic	3	1	4	5
Indian	3	0	3	4
Caucasian	38	21	59	77

V. ACCOMPLISHMENTS

WORK COMPONENT

The Program accomplished a total of 12.78 person years of work in four major categories. Work was performed on 13 different projects, on all 5 Ranger Districts on the Gifford Pinchot, and in the Columbia River Gorge National Scenic Area.

<u>RESOURCE CATEGORY</u>	<u>APPRAISED VALUE</u>	<u>PERSON YEARS</u>
Recreation	\$41,580	3.30
Range Management	\$33,200	2.68
Timber Management	\$78,000	6.30
Facilities	<u>6,300</u>	<u>.50</u>
	\$159,080	12.78

Noteable projects: Constructed the first handicapped access interpretive trail on the Mt. Adams district (660 ft.), reconstructed the "Perdition" trail in the CRGNSA.

In addition to the above Forest Service based work enrollees also performed work in the local community, performing maintenance at the cemetery, assisting with the relocation of the local school to a new facility, maintenance of recreation information kiosk, and minor repair of flood control diversion. These tasks were above and beyond the regular work and are not reflected in the above figures.

EDUCATIONAL COMPONENT

Enrollees averaged 100 hours of structured educational time per person. The YFC program/curriculum itself was not "accredited" by the State of Washington. Rather, enrollees negotiated with their school for independent study agreements and the school in turn awarded credit upon the students return to their school. The amount of credit awarded by the enrollee's school varied depending on the quantity, quality and presentation of the students work. YFC staff provided assistance to enrollees in seeking the maximum credit possible. At the writing of this report this process was still on going and values assigned here are based on the summer session results and an estimate on fall session results.

39 of the 40 enrollees in the summer session, including those that left the program returned to school. One is in juvenile detention.

Two enrollees in the fall session came to the program with High School equivalency degrees already, and did not receive credit. The remaining 30 enrollees including those who left the program returned to school. The

majority of the fall session enrollees were from alternative school programs which were considerably more receptive to honoring the work the students performed with credit. One of the enrollees who had been working toward a GED completed the requirements while enrolled and passed all tests with outstanding scores.

As in any school setting, not all students successfully completed the required work. However, in all cases, 1/2 credit for their work experience was available. The least credit earned was 1/2, the highest 4. We are using 1 credit as the average.

The curriculum was designed around several "strands": Interpersonal Skills Development, Critical Thinking and Inquiry, Self Assessment, and Basic Skills. The surrounding environment was used as the vehicle for presenting much of the curriculum, but this component was not limited to "environmental education".

Subjects covered:

Environmental Sciences
Social Sciences/History
Basic Skills (reading, writing, math)

A \$500 scholarship was offered as a completion incentive. A requirement for completing the program involved production of an educational project. The following is a representative list of these creative projects.

Frank Cisneros Mario Saueda	Climbed Mt. Adams and prepared a video presentation of the climb.
Anna Andersen Mike Hansen	Plant identification book with hand drawn plates.
Curtis Lilly	Camp logo T-Shirts. Designed, printed and sold T-shirts.
Dustin Nielsen Jeremy Sobuski	Fire Science presentation
Christy Van Horn	Learned sign language and gave a presentation in sign language.
Brian Lee Monique Pleasant	Cooked ethnic dishes, prepared and served meals Presented history and cultural info.
Julie Gershfield	Produced and presented a nature video.
Talitha Sahim Erica Wooden	Edited a weekly Camp newsletter, The Adams Family.
Misty La Duke Jaime Price	Wrote and produced a book of poetry.

GROUP LIVING & SOCIALIZATION COMPONENT

This is the most difficult subject to assess. Evaluations were filled out on each enrollee by a panel of staff, the aggregated results are displayed below.

NUMBER OF ENROLLEES WHO EXHIBITED IMPROVEMENT/DECLINE IN THE WORK COMPONENT
AND THE GROUP LIVING COMPONENT
AGGREGATE IMPROVEMENT/DECLINE LEVEL BASED ON EVALUATIONS OF 70 ENROLLEES

FACTORS	Grp.Living INTERIMS				Work Crews INTERIMS				AGGREGATE BOTH SESSIONS		
	FALL		SUMR		FALL		SUMR		IMPROVED	DECLINED	N/C
	+	-	+	-	+	-	+	-			
1. ATTENDANCE	6	5	22	0	7	1	11	1	46	7	17
2. PUNCTUALITY	7	3	22	1	6	0	10	0	45	4	21
3. GROOMING & HYGIENE	9	0	23	0	1	0	4	1	37	1	32
4. FOLLOWING DIRECTIONS	11	3	23	1	8	0	12	0	54	4	12
5. QUALITY OF WORK	11	3	23	1	8	0	15	1	57	5	8
6. QUANTITY OF WORK	9	4	23	1	9	0	15	1	56	6	8
7. DEPENDABILITY	14	1	24	2	8	0	17	0	63	3	4
8. WORKING RELATIONSHIP	18	0	23		7	0	17	0	65	1	4
9. PERSONAL BEHAVIOR	16	0	24	2	7	0	16	0	63	2	5

*N/C - NO CHANGE FROM BEGINNING OF SESSION THROUGH END OF SESSION.

Enrollees were asked to evaluate themselves and the program:

ENROLLEE RESPONSES TO EXIT SURVEY

SUMMER/FALL SESSIONS SUMMARY

There were a total of 52 responses.

1. What new skills did you learn on the Forest Service projects?

32 responded they learned forestry related job skills
(Multiple answers were given in some cases)

13 responded they learned to use tools

5 responded they learned work skills such as leadership, teamwork, punctuality, endurance, etc.

2. What new knowledge did you gain?

25 responded they gained knowledge related to forestry jobs/nature

18 responded they gained knowledge related to personal skills, personal insight and maturity

9 did not respond or said "none"

3. What effect, if any, has this program had on your life? Are you different as a result of taking part in this program?

39 responses related to personal growth, maturity, broadened horizons, etc.

5 responses had to do with the forest and environmental issues

8 gave no response, or "not much"

4. What were the best parts?

20 responded, the friendships they made and new people they met

12 responded, working and work experience

7 responded, the recreation and activities

3 responded, the money or scholarship

3 responded, the sleep (when they got to get some)

3 responded, personal growth

3 gave no response

5. What were the worst parts?

8 responded, the educational part

16 responded, the problems and disagreements

12 responded, the work and chores

2 responded, the food

1 responded, "going back home on the weekend"

7 did not respond

6. Would you recommend the camp to your friends next year? Why, or why not?

A number of people included "good experience, fun and broadened horizons"

42 responded they would recommend YFC camp to their friends

1 responded "maybe"

7 responded no, they would not recommend YFC to their friends

7. How did you hear about the camp?

24 responded, from their school

6 responded, from their friend(s)

6 responded, from the employment office

3 responded, they were here for a previous session

3 responded, from their counselor

1 responded, from another USFS Ranger District

1 responded, from newspaper article

6 responded, from their parents

3 gave no answer

8. How important was the amount of wages you earned at camp? Would you have come to camp if there was no pay?

25 responded the money was very important

14 responded the money was important

5 responded the money was somewhat important

4 responded the money was unimportant

1 said, "not enough money"

3 did not give a response

Would you have come to camp if there was NO PAY?

34 responded, no

5 responded, yes

7 responded, "maybe, if I knew what I know now"

5 did not respond

What kind of camp would you prefer?

48 responded, a camp with equal numbers of males and females; 2- all male and 1- all female

37 responded, a 5-day camp with weekends at home

4 responded, a 7-day camp.

23 responded, the same length camp.

25 responded, a longer camp.

1 responded to all three options

2 did not respond to this question

Ideas and Suggestions:

20 people did not offer suggestions.

6 suggestions were for "no changes"

2 requested "Better Food!"

2 requested more personal time and less restrictions (male/female relationships)

1 suggested "counselors without power issues"

2 suggested more and better recreation

A number of individual suggestions were offered:

"Offer more field education and forestry science"

"Not so tight days and a little more freedom"

"Be a little nicer"

"Less school work because you're too tired at night"

"Have counselors who understand how kids feel and who like to have fun"

"Fire rebels before they get a chance to ruin camp"

"Counselors without power issues"

AND... "I would like to thank all of the staff in making my stay as welcome as possible!"

VI. COSTS

The original program budget as approved in January '93 totaled \$516,000
NFF portion: operations \$382,700, continuing ed grants \$40,000

FINAL ACCOUNTING FIGURES WERE NOT AVAILABLE FOR THIS REPORT. COSTS FOR THE
FINAL 6 WEEKS OF OPERATIONS AND ADMISTRATIVE COSTS HAVE BEEN ESTIMATED TO
PRODUCE THESE "TOTAL" FIGURES.

(ACTUAL EXPENDITURES ONLY)

Group Living/Residential Costs:	
Facilities, Food, Supervision, Recreation etc. ..	\$ 98,141.00
Educational Component Costs:	
Curriculum, Staff time, materials.....	\$ 68,284.00
Work Component Costs:	
Enrollee wages, Supervision, Transportation, Materials & Supplies.....	\$165,940.00
Start-up Costs:	
Facilities, Furnishings, Program development, Travel & Training, Tools & Equipment, etc.....	\$ 55,000.00
Administration Costs:	
Direct: On site admin, and clerical.....	\$ 66,000.00
Indirect: Ranger, Admin Officer, Forest level support.....	<u>\$ 7,000.00</u>
TOTAL EXPENDITURES:	\$460,365.00
Continuing Education Grant Obligations:	
59 qualified @ \$500 ea.....	<u>\$ 29,500.00</u>
TOTAL COSTS	\$489,865.00

Cost Comparisons:

Total:	<u>70</u>	- \$7,000 per youth served
	\$490,000	
Minus Start-up and Grants :	<u>70</u>	- \$5,786 per youth served
	\$405,000	

Educational Component:	$\frac{70}{\$68,300}$	- \$976 /student (1 credit)
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The cost per student per year in Washington State High Schools averages \$5,000. 12 semester credits are available (not necessarily earned!) in the year. The cost per special needs students averages approximately twice as much. 21 enrollees had learning impairments which require the special ed. The average cost per credit - \$416 for regular students and \$800 for special ed students.

49 @ \$416 - \$20,384 and 21 @ \$800 - \$16,800 or \$37,184

Using this formula the cost per credit earned was nearly double that of the public schools. It must be noted that the traditional public schools we worked with are not structured to readily recognize the type of accomplishment the students made in this program as it did not directly compare to their very specific curricula in most subjects. Therefore, the number of credits awarded to enrollees returning to traditional schools was not in proportion to the students efforts. In contrast, the alternate High School programs we worked with were structured to recognize this type of program and the amount of credit earned by students returning to those programs was significantly higher.

Group Living/ Residential Component:	$\frac{70}{\$98,100}$	- \$1,400 per youth
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(total # of days in camp) -	$\frac{2648}{\$98,100}$	- \$37 per day/youth
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VII. PROPOSAL FOR NEXT YEAR

It is our recommendation that funding for programs located in Washington State be at or near the \$5,900 per enrollee level. The direct cost of wages will be increasing as the minimum wage will increase to \$4.90/hr effective January '94.

We feel very strongly that the educational component of the YFC model is essential. The cost benefit can be greatly enhanced in future programs if YFC seeks to directly affiliate itself with alternative High Schools in the area. Typically these schools are serving "at risk" youth and we found them to be our preferred recruitment conduit. Many educators feel that what was attempted in this model is on "the cutting edge" of education reform, or at least on the right track. As the program matures and gains recognition among educators the issues around award of credit will be addressed.

The Gifford Pinchot National Forest will change the camp location from Mt. Adams Ranger District to the Cispus Learning Center on the Randle Ranger District. While the camp objectives remain the same, the relocation offers an opportunity to tap into the Cispus environmental education program which has been in place for 23 years. Their outcome based curriculum uses teambuilding and "Action Research" principles to integrate the academic and fieldwork experience.

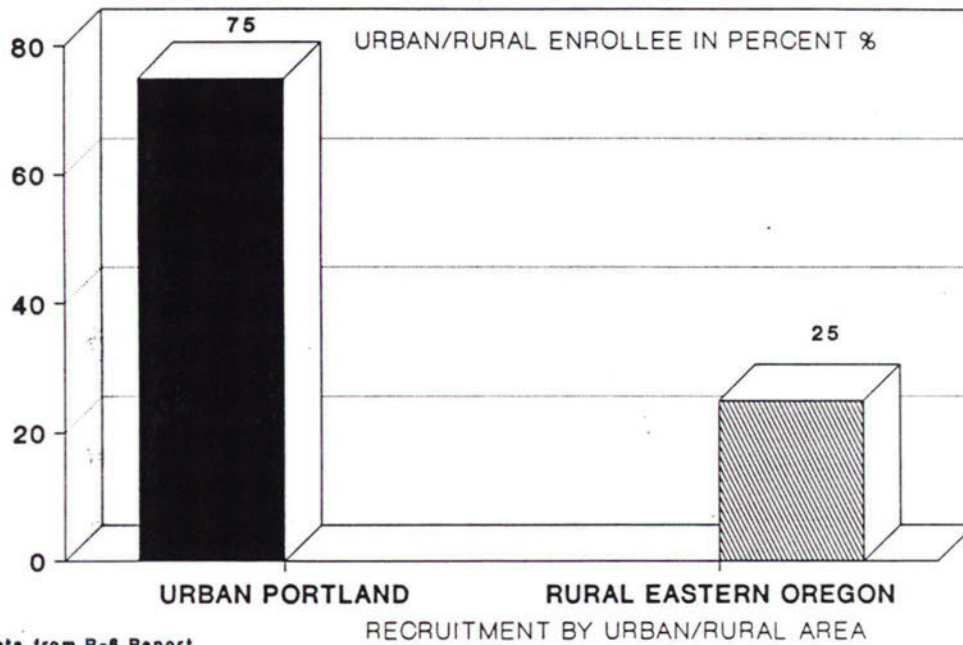
The Cispus Learning Center, originally constructed as a Job Corps facility, is located just south of Mount Rainier National Park and east of Mount St. Helens National Volcanic Monument (part of the Gifford Pinchot NF). The center is a Forest Service facility, operating under Special Use Permit to the Association of Washington School Principals and Educational Service District #113. With the Seattle-Tacoma and the Puget Sound corridor to the north, Vancouver to the southwest, and Yakima to the east, all within 1-3 hours drive, the Cispus service area encompasses urban, rural, and remote populations. The Yakima Indian Nation, as well as other Indian reservations, are within the commuting distance noted above. Thus, the location of the site lends itself towards attracting a broad-based audience from diverse settings. In addition the Cispus Learning Center has networks and an established reputation for working with "at risk" students.

Resources available at Cispus include meeting rooms, classrooms, study areas, a full service dining facility, audio-visual equipment, a library, outdoor volleyball courts, science displays, an outdoor picnic pavillion, a regulation size basketball court and gymnasium, and a "ropes" challenge course. Adjacent facilities on National Forest lands include hiking and mountain-biking trails, old growth interpretation, an historic fire lookout, a Braille trail, barrier-free fishing and recreation sites, and the living laboratory of Mount St. Helens National Volcanic Monument. All resources at and adjacent to Cispus are used in curriculum development.

Potential partnerships include the Environmental Education Association of Washington, Association of Washington State School Principals, Educational Service District #113, Advisory Council for Environmental Education to the Washington State Superintendent of Public Instruction, and the local White Pass School District.

Based upon the established program and facilities at Cispus, and what was learned from the Camp Adams model, the Gifford Pinchot National Forest can reduce the cost per participant from the 1993 while continuing the high standards for education and leadership.

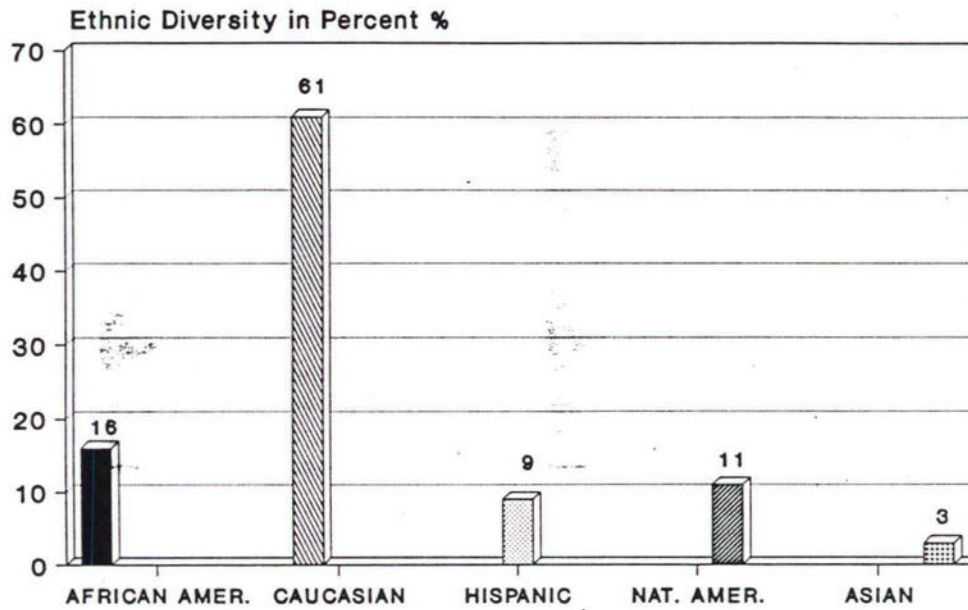
YOUTH FOREST CAMP - 1993 MT. HOOD NF-CAMP CODY R6



Data from R-6 Report

YOUTH FOREST CAMP - 1993

MT. HOOD NF-CAMP CODY R6



Data from R-6 Report

PAYROLL PROCEDURES FOR YOUTH FOREST CAMP ENROLLEES

BACKGROUND:

The Forest Service operated three Youth Forest Camps (YFC) during the summer of 1993. These camps were funded by the National Forest Foundation (NFF). The Camps operated under the Youth Conservation Corps authority (PL 93-408), and the Master Memorandum of Understanding No. 93-SMU-035 between the Forest Service and the National Forest Foundation, (signed in December 1992).

Enrollees in the 1993 YFC were paid the prevailing minimum wage, State or Federal, whichever is highest, as required by the YCC authority. After deductions for Social Security, taxes, and \$5 per day for meals and lodging, actual take-home pay was approximately \$17-18 per day.

CURRENT SITUATION:

During the preliminary evaluation of YFC in Washington D.C. in September, Forest Service staff was requested to explore alternative methods of payrolling students, using the newly established Public Lands Corps authority within the National Community Service Trust Act of 1993.

****NOTE**** The regulations for the new law have not yet been written or published. The alternatives described are contingent upon regulations being issued in time for use in YFC Camp operation Summer of 1994.

ALTERNATIVE I

Pay the enrollees a total 8 or 10-week stipend equal to the minimum wage, on a graduated scale, allowing the staff to increase the stipend as enrollees' skills and time in Camp increase. (Potential full stipend \$2,000.)

ALTERNATIVE II

Pay a \$200 stipend each pay period, with a lump sum payment of \$1,000 at the successful completion of the 10-week camp. (Potential full stipend \$2,000)

ALTERNATIVE III

Pay a stipend less than the minimum wage. For example, the stipend could be equal to a maximum of \$3.00 or \$4.00. (Potential full stipend between \$1,200 and \$1,600)

ALTERNATIVE IV

Pay 10 cents an hour above minimum wage to be more competitive with other youth programs and show that YFC is the best program for youth. At the same time, increase deductions for meals and lodging to \$7 or \$8 per day.

ALTERNATIVE V

Pay the minimum wage for hours worked, as was the procedure in 1993. In addition, strongly encourage whenever possible, enrollees to put a major portion of their pay check into the bank each pay period.

PREFERRED Alternative:

The preferred alternative at this time is Alternative V ... Pay minimum wage for hours worked.

During the past two months we have visited each of the three camps, discussed alternatives with the camp staff, and asked for their reactions and suggestions for a payroll system for 1994. In addition, we met with staff from two other Federal Agencies that operate youth programs. The overwhelming majority strongly favored ALTERNATIVE V for the following reasons:

1. Enrollees truly see the camp experience as a JOB. Most would not even apply to the program if they were not earning the minimum wage, at least, for their work.
2. Enrollees work very hard at strenuous, labor-intensive projects in the outdoors ... in all kinds of weather and field conditions. They compare their pay with what their friends back home are making at Pizza Hut or Kentucky Fried Chicken. If they don't earn as much as their friends, they will have a tendency to drop out and go back home - especially in the early weeks of the program.
3. Young people in this age group respond best to immediate reward or consequence for what they do. It is hard for them to think 8-10 weeks into the future and realize that, if they are in a stipend pay situation, with reduced initial payments, what they will ultimately be paid is equal to what they will earn at the standard minimum wage. They have a short-range view of the world. The hourly wage is a very positive and real life experience for the youth. This is a very powerful tool that staff are able to use to motivate the youth to stay on the job with positive performance. If, on the other hand, enrollees are late, decide not to work for a short period, sneak off from work, or sleep in the bus, the crew leader can dock their pay accordingly. When enrollees experience the reduction in their very next pay check it serves as a real wake-up call. They normally do not do it again.
4. Treating enrollees like adults, with a paycheck that reflects a fair wage paid for a fair day's work, empowers them. A paycheck enhances their self-esteem and feelings of personal value and gives them a feeling of accomplishment.
5. A paycheck that is based upon hours worked, that also reflects deductions for Social Security and Taxes, and expenses for food and lodging, provides each enrollee another REAL WORLD learning opportunity. It is often the first experience the enrollees have had in learning how to handle money. At the camps they will be taught how to set up a bank account and save money. Planning their budgets with what they actually EARN each two weeks, provides another positive real-life experience and learning opportunity.
6. Enrollees all felt very proud of the fact that they were Forest Service "employees" for the summer. It gave them real status among their peers and provides excellent references on any future job application.

SUMMARY - NFF Youth Forest Camps
Summer/Fall 1993

This is a summary of the final individual reports from the three "pilot program" Youth Forest Camps (YFC) funded by the National Forest Foundation (NFF) during the Summer and Fall of 1993. The camps were located in Oregon, Washington, and Virginia. The YFC Camps operated under the Youth Conservation Corps (YCC) Authority.

I. CAMP MODEL

Augusta Springs Camp operated a seven day residential camp. The majority of the youth was from the urban Washington D.C. area. Staff were all Forest Service employees, many on detail from Job Corps Centers. The Camp was an all-male camp, not by design, but because no females applied. It's also important to note that the profile of the average enrollee showed a history of trouble with the law and the Camp was offered as a condition of probation.

The Mt Hood Camp ^{70%} was a five-day residential camp. Enrollees were recruited from both urban and rural ^{30%} areas. Staff was provided by the Washington County Educational Service District under a cooperative agreement. Most were experienced Outdoor Lab School staff. The staff worked more than an 8-hour day and 40-hour week. The camp was co-ed.

The Gifford Pinchot Camp was a five-day residential camp. Enrollees were recruited from both urban and rural areas as well as local Indian Nations. The daytime work crews were supervised by Forest Service employees. The evening residential, counseling, and education activities were staffed separately through a contract with Clark County Education Service District (Washington State). This camp was also co-ed

All Camps had two sessions each - the first in Summer for 8 weeks, the second in Fall for 9-10 weeks.

II. RECRUITMENT

This first year, recruitment required a great deal of time and effort in order to reach a diverse population of youth. A number of partnerships were developed with social service agencies, schools - both mainstream and alternative, civic organizations, churches, the juvenile justice system and the parents. Orientation meetings, for both youth and their parent or guardian prior to formal employment, proved to be very helpful in reducing the drop-out rate. The short leadtime in the recruitment process in the various communities was a problem. Once schools let out for the summer the youth and teachers were much harder to contact to fill the Fall sessions. Recruitment will be greatly improved with this year's increased lead time. Also, now that communication has been established with the necessary partners, recruitment in general will be more effective at the established camps.

III. STAFFING

We were successful in securing a staff that was skilled not only in their work area, but also experienced in working with a diverse group of youth. We need to improve matching the diversity of the staff to the profile of the camp population.

IV. YOUTH PROFILE

The three camps served a total of 211 youth who were:

62% Male
32% Female

70% Urban
30% Rural

29% African-American
5% American Indian
4% Asia-American
51% Caucasian
7% Hispanic
4% Other

49%

V. ACCOMPLISHMENT

36¢ / 1.00

The YFC enrollees accomplished over \$334,400 appraised value of high priority resource projects on National Forest lands. The majority of the accomplishment was on the Forest recreation and timber-related projects.

We can definitely say that the life of every youth who fully participated in the YFC program this summer was changed for the better as a result of his or her Camp experience. Each young person gained social skills, learned to live and work with others, and many received high school credit for the Summer's project. Enrollees also built the self-esteem that comes from being a positive part of a team effort, completing a variety of projects, and drawing a pay check - many for the first time in their lives.

While each Camp had distinct and unique characteristics, the total program provided a strong foundation to serve as a model by meeting common objectives designed to:

1. Serve youth from all social and economic backgrounds (diversity).
2. Provide a meaningful work experience.
3. Accomplish unfunded, needed conservation work on Forest lands.
4. Provide an educational component to teach strong life skills and environment-ecosystem management concepts.
5. Provide an environment for young people to grow and change.
6. Develop tools to transfer back into workforce or back into school.

RECOMMENDATIONS:

Camp Models:

Maintain flexibility for season and length of Camp sessions to better accommodate local conditions (weather, school terms, availability of meaningful work projects).

Develop stronger educational components and work with local school districts for more high school credits, a GED, or on-the-job training credit.

Continue to operate the camps in 8 to 10 week sessions. Emphasize training that will return the enrollees back into traditional school and work opportunities.

Have a strong transition and tracking component to support enrollees' return to school or to other employment. This would help provide data to estimate the dollar value of social and educational gains made by enrollees.

Recruitment:

Conduct early outreach and recruitment for continued diversity and expansion of co-ed enrollment.

Use the Adopt-a-School concept to involve more federal staff in outreach and recruitment of youth for the YFC.

Communicate with local school systems (Districts) and alternative schools.

De-emphasize contacts with juvenile justice systems which result in court-ordered assignment of youth to the camp

Staffing:

Provide a more diverse staff.

COSTS:

Initial review of of expenditures shows average costs per enrollee (211 youth served over 18 week operation of Camps.)

	<u>Geo. Wash.</u>	<u>Giff. Pinchot</u>	<u>Mt. Hood</u>
Number Slots/Youth	64	73	74
Ave Cost per slot NFF \$\$ (\$826,600)	\$2,782	\$5,240	\$3,590
Ave. Cost per slot TOTAL EXPENDITURES (\$1,299,900)	\$6,700	\$7,000	\$4,800

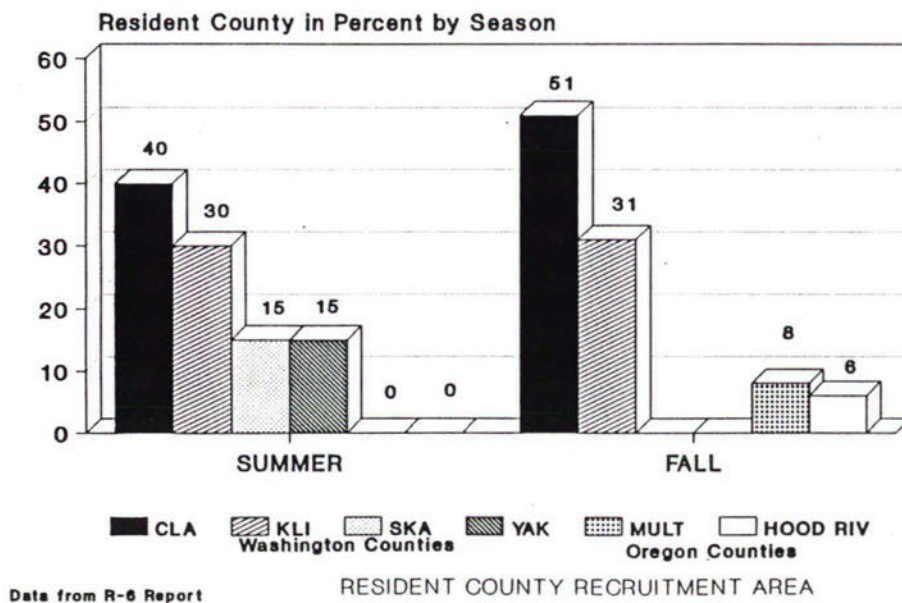
PROPOSAL FOR FY 94:

Run camps for a total of 18 weeks as we did FY 93. Local conditions would dictate exact scheduling based on weather, field conditions, facilities, etc. Contribution to each camp from NFF would be:

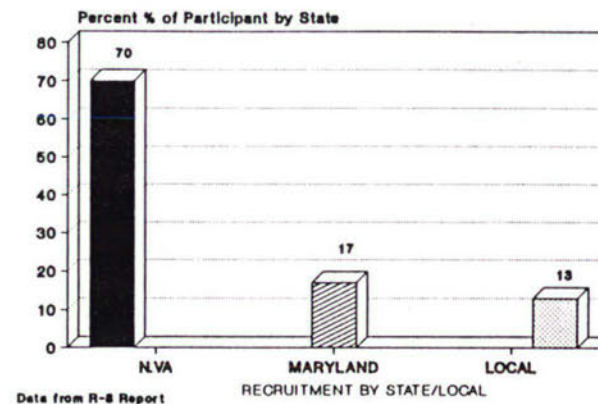
1. Maintain Mt. Hood to serve 74 youth -\$319,000 *\$477,100*
2. Maintain Geo. Washington serving 64 youth 238,100
3. Relocate Gifford Pinchot camp either on GP or 382,700
to Olympic Peninsula for approximate same
cost as FY 93 serving 73 youth

Proposed TOTAL from NFF in FY 94 \$939,800

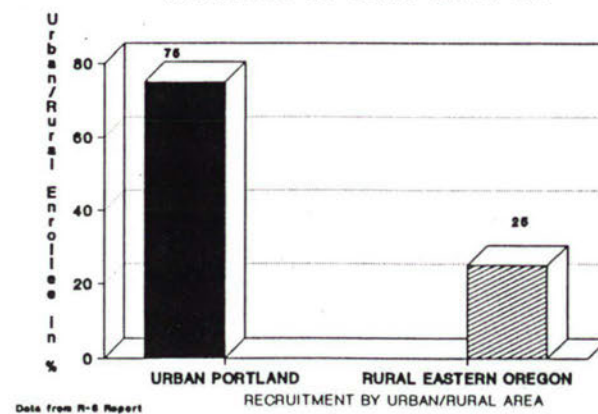
YOUTH FOREST CAMP - 1993 Gifford Pinchot NF-Camp Adams



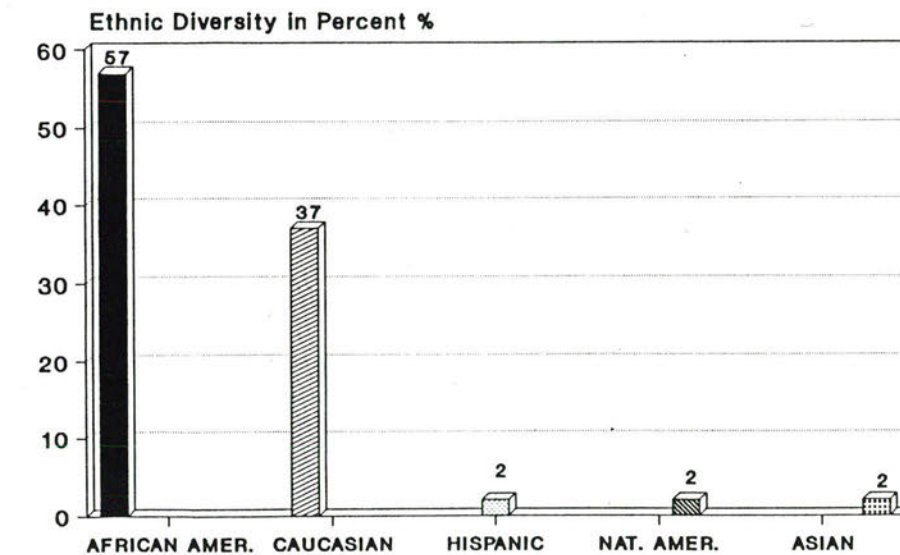
YOUTH FOREST CAMP - 1993 G.WASHINGTON NF-AUGUSTA SPRING R8



YOUTH FOREST CAMP - 1993 MT. HOOD NF-CAMP CODY R6

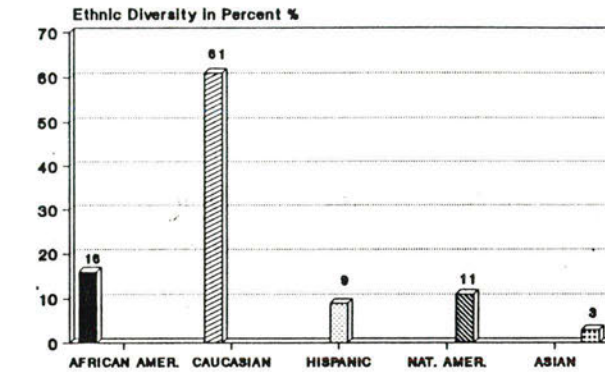


YOUTH FOREST CAMP - 1993 **G.WASHINGTON NF-AUGUSTA SPRINGS R8**



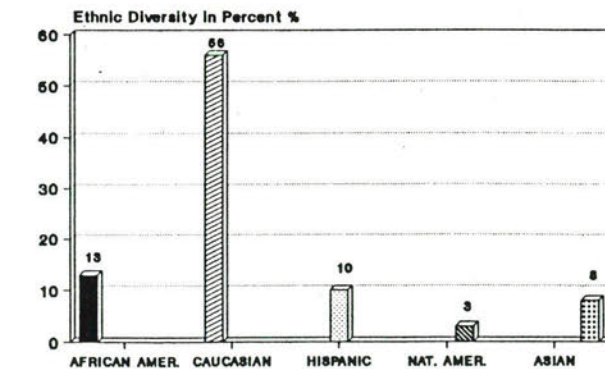
Data from R-8 Report

YOUTH FOREST CAMP - 1993 **MT. HOOD NF-CAMP CODY R6**



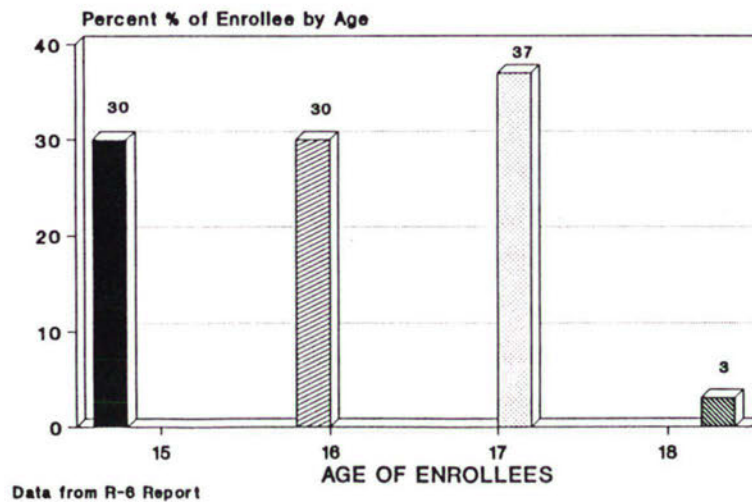
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YOUTH FOREST CAMP - 1993 **Gifford Pinchot NF-Camp Adams**

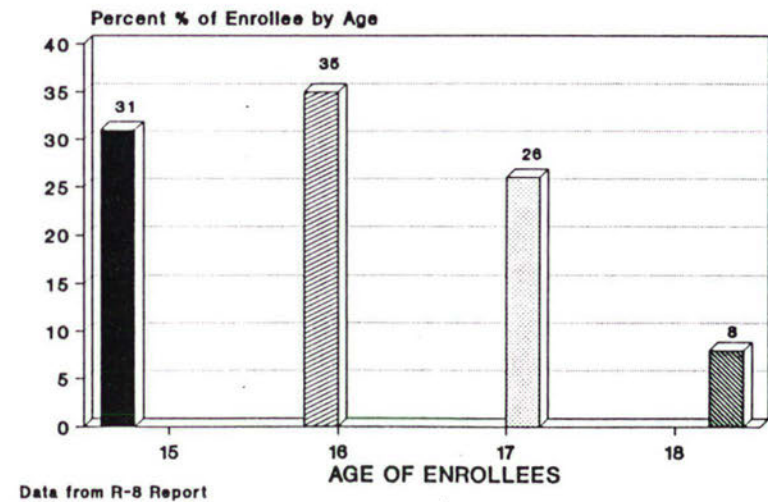


Data from R-8 Report

YOUTH FOREST CAMP - 1993 **GIFFORD PINCHOT NF-Camp Adams R6**



YOUTH FOREST CAMP - 1993 **G.WASHINGTON NF-AUGUSTA SPRINGS R8**



Final Report

AUGUSTA SPRINGS YOUTH FOREST CAMP

FINAL REPORT FOR 1993 PROGRAM

I. Camp Model

The Augusta Springs Camp (ASC) in Virginia was in operation from May 25 through September 24. While camp was available for co-ed operation, the recruitment did not locate females that were interested in participation. The program was a seven day residential camp. It was possible for enrollees to attend for the entire eighteen week period. However, enrollee participation changed quickly and no one stayed the entire time.

II. Recruitment

Recruitment for the Camp was coordinated through the Social Offices and Juvenile system as arranged by the Washington Office. The enrollees basically came from the Northern Virginia and Washington DC area. A few local youths were selected to attend. Some participation from Maryland areas also added enrollees. An alternative school from Maryland participated for the last two weeks of the program.

Working through the Social Services agencies in the states and District required special measures. For example, potential candidates came were expected to visit the camp for an interview with the staff and preview of the area and work program. It was clearly explained that the decision to attend must be voluntary and not as a result of court ordered decision. Many of the youth who came were working on probation conditions that subjected them to some pressure to attend. This recruitment method is not recommended for continued use in future camps.

There were a total of sixty four youth who were able to take advantage of the program. Several visited, interviewed, and either decided on their own not to attend, or were evaluated as not suitable for this camp.

III. Staffing

The staff represented a wide range of skills and personalities, and shared a commitment to the objectives of reaching and benefitting youth. The main strength of direction and management came from detailers from a variety of Job Corps Centers throughout the U.S. However, others came from Districts and Forests throughout Region 8. A number of Forest Technicians and others came from the George Washington NF to fill in during times when the regular staff was not at full strength. The U.S. Forest Service detailers came from Arkansas, Texas, South Carolina, North Dakota, Nebraska and Oregon. In addition, several staff members were hired as temporary employees through local employment agencies.

The Deerfield Ranger District staff gave administrative support in terms of contracting, procurement, payrolling, media, and speciality skills such as construction, environmental education, etc. as needed.

Staff training was intense and began with specialized sessions. These sessions focused on the mission and objectives of the program, safety, team building, Forest Service policy and practices and operational goals with the youth. A local consultant psychologist was enlisted to prepare the staff to handle the youth expected to attend. The youth were expected to bring a myriad of problems and circumstances to camp that would require special sensitivity and skills. We found this to be especially beneficial but the needs of the youth far exceeded our limited staff skills.

Training continued during the program with team building and other opportunities such as a "rope course" that stressed team work. This course was done with the youth involved too!

IV. Youth Profile

A wide range of youth came to the ASC. They came mainly from the inner city in a major metropolitan area in the east. Most came with adjudicated probation and the associated problems that came through this system. Most were from abusive backgrounds and were experiencing problems in the public education system. Ages ranged from 15 to 19. We found the 15 year olds to be too young and generally too immature to cope with this new experience. Although the camp was available for coed use, it evolved into a male only camp.

There was a wide variety of youth and experiences throughout the term of the camp. Many ethnic groups were served. Representatives from black, hispanic, native American, Asian, and white communities were served during the length of the program. While most were from inner city backgrounds, rural youth were also selected and attended.

Exhibit 1 illustrates representation of ethnicity, age and states graphically.

V. Accomplishments

The enrollees started with a major effort to clean up the living area that was damaged by a storm just weeks before the camp was to open. Much brush was cleaned, chipped and landscaping done. An estimated sixteen cords of firewood was cut, split, and delivered to local needy families. Those in greatest need were identified through coordinated contacts with local Red Cross, Salvation Army, Mission, and Community Church relief agencies. An expanded presentation of the enrollees accomplishment in the local community was the fringe benefit of this effort. Obviously a number of elderly and needy families were served by their work.

The primary project involved a trail through a unique wetland ecosystem. The trail will be a focal point for environmental education and is accessible for all populations. It exposed the youth to construction skills, accomplishment possible through team work,

and, of course, environmental exposure on a daily basis. The trail passes a beaver pond and historical areas of local interest.

A series of news releases is shown in exhibit 2 that illustrates the local media coverage and community support.

Additionally, the enrollees were given a variety of training sessions in improvement of social skills, health, drug awareness, and nutrition by local social service organizations. Environmental education was also included in formal presentations as well as applied exposure in the daily work projects.

The enrollees also participated in a number of general work projects on this Ranger District that contributed to the overall program of natural resource management. Examples of these projects included trail maintenance, roadside brushing for safety, and parking lot construction for fishermen and campers.

Approximate value of accomplishments is estimated at:

**Trails maintenance	\$16,000
**Roadside brushing	\$10,000
**Parking lot construction	\$4,500
**Trail through wetlands	\$24,800
**TOTAL-----	(\$55,300)

While some of the youth were only minimally affected by the program, there were a number who positively benefitted. They have returned to school, resolved their probation difficulties, and seem to be back on track for a more successful lifestyle. However, this is an element that is most difficult to calculate in pure monetary terms, or for which to establish a straight cost/benefit ratio. We feel that the program is successful in the terms of human lives touched and changed. Philosophically, this program is a "seed planting" effort. This is the concept where a youth is exposed to a different life style of work ethics, discipline and organization, and who will someday mature and more fully realize the benefits of the ASC experience.

VI. Costs

Extensive start up costs reflect the efforts and needs of the facilities to begin an operation of this intensity. In kind contribution reflects the use of military surplus clothing, tools equipment, and high value surplus mobile homes. It is estimated that these start up costs totaled almost \$330,000.

Costs associated with management of the at risks populations in this camp reflect the degree of need the youth had. The youth involved were truly at risk and demanded more supervision and had less production than youth with less need would have required.

Total costs including salary, supply, equipment, travel, etc is projected through the accounting period to be \$399,000.

The estimated costs per enrollee is:

	<u>Actual Expenditure</u>	<u>In-kind Contributions</u>	<u>Total</u>
Expenditures	\$399,053	\$335,193	\$734,246
Cost Per			
64 enrollees	\$6,235	\$5,237	\$11,472

Follow-up of Former YFC Enrollees:

The Supervisor's Office HRP Staff has enrolled one youth in the Job Training Partnership Act Program (JTPA) for completion of his GED and is assisting another youth in fulfilling his probation obligation of working 60 hours as a volunteer in the community.

Contacts with businesses to establish after school and summer employment for former enrollees were active during the period of camp time and are continuing.

VII. Proposal for Next Year

The proposal for the 1994 program at the ASC is very similar to the 1993 program. Duration will be seven day residential, 18 weeks or as funding permits, co-ed, and located on the same site. Precise dates will be determined later but, it is anticipated that the camp will occur in the May through September time frame.

Staffing may be slightly re-organized but will be similar with more planning and training to accomplish the mission. Forest Service involvement, leadership and direction will guide the program. It is planned that Forest Service personnel will continue to be detailed to the project from other units as available. Length of service will emphasize 30 day minimum and actively recruit for longer periods of service.

Student recruitment will be refined to de-emphasize the contacts with juvenile and social service units. The 1994 program recruitment will be through primary contacts through school systems and guidance counselors in a focused recruitment area. The suggested recruitment area of focus will be Richmond, Roanoke, Northern Virginia and selected Washington DC school systems. However, we will continue to investigate other sources for students suitable and in need of this experience. One example would be the alternative schools that are operational in the state. The thrust of this recruitment is to move away from the intense judicial involvement many students seems to have brought with them this past summer. Felony offenders will not be accepted. Student age emphasis will focus on the older students as experience indicates that 15 year old students are too young.

A Student mix of all populations, ages, ethnicities, and sexes is desirable and will be sought.

Experience indicates staffing change is needed. More full time staff is needed for continuity. Full time clerical and computerization on-site will occur. More specific organization and recommendation are under study at this time.

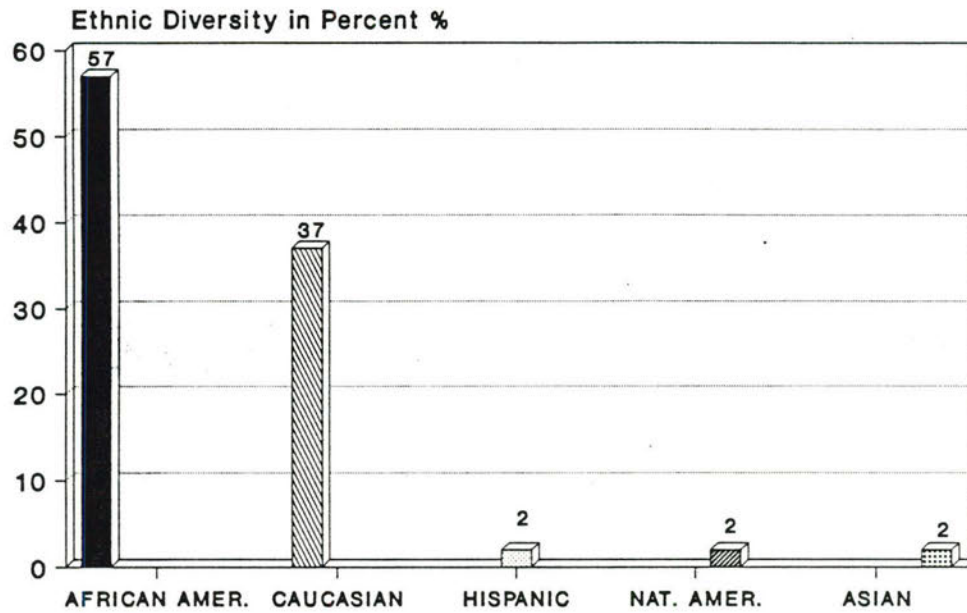
Funding to reflect a truer picture of needs indicates an anticipated budget of \$477,000 for the 1994 operational period. It is also assumed that there will be additional funds of contribution in kind through continued use of surplus sources of supply and other Forest Service contributions in manpower and supervision. This could include more facilities in order to improve housing for both students and staff as well as more tools and equipment. Meeting housing needs through use of surplus sources is contingent upon availability.

It is anticipated that start up costs will be somewhat less due to the improved lead time and better planning possible. However, recruitment of both students and staff must begin now to meet the needs for next summer. Planning is now underway to refine and streamline the program for the coming year.

Project planning is currently underway to provide for completion of the remainder of the wetlands environmental trail.

YOUTH FOREST CAMP - 1993

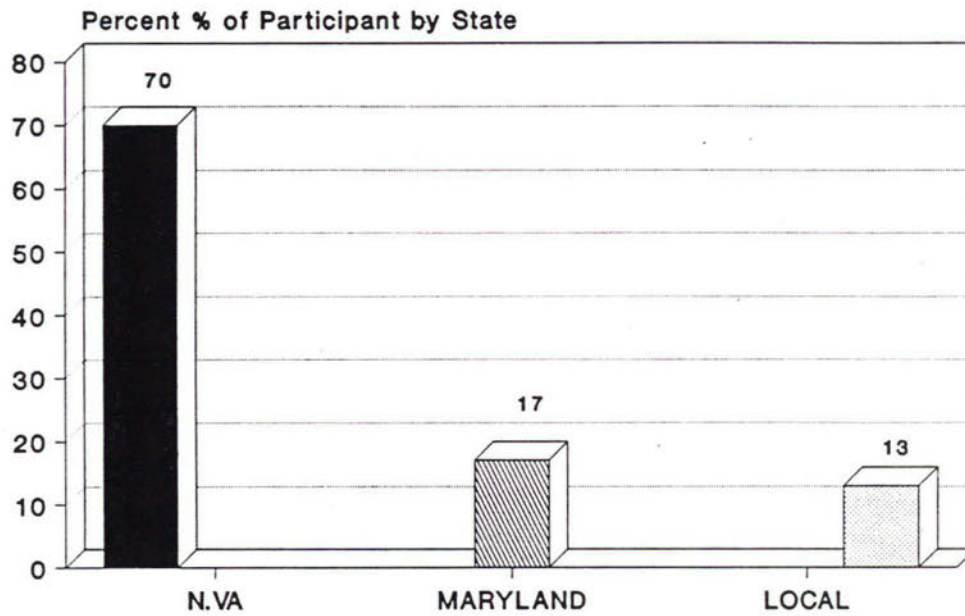
G.WASHINGTON NF-AUGUSTA SPRINGS R8



Data from R-8 Report

YOUTH FOREST CAMP - 1993

G.WASHINGTON NF-AUGUSTA SPRING R8

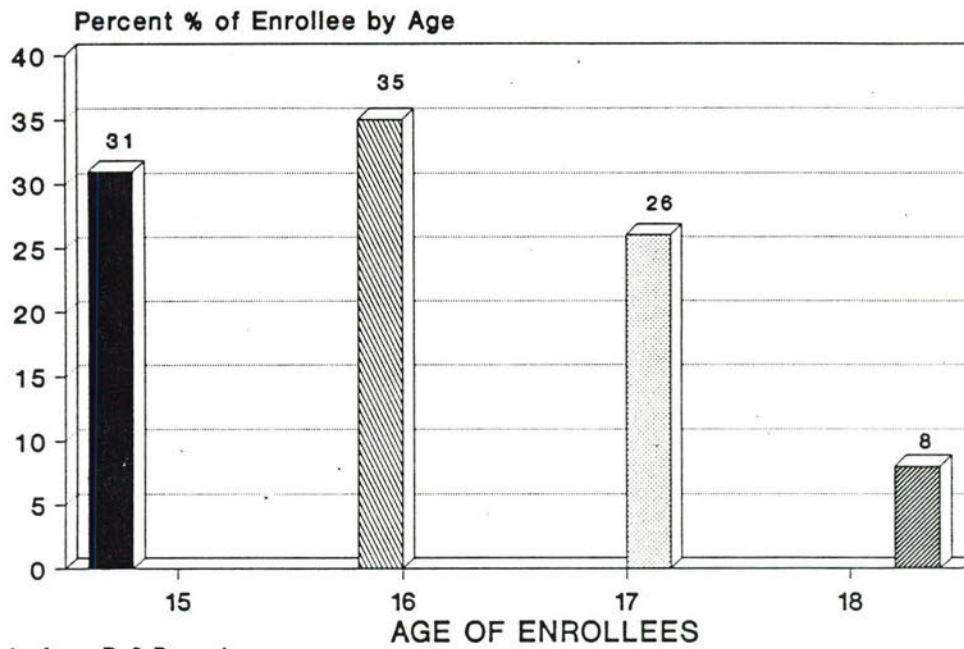


Data from R-8 Report

RECRUITMENT BY STATE/LOCAL

YOUTH FOREST CAMP - 1993

G.WASHINGTON NF-AUGUSTA SPRINGS R8

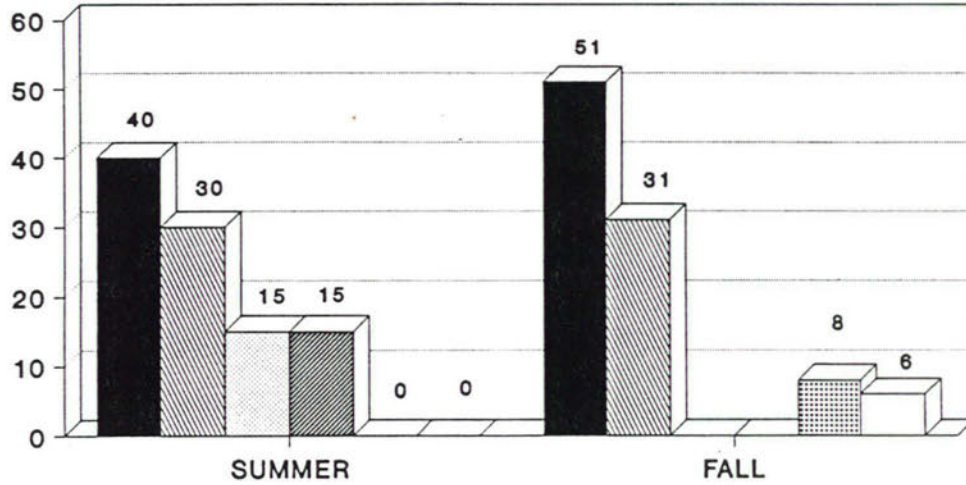


Data from R-8 Report

YOUTH FOREST CAMP - 1993

Gifford Pinchot NF-Camp Adams

Resident County in Percent by Season



CLA
 KLI
 SKA
 YAK
 MULT
 HOOD RIV

Washington Counties

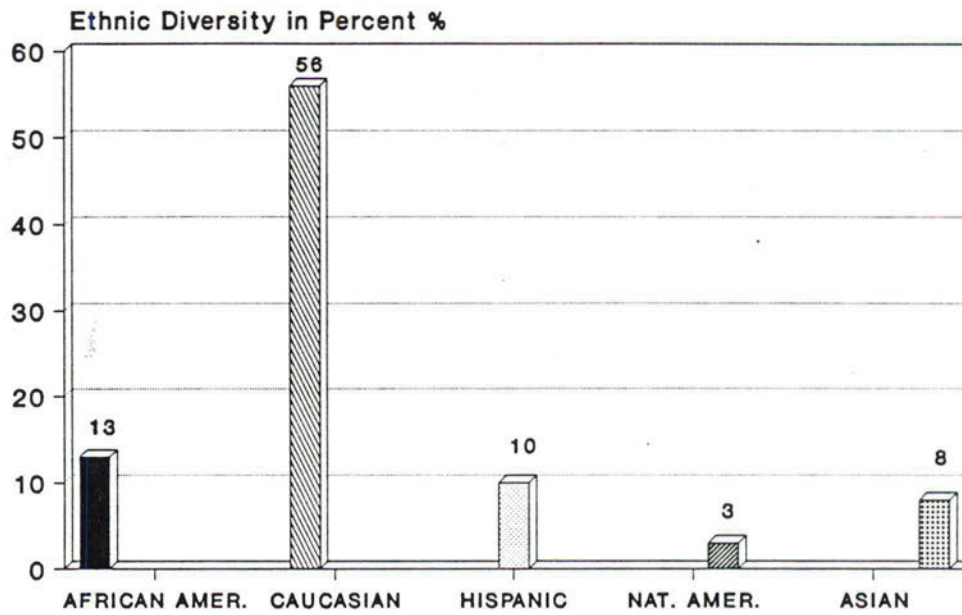
Oregon Counties

Data from R-6 Report

RESIDENT COUNTY RECRUITMENT AREA

YOUTH FOREST CAMP - 1993

Gifford Pinchot NF-Camp Adams



Data from R-6 Report

YOUTH FOREST CAMP - 1993

GIFFORD PINCHOT NF-Camp Adams R6



FINAL REPORT
MT. HOOD NATIONAL FOREST YOUTH FOREST CAMP

1993

I. CAMP MODEL

The Mt. Hood National Forest Youth Forest Camp was a five day, co-ed residential program for youth aged 15 to 18. Objectives of the program were to provide youth with a meaningful work experience, accomplish needed conservation work on the National Forest, provide youth with an educational experience through a structured education program, and give participants an environment in which to learn more about themselves and experience personal growth.

Two separate and distinct sessions were held: an eight week summer program held at the Clackamas Lake Historic Ranger Station (June 21-August 13), and a nine week fall session held at Camp Cody (August 30-October 29). The summer session targeted 40 youth; the fall session, 32 youth. An effort was made to maintain a 50-50 mix of males and females in each session.

Daily operation of camp was contracted to Washington County Education Service District (ESD). The ESD provided all camp staff, youth supervision, and most logistical support.

II. RECRUITMENT

Youth were recruited from two geographical areas: 70 percent from the Portland metropolitan area, and 30 percent from Wasco, Sherman, and Hood River Counties as well as the Warm Springs Indian Reservation, a very rural part of the State. The recruitment area was defined by a two hour driving time from camp.

Within the recruitment area, contacts were made through schools and various other social service agencies. A listing of these contacts is as follows:

Portland Metropolitan Area:

1. The Urban League of Portland
2. Oregon Outreach, Youth Resource Office
3. North Youth Service Center
4. Portland Impact Southeast Youth Service Center
5. Outer East Youth Service Center
6. Gresham YMCA Youth Service Center
7. Washington County Educational Service District
8. Madison High School
9. Serendipity School
10. Boys and Girls Aid Society of Oregon
11. Clinton School
12. Grant High School
13. Albina Youth Opportunity School, Genesis School
14. Alpha High School
15. Aim High School
16. C.E. Mason High School
17. A.B.L.E. School

18. Donald P. Long Home
19. Woodburn Hispanic Community, Chemeketa College Annex

Rural Area:

1. Mid-Columbia Employment and Training
2. The Dalles High School
3. Learning House, The Dalles
4. Hood River Valley High School
5. Opportunity School, Hood River
6. Cascade Locks High School
7. Wasco County Union High School
8. Sherman County High School
9. Confederated Tribes of the Warm Springs of Oregon
10. Oregon Employment Division, The Dalles
11. Wasco County Juvenile Department
12. Hood River County Juvenile Department
13. Word of Mouth

A concentrated effort was made to recruit minority youth, primarily from the Portland area. The target for minority participation was 50-55 percent.

Recruitment efforts were more successful for the summer session than the fall session. The summer session drew 80 applications for the 30 urban positions and 120 applications for the 10 rural positions. For the fall session, 32 applications were received for 24 urban positions while the eight rural positions were filled by the eight applicants.

The majority of participants in the fall program were recruited through alternative schools.

III. STAFF

Camp staff for each session consisted of a camp director, an education specialist (two individuals in the fall), a work project coordinator, a cook, and one crew leader for each eight-person crew. There were five crews during the summer and four during the fall. A total of 16 individuals filled these 18 positions.

Forest Service support was provided by a project coordinator and a work project coordinator. Each work project also had an agency contact person who provided direct support to that particular job.

The ESD recruited staff through a variety of means. Five staff, including the director, had experience in a similar Forest Service residential youth program. All staff had previous experience working with youth in a variety of capacities.

An effort was made to recruit staff from the minority community, and resulted in one staff person being selected for the summer session.

A one-week staff training session was held prior to the summer session, and a three-day session before the fall program. A variety of topics were covered,

including subjects such as tool use, first aid, driving safety, and supervision of youth. This time was also used to prepare camp for the arrival of participants.

IV. YOUTH PROFILE

A total of 74 youth were served by the program in the two sessions. Of this number, 61 are considered to have successfully completed the program. Thirty-three youth completed the summer session, while 28 completed the fall program. The 13 youth who did not complete their time at camp either left of their own choice or were terminated for infractions of camp rules and regulations. 17.6%

The 74 youth were made up of 43 males (58%) and 31 females (42%). Ethnic representation is as follows:

	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>	<u>PERCENT</u>
Caucasian	26	19	45	61
African-American	6	6	12	16
American Indian	6	2	8	11
Hispanic	5	2	7	9
Asian American	0	2	2	3

39%

Seventy-five percent of participants were from the urban Portland area with the remaining 25 percent from the rural areas of eastern Oregon.

It was determined that more than (70) percent of participants were from single parent or otherwise non-traditional families. Family issues youth were involved with covered topics such as divorce, death, abuse, drugs and alcohol, conflicts with parents, and dropping out of school. These issues crossed all ethnic categories, genders, and geographic areas.

V. ACCOMPLISHMENTS

Participants accomplished over 60 individual work projects through the course of the two sessions. Work projects were located on all seven ranger districts of the Forest. A summary of the work accomplished through September 30, 1993 is as follows:

<u>RESOURCE CATEGORY</u>	<u>APPRAISED VALUE</u>	<u>PERSON YEARS</u>
Recreation	\$30,228	3.40
Fish and Wildlife	\$8,264	0.77
Range Management	\$14,536	1.02

FOREST YOUTH CAMP ENROLLEE RESPONSES TO SURVEY

MT HOOD YOUTH FOREST CAMP - CAMP CODY

FALL - 1993

There were a total of 24 responses. All were used in this summary.

1. What new skills did you learn on the Forest Service projects?

11 responded they had learned how to perform specific tasks such as fence-building, trail-clearing, tree-planting and others

8 responded they had learned how to use new tools, and use them safely

7 responded they had learned how to work with a crew

5 responded they had learned new social skills

5 responded they had learned to be better workers

2 responded they had learned new things about themselves

1 respondent learned more respect for elders

1 respondent had learned lots

Individual responses:

"I don't think of it as a skill but more like a trade."

"I learned how to work 8 hours with a crew and be consistent. I learned how to live in a community with all different types of people."

"How to get work with people I didn't necessarily like."

2. What new knowledge did you gain?

10 responded they had gained more about the environment

5 responded they gained more about work situations and were better workers

2 responded they had gained new social skills

2 responded they had gained knowledge about managing natural resources

1 respondent had gained self-knowledge

1 respondent felt more educated

1 respondent wanted to learn still more

1 respondent had gained leadership skills

1 respondent had gained awareness of safety on the job

1 respondent had gained team skills

Individual responses:

"How difficult it can be finding and holding a job in the real world."

"How to be responsible for my own actions (being late)—like living on my own."

"I learned how to be my own person."

3. What affect has this program had on your life? Are you different as a result of taking part in this program?

6 responded they had new social skills

5 responded they were more responsible

4 responded they had more self-confidence

3 responded they were better workers

3 responded they had a different attitude toward the environment

1 respondent had learned to ask for help

1 respondent was more of a leader

1 respondent appreciated working for the Forest Service

1 respondent felt different from living in a diverse community

Individual responses:

"I learned to take whatever life dishes out and take it one day at a time."

"I feel that once I start something I can stick with it and find out that it's not that bad."

"I am experiencing a feeling inside myself that has been triggered from being at this program, and that is a feeling to progress and to strive to be my best and never settle on less."

"I loved the experience of working for the U.S. Forest Service."

"I'm much more responsible and I feel closer to the whole environment."

"It gave me a sense of pride."

"I think I grew up during this program."

"I'm less concerned about my appearance, I'm more concerned about the forest, the environment, schooling, myself and others."

"I am not nearly as lazy as I used to be. I have built some muscle."

4. What were the best parts?

11 responded, working hard outside

9 responded, the social atmosphere

7 responded, the camp activities

3 responded, the free time with friends

2 responded, earning school credit for the experience

2 responded, the pay

2 responded, the speakers

2 responded, working for the Forest Service

1 responded, getting positive feedback

Individual responses:

"The fact that I am a USFS employee and I have some good job experience and friendships."

"Seeing some of this work completed."

"Being together as a community, where everyone was equal and everyone belonged."

"We learned through doing. The people are the very best, one big family."

"Eating dinner after a hard day's work."

5. What were the worst parts?

13 responded, the cold

5 responded, early mornings

2 responded, being sick or injured

2 responded, the end of camp

2 responded, lunch being always the same

2 responded, feeling like crew leaders did not consider them adults

1 responded, the lack of free time

1 responded, some of the work projects

1 responded, the social conflicts

1 respondent was concerned with the reliability of the vans

Individual responses:

"Being sick and going to work sick."

"The early mornings were a pain, but it was easy to get used to."

"Sitting at the circle at 6:50 in the morning when it's very cold."

"Having to leave this Friday and know I won't be coming back. (I'm serious.)"

6. Would you recommend the camp to your friends next year?

21 responded that they would

2 responded they would recommend it to some

1 respondent would not

Individual responses:

"I would recommend this camp to some of my friends, because this job isn't for everyone."

"Yes, I would, because this camp changes people like you wouldn't believe, because it changed me."

"Yes, because it teaches you how to *really* work and it's hands-on."

"It would be good for them so they can get out of what they're doing at home (nothing)."

7. How did you hear about the camp?

10 respondents heard at school

3 respondents heard from friends

3 respondents heard from probation officers

2 respondents heard from family

1 respondent heard from Job Corps

1 respondent heard from Washington County Service Corps

1 respondent heard from a newspaper

1 respondent heard on the Warm Springs Reservation

8. How important were the amount of wages you earned at camp? Would you have come to camp if there was no pay?

6 responded, very important

3 responded, fairly important

9 responded, not very important

2 responded, not important at all

7 responded they would come without wages

14 responded they would not come without wages

3 thought it would depend on whether or not they were in school

Individual responses:

"No. I needed my paychecks for trade school next year. I enjoyed the program itself, but I really do need the money."

"The wages helped me buy things and taught me a sense of responsibility."

"The wages did help, and have some importance because the work is too difficult to do without some reward."

"I think it's important, getting a paycheck for working makes a person feel good about themselves and what they're doing."

"Yes. I didn't know that this was a paying job because I thought it was community work."

"The wages were fairly important. I think the credits for school are equally important. But take away either of them and I wouldn't be here."

9. What kind of camp would you prefer?

22 suggested a camp with equal numbers of males and females

1 suggested an all male camp

21 suggested a 5-day camp

11 suggested a longer camp

8 suggested a camp of the same length

2 suggested a shorter camp

1 respondent would do a 5- or 7-day camp, at any length

10. Ideas and suggestions:

9 suggested the cabins be at least weatherized--another suggested future campers be told to bring more warm sleeping gear

3 were concerned with food choices--one suggested vending machines, another recommended future campers be told to bring snacks.

2 suggested a raise in pay

2 suggested a basketball court

2 suggested a longer camp

1 suggested a larger smoking area

1 suggested more environmental education

1 suggested having only one spike camp

1 suggested more leniency

1 suggested more crew nights

FOREST YOUTH CAMP ENROLLEE RESPONSES TO SURVEY

MT HOOD YOUTH FOREST CAMP - CLACKAMAS LAKE GUARD STATION

SUMMER - 1993

There were a total of 28 responses. Three were set aside as inappropriate and not useful.
spell

1. What new skills did you learn on the Forest Service projects?

13 responded they used new tools.

11 responded they learned how to perform new tasks, mentioning fence building, putting up bird and bat boxes, rebuilding structures, pruning trees, and trail construction.

4 responded they developed new social skills, such as getting along with people of different personalities, being less shy, working with a small crew.

3 responded they could identify more plants now.

1 responded that no new skills were learned.

1 responded that "lots" of new skills were learned.

Individual responses:

"how to work without trying to get out of it"

"I learned how to better relate with the effort it takes to preserve the forest. It's not self-cleaning."

"how to wake up early in the morning"

"how to write a resume (very helpful"

2. What new knowledge did you gain?

14 responded they had new knowledge of the environment.

2 responded they had new knowledge of forestry in general, and this forest in particular.

4 responded that no new knowledge was gained.

Many who responded in any detail to question 1. made no response to question 2.

Individual responses:

"I have had a real job, my first, and have learned how to work and well. This program was a good place to start. The skills I learned will help me throughout my life."

"what plants do, as in their medicinal value"

"I learned about the environment which sustains my life and a lot about how it does that."

3. What effect, if any, has this program had on your life? Are you different as a result of taking part in this program?

14 responded they were different now. 5 responded they had better social skills, such as being less shy. 4 responded they had a heightened awareness of their natural environment. 4 responded they were more mature, with better sense of responsibility.

2 responded they were unchanged.

Individual responses:

"I am less dependent on material things. I am more aware of all life around me including other people."

"less socially sensitive"

"having people talk to you anyway"

4. What were the best parts?

8 responded, the social environment, such as the crews they worked with, the diversity of people present, the amount and quality of new friendships they developed.

4 responded, the places they visited, mentioning the hot springs, Timothy Lake, Smith Rock, and others.

3 responded, some of their work tasks.

2 responded, the planned activities such as rec night, in weekends, affirmations, camping.

2 responded, their free time.

2 responded, their wages.

1 responded, the work in general.

Individual responses:

"riding in the bus"

"seeing how much I love someone now that I'm so far away"

5. What were the worst parts?

9 responded, some of their work tasks, such as removing barbed wire fencing and projects involving post holes. 2 mentioned weed pulling.

5 responded with a concern over the camp's regulations. Specific comments will be related in the additional comments section.

3 responded, the early morning work.

3 responded, working in the heat.

2 responded, the work in general.

1 responded, the friction between personalities.

1 responded, the lack of time to see friends from home.

Individual responses:

"when I got sick"

"seeing how much I love someone now that I'm so far away"

6. Would you recommend the camp to your friends next year? Why, or why not?

15 responded they would recommend it.

3 responded they would not recommend it.

Individual responses:

"Definitely! But only to certain people. It's a great experience, but not
or can handle it."

everyone likes it

"Yes, I already have."

7. How did you hear about the camp?

6 responded, from family members.

5 responded, from friends.

4 responded, from school.

1 responded, from "outdoor school".

1 responded, from Mid-Columbia Employment and Training.

1 responded, from Washington County ESD.

8. How important was the amount of wages you earned at camp? Would you have come to camp if there was no pay?

10 responded the money was very important.

9 responded the money was semi-important.

2 responded the money was important because they were in current need.

2 responded the money was important because they were trying to save for college.

2 responded the money was not important.

18 responded they would not have come if there were no wages.

4 responded they would have come if there were no wages.

Individual responses:

"not very, I was looking for something to get me out of the house."

What kind of camp would you prefer?

25 responded, a camp with equal numbers of males and females.

25 responded, a 5-day camp.

7 responded, a longer camp.

5 responded, a shorter camp.

12 responded, the same length camp.

Ideas and Suggestions:

Many respondents expressed their concern over rules and regulations in question 5. Specific rules about hats in the dining hall and vulgarity were mentioned. Some recognized the necessity of some rules, but overall the situation was called "nit-picking". Seven respondents wrote additional comments on the subject.

Three respondents had staff complaints. One felt there were 2 staff people who spoke to campers as if they were children. This person had seen "certain actions that are uncalled for". One respondent felt sometimes staff "sweats" people who are doing nothing wrong. One respondent had a personal conflict with a staff member named Sage.

Three respondents were concerned with in camp weekends. Two felt there should be more, and better organized. One felt one weekend was sufficient.

Two respondents felt there was too much suspicion and segregation of the sexes.

Two respondents felt the cabins should be heated.

One respondent suggested cabin insulation, better showers, and repairs on the steps.

One respondent suggested "choice of your own food"

One respondent suggested "to treat people as equal"

One person responded "no problem".

One person drew a smiley face.

Timber Management	\$14,189	1.26
Water and Soil	\$1,535	0.23
Facilities	\$24,762	1.69
Protection	<u>\$4,957</u>	<u>0.62</u>
TOTAL	<u>\$98,471</u>	<u>8.99</u>

About 20 percent of program time was spent in educational activities, both on and off-the-job. The natural environment formed the basis for the educational component. However, many activities focused on other subject areas, from journal writing, reading and discussion, to gang involvement and AIDS. A listing of major subject areas includes:

* Natural History

- Concept Activities
- Soil Study Activities
- Water Study Activities
- Plant Activities
- Animal Activities
- Human Interaction/Management

* Earth Science

* Career Development

* Social Studies

* Physical Education/Leisure Skills

* Journal Writing/Reading

* Independent Living Skills

- Personal Habit Suggestions
- Inspirational Readings
- Acclimating Activities
- Initiative/Team Building
- First Aid

* Construction Skills

An attempt was made to measure the impact of the program on participants by a post session questionnaire. The results indicate that the vast majority of youth gained benefits from their time at camp. Many reported that they would recommend the program to their friends, but recognized that it took a certain type of person to want to come to an isolated setting in the National Forest and spend so much time away from home and friends.

Of the 33 successful summer youth, all but two went back to high school. Of the 28 who completed the fall program, three had graduated from high school,

one was a returnee from the summer program now seriously considering joining Job Corps, one was already a Job Corps enrollee using the program as a 60 day on-the-job training experience and returned to her Center, and the remainder returned to either their alternative schools or traditional four year high schools.

A second education specialist was added to the fall program. This person's chief responsibility was to transition youth back into a productive role after camp such as school, a job, or another employment training program. These objectives were met.

VI. COSTS

Start-up costs were minimal. The Clackamas Lake site needed a minor amount of improvement work. The kitchen required some additions as well. Military surplus was utilized in supplying some requirements.

Program costs of youth pay and direct support were budgeted at \$3,800 per youth. An additional \$700 per youth was budgeted for start-up costs, personal protective gear, tools, and administrative overhead.

VII. PROPOSAL FOR NEXT YEAR

The Mt. Hood National Forest Youth Forest Camp for 1994 will be similar to the 1993 program. Several aspects will be studied for expansion and/or improvement however. These include the length of individual sessions, season of year sessions operate, recruiting, additional staff needs, and education programs. It is anticipated that funding needs could be 20 percent greater for 1994 as compared to 1993. Program details will most likely be finalized by March 1, 1994.

Draft

Conf

Concept Paper

April 29, 1993
How to expand the
Partnership for Youth Forest Camps

The USDA Forest Service and the National Forest Foundation are running three pilot Youth Forest Camps for the 1993 summer. They are described in another section. This concept paper will describe the expansion of the Youth Forest Camps, the different camp types, and the involvement of camp partners.

The camps will provide jobs and basic skills training, life skill training, basic discipline, and will link work with school lessons for youth this summer. After the camp, these youth at-risk will be encouraged to return to school, enter a Job Corps, enter a counseling or training program, enroll in a vocational school, or begin employment. The private sector will provide post-camp mentorships, training, and employment.

Summary

Types of Camps

- 1-Residential summer program 15-18 years of age
- 2-Non-residential program with camp-out worksites for 15-18 years of age
- 3-Year around non-residential/residential programs for ages 16-25 who are not attending school (pending new legislation)
- 4-National Service Corps (pending legislation)

Partners

- Forest Service
- National Forest Foundation
- Private sector
- Department of Labor
- Department of Defense
- State and local governments and tribal councils
- Education and training institutions
- Youth service organizations

Expansion

- From 3 to 48 camps in targeted areas across the country in the next three years
- National Service Corp facilities located on 600 ranger districts developed over the next three years

Estimated Costs

- Residential - average \$6,000-9,000 per youth, 8-10 weeks
- Non-residential - not to exceed \$5,000 per youth, 8-10 weeks
- Year round - costs will be higher than residential
- National Service Corps - not to exceed \$6,000 per youth

- Residential costs does not include start-up, repairs, renovations, etc.
- Department of Defense involvement critical to reducing the cost of the program
- The more partnerships, the lower the federal cost

Types of Camps

1. Residential Summer program 15-18 years of age

These camps will be run like the three pilot camps for this summer, and will be the majority of the expansion for future years. The focus will be the work/learn/earn philosophy and a school-to-work transition.

2. Non-residential program with camp-out worksites for 15-18 years of age

These camps can either be summer or year around (depending on climate) and can attract youth from ages 15-25. These camps will exist in locations: that do not have affordable opportunities for residential facilities, where forests are close to metropolitan areas or Forest Service has an urban or community forestry program, where youth unemployment is high, and where substantial conservation work needs to be done.

Though the camps will be predominately day experiences, there will be times that the participants will camp over-night on or near a worksite. That camp experience could last for a period of days or weeks. These camps can either be summer or year around (depending on climate). These camps will exist in locations: that do not have affordable opportunities for residential facilities, where forests are close to metropolitan areas or Forest Service has an urban or community forestry program, where youth unemployment is high, and where substantial conservation work needs to be done.

3. Year around non-residential/residential programs for ages 16-25 who are not attending school (pending new legislation).

These camps will be located where work can be done on the National Forests on a year around basis. Education component will include basic skill training, basic literacy and math skills, and other education to prepare the youth for future training in Job Corps, vocational school, other advanced schooling, or directly to a job. Developing self-discipline and positive self esteem are important elements. The separation from problems in school, family, or "the streets" will provide a positive atmosphere for learning, individual growth, and developing life goals.

4. National Service Corps Component

Pending legislation, any of the previous kinds of camps could be developed with a National Service component for participants or camp counselors, teachers, mentors or supervisors. The National Service component would reduce the camp costs and allow faster expansion of the program.

The second part of the National Service component is a ranger district-by-district Corps. An estimated 600 ranger districts could be phased in over three years. Some facilities would be residential, some would not. Staff and Counselors would be a combination of existing Forest Service personnel and members of the National Service Corps. These units would do conservation work, and the National Service counselors would provide supervision, education, training, discipline and life skills training.

Partners and What They Can Provide

Forest Service	Locations, conservation work, project facilities, work supervision, staff, environmental education
National Forest Foundation (Link to Private Sector)	Public-private partnership development, fundraising, business mentoring and apprenticeships, post-camp scholarships, and business hiring network
Department of Labor	JTPA funds for youth salary and training, mentoring and apprenticeship connections, challenge grants to stimulate private sector contributions and involvement
Department of Defense	Camp facilities, tents, temporary buildings, surplus equipment, training and counseling, surplus materials, transportation, heavy equipment, technological and communication equipment to use in conjunction with training
State & Local Government and Tribal Councils	JTPA, recruitment, post camp follow-up with youth, and after camp employment
Education & Training Institutions	teaching and curricula support, college or public school facilities, personnel, books, and testing
Youth Service Organizations	Mentoring, job skill training, personal development, team building, counseling, recruitment, and post-camp tracking

1993 Pilot Youth Forest Camps

- Camp Augusta Springs, Virginia,
George Washington National Forest
- Camp Mt. Hood, Oregon,
Mt. Hood National Forest
- Camp Mt. Adams, Washington,
Gifford Pinchot National Forest

1994 Expansion by State

- 1 - Vermont
- 1 - New Hampshire
- 1 - Pennsylvania
- 1 - West Virginia
- 1 - Tennessee
- 2 - Georgia
- 1 - Mississippi
- 1 - Louisiana
- 1 - Arkansas
- 1 - Texas
- 1 - Minnesota
- 1 - Eastern Washington (or Idaho
Panhandle)
- 6 - California
- 1 - Michigan
- 1 - Missouri (or Shawnee, Illinois)
- 1 - Wisconsin
- 1 - North Carolina
- 1 - Utah
- 1 - Nevada
- 1 - Illinois (Chicago/Urban
Forestry)

26 Total New Camps

29 Camps Total

1995 Expansion by State (one camp each)

- South Carolina
- Florida
- Alabama
- Kentucky
- Indiana
- South Dakota
- Colorado
- Arizona
- New Mexico
- Wyoming
- Montana
- Puerto Rico
- Idaho
- Utah
- Northern California
- Central California
- Southern California
- Washington
- Oregon

19 New Camps

48 Camps Total

1994 Expansion and Types of Camps

City or State Served 1 2 3

Detroit	X		
Los Angeles		X	
Los Angeles		X	Z
San Diego	X		
Oakland/San Francisco	X		
Oakland/San Francisco	X		
Sacramento			X
Texas			X
Arkansas			X
Louisiana			X
Mississippi			X
Tennessee (olympic site)	X		Z
St. Louis/E. St. Louis	X		
Chicago (Urban Forestry)		X	
Atlanta			X
Atlanta	X		
Wisconsin	X		
North Carolina	X		
West Virginia	X		
Philadelphia (Allegheny)	X		
New York(New England Forest)	X		
Boston (New England Forest)	X		
St. Paul/Minneapolis	X		
Spokane (E. Wa. or Id. Pan.)	X		
Utah	X		
Nevada			X
Total New Option X	16	3	7
Total New Option Z	13	2	7

All Sites Can Potential as National Service Locations

1. 15-18 years of age residential
2. Non-residential with camp-out work sites
3. Year around

Z - Alternative type of camp

Estimated Costs of Camps

1994

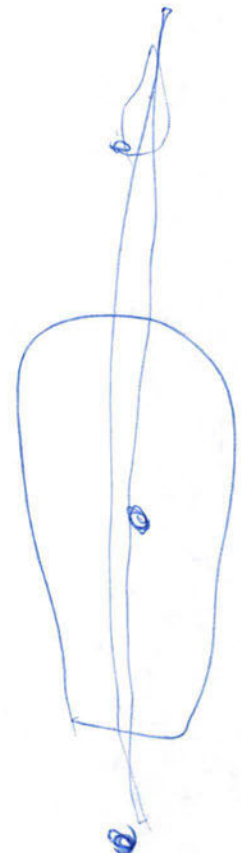
- 29 camps (26 new): \$24-36 million
- Employing at least 4,000 youth plus camp staff and counselors, mentors, National Service Corps participants or staff

1995

- 48 camps (19 new): \$36-54 million
- Employing at least 6,000 youth plus camp staff and counselors, mentors, National Service Corps participants or staff

Additional National Service Corps - Three year phase-in

- located on 600 ranger districts, 20 youth per ranger district: \$72 million per year(at full level) @ \$6,000 per youth cost
- Employing 12,000 youth, plus National Service staff, counselors, mentors





United States
Department of
Agriculture

Forest
Service

Washington
Office

14th & Independence SW
P.O. Box 96090
Washington, DC 20090-6090

Reply To: 1840

Date: 15 SEP 1993

Mr. Joel Berg
Director, Office of Public Liaison
United States Department of Agriculture
Room No. 12A
Washington, D.C. 20250

Dear Mr. Berg:

October 25-26

\$53.88
Comp. #
195646

Thank you for the tentative agreement to attend and speak at our Youth Conservation Corps (YCC) Workshop in Tucson, Arizona.

Enclosed is a copy of our agenda for the YCC Workshop. Your time frame is approximately 45 minutes, or as long as you need. There will be an audience interaction period following the keynote address to give the participants an opportunity to ask questions.

This workshop is conducted annually to enable the Regional Coordinators and Washington Office staff to review work accomplishments, operational problems and concerns, make recommendations for program improvements, and prepare for the YCC Annual Report to the President and Congress.

Hotel accommodations and meeting facilities have been arranged at The Hotel Park Tucson, 5151 East Grant Road, Tucson, Arizona, 85712. The rates are \$60 per day including tax. The telephone number is (602) 323-6262. Participants are responsible for making their own travel and hotel reservations.

Reservations must be made prior to September 25. Reservation requests made after September 25 will be accepted on a space available basis. When making reservations, identify yourself as a participant at the Interagency YCC Coordinators Workshop.

We look forward to confirmation of your attendance. If you have any other questions, please contact Ransom Hughes at (703)-235-8861 or Peggy St. Peter at (703) 235-1047.

for Kathryn Allen
IRVING W. THOMAS, Director
Human Resource Programs

Enclosures



Tuesday, October 26, 1993

8:30 am Introductory Remarks
Carmen Mazer - USDA - FS Region 3

 Welcoming Address - USDA - FS Region 3
Larry Henson - Regional Forester

 Introductions - USDA - FS
Ransom Hughes - YCC Coordinator, WO
Katherine Allen - Branch Chief, Human & Comm. Develop.
Irving Thomas - Director, Human Resource Programs

 Introductions - USNPS
Francis Gipson - Branch Chief, WO
Grover Barham - Youth Program Officer, WO

 Introductions - USFWS
Greg Weiler - YCC Program Manager, WO

9:30 am Keynote Address - USDA - Washington
Joel Berg - Director, Office of National Service

10:30 am Break

10:45 am Audience Interaction - National Service
 (Next Steps for USDA & USDI)
 -Joel Berg - USDA - Washington
 -Irv Thomas - Forest Service
 -Grover Barham - NPS
 -Gregg Weiler - USFWS

11:45 am Lunch

12:45 pm Forest Service Multicultural Outreach
Glen Blankenship, HBCU Program Manager

1:45 pm Review of 1993 YCC Programs
Regional Agency YCC Coordinators

3:00 pm Break

3:15 pm Slide presentation and overview of NPS Yosemite NP
William (Bill) Thomas, Director

4:00 pm End of Day

Wednesday, October 27, 1993

8:00 am Review and Comments
Carmen Mazer - USDA-FS

8:30 am YCC Safety
Art Cammarano, Office of Safety & Health
R-9, Fish & Wildlife Service

9:30 am Break

10:00 am Making the System Work - Panel Discussion

PANEL PARTICIPANTS

Kathleen Seltz, Executive Director
National Association of Service and Conservation Corps

David Towers, Acting Executive Director
Arizona Conservation Corps

Anita Vigil, Executive Director
New Mexico Conservation Corps

Erna Smith, Regional YCC Coordinator
Pacific Southwest Region

Carmen Mazer, Regional YCC Coordinator
Southwestern Region

11:15 am Question & Answer Period

11:45 am Lunch

1:00 pm NPS & FWS Payroll Issues - Mary Thompson, Supervisor
Payroll Operation Division, BLM, Denver, Colorado

FS - NFC Payroll/Report Issues - Lorraine Brown,
Program Analyst, USDA-FSD-NFC

2:15 pm Break

2:45 pm Environmental Issues/ Dave Gross, R-6 FS
Experiences

3:30 pm Agency Meetings (As needed)

4:30 p.m. End of Day

Thursday, October 28, 1993

8:00 am	Leave for Site Visit Boys Ranch & Projects
Noon	Lunch Boys Ranch
2:00 pm	Plans for 1994 - Francis Gipson - NPS Bob Greer - Southeastern Region - NPS
2:15 pm	Action Items/Closing Comments Ransom Hughes - USFS Francis Gipson - NPS Greg Weiler - USFWS
2:30	Break End of Session

**** The times listed above will depend on the tour arrangements

Page 5

Friday, October 29, 1993

Travel Day

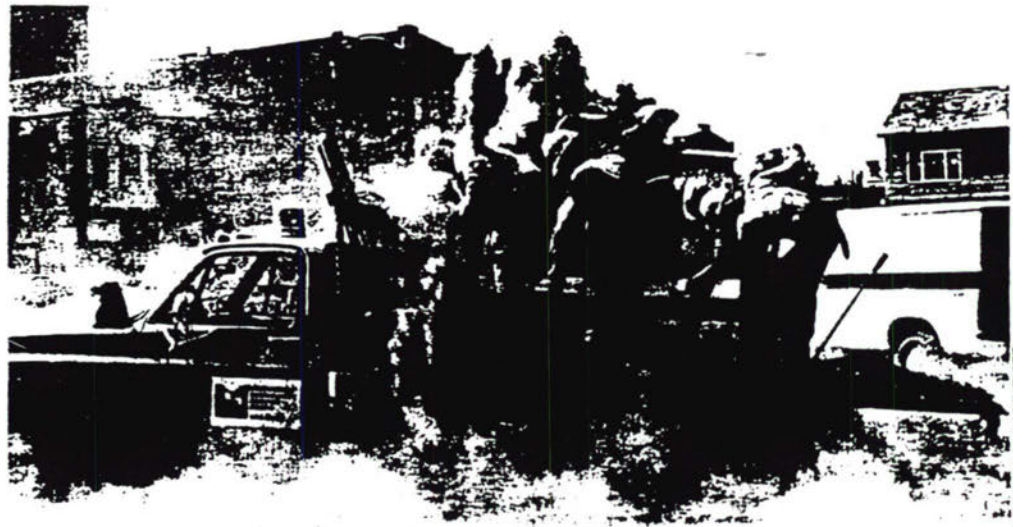


PHOTO BY ROGER TIETZ

Making the dirt fly: Much of the work of an urban conservation corps isn't done with shovels, but the Milwaukee Community

Service Corps isn't afraid to get its hands dirty. Here Corps members prepare an inner-city park for landscaping.

A Youth Conservation Program That's All Work

■ BY RICHARD BRADEE
YOUTH TODAY Correspondent

High School dropouts and other "at risk" young adults have an 85 percent attendance record in a rapidly expanding work-study program that started as a nostalgic reminder of Depression-era programs and became a crash course in working for a living.

Promptly at 7:30 a.m. every weekday, about 60 men and women, aged 18 to 23, find their way to the Milwaukee Community Service Corps. They do calisthenics, march into an abandoned library on the former Concordia College campus, spend two hours in class, then form crews for a full day of hard work.

"The first thing some of them do is give me a hug," teacher Gail Huesmann said. "When I taught in public schools, we had to be careful not even to be touched."

She said she "breaks the language barrier" by teaching verb tenses and parts of speech with four-letter words heard on the street and works hard to overcome what most of her students "have heard all of their lives, that they're a total failure."

She said she earns half as much at the Corps as she could in a suburban high school but won't go back to her old job

as a French and English teacher "because I just didn't fit in. I believe in treating my students like people."

Hugs in the morning, strict discipline, close supervision by work crew supervisors and a family atmosphere have earned high marks for the Corps' staff of 12 from Corps members and from city officials here.

Many Corps members are strangers to real work when they join. "When they see their first check, they're likely to ask me 'who's FICA,'" Antonio (Tony) Perez, executive director of the Corps said. A paycheck with a FICA deduction is as novel as the rewards and demands of a real job for those who have only been "adept at getting themselves served" through public assistance programs, he said.

In an average six months stay, the reading and math levels of Corps members rise two grades, according to detailed reports prepared for sponsors in the Urban Corps Expansion Project. The Project is a replication of the Philadelphia Youth Service Corps developed by Public/Private Ventures, a national research and development organization in Philadelphia, and the National Association of Service and Conservation Corps.

Corps work pays \$4.75 an hour. Those who trade in their yellow hard hats for the orange hats of assistant crew leaders get a 25 cent raise, while those promoted to crew leader receive

another 50 cent raise, to \$5.50. For those who graduate, the average post-service pay is about \$6.75 an hour.

Some graduates go to college, apprenticeship programs or vocational and trade schools. From 1991 until April of this year, 112 persons have gone through the Corps and the placement rate has been about 56 percent. About 32 percent are working full time, 4 percent are going to school full time, and 20 percent are working and going to school.

Milwaukee Mayor John Norquist promoted a city role in youth work formerly left to state and federal governments when he took office in 1988. He lobbied for private, federal, state and local money to support the program Perez now heads. After some early resistance, the Corps budget now receives unanimous support in the Milwaukee Common Council, a rarity in a city that sometimes experiences tense relations among neighborhoods and racial and ethnic groups.

The Corps started with a \$10,000 Urban Corps Expansion Grant in 1989, provided by P/PV, using money from a number of foundations. Its first crew went to work in February of 1991. The Corps had enrolled 33 participants after the first six months. By April of this year, there were about 60. In the fall, the number should reach 100, according to present plans.

This Spring, the Corps signed a \$405,000 contract with the Milwaukee Housing Authority to train public housing residents to do construction and maintenance work. The Corps will also run a summer jobs program, work with middle school children, and may set up a combination apartment building/day-care center for working young adults.

Because of its success, the Milwaukee Community Service Corps has been cited as a possible model for parts of President Clinton's proposed national service program. City officials, however, caution that bigger is not necessarily better and that the Corps can't be simply "blown up" to work on a national scale.

Ricardo Diaz, executive director of the Milwaukee Housing Authority, said it would be a "big mistake" to expect that the Corps can expand to serve many more of Milwaukee's estimated 10,000 "at risk" young adults or that it can be copied nationally. Diaz said that at its present size, the Corps can operate like a family — help mothers to bring fathers back to care for children while they work, teach participants individually, and be available day or night to deal with home and work crises.

"What's made the Corps unique is that he (Perez) gets to know all the participants — he's even conducted a wedding over there — while some of these other

Continued on Page 15

"When they see their first check, they're likely to ask me, 'who's FICA?'"

—Tony Perez

Milwaukee's Community Service Corps

From Previous Page

programs would forget about them as human beings," Diaz said. "I don't think you can do that for 10,000 or 5,000 people. It would be a big mistake to say 'this works in Milwaukee and these other cities (the 15 P/PV-UCEP cities), now let's increase it ten-fold.'"

Mayor Norquist's chief of staff and former city youth director, David Webster, said that "nostalgia" for New Deal programs like the CCC and the WPA (the Civilian Conservation Corps and the Works Progress Administration) helped sell the Milwaukee Community Service Corps. But the CCC and the WPA did not come close to reaching the young people most in need now, he said. The CCC and WPA gave work to unemployed workers who frequently had skills, instead of being targeted to the disadvantaged. At the same time, conditions during the Great Depression were far more desperate than they are today.

Milwaukee Corps members all have incomes below 150 percent of the federal poverty level; 60 percent are on public assistance. Last year, about 60 percent of the Corps members were African American, 25 percent Hispanic, 5 percent Native Americans and about 10 percent Caucasian. About half were single and half were parents. The average reading and math grade level was seventh grade.

Some had run-ins with the law. A favorite job assignment, according to Webster, is driving old police patrol cars to the city auction. "They're happy to be in the front seat instead of the back for a change."

Perez, Diaz and Webster all said that what most new Corps members need most is confrontation with a real world job and the responsibilities that entails. Their work is varied. Some crews ride cherry pickers up to tuck point the bricks of old buildings. Others demolish and rebuild apartments, landscape parks, build sets at the Milwaukee Repertory Theatre, remodel a neighborhood theater, remove graffiti from buildings, work in offices or help provide care at hospitals and nursing homes.

Labor unions are represented on the Corps' board of directors and do not regard Corps members as rivals for potential jobs, according to Roger Tietz, the projects coordinator who brings work crews, materials and supervisors together.

"The kind of work we do, nobody else wants," Tietz said. "And community-based organizations can't get the support or workers they need from anyone else in the private sector."

Tietz said his work crews have a good reputation and Diaz of the Housing Authority agreed. "Their work is quality,"

Diaz said, adding that unions now look to the Corps as a source of future members.

Corps members operate a factory that turns out picnic tables for the handicapped, as well as "Corps Crushers," steel drums mounted with can crushers for recycling. The Crushers sell for about \$50 apiece. To make them, the Corps recycled about 300 drums that Civil Defense filled with water and stored in the rafters of an old federal office building during the Cuban missile crisis, Perez said.

Assembling and marketing the Corps Crushers and picnic tables are part of a business work-study program operated by the Corps. Work at the factory and on other jobs generates some income, while the rest comes from grants and government funds.

According to Jennifer Phillips, who is in charge of planning, development and evaluation at the Corps, the cost per slot is \$17,000 per year, including about \$10,000 a year in wages and free uniforms, and a \$250 tool box for each Corps member.

Not everyone is eager for the discipline and hard work of the Corps and many who could join do not try. Of those accepted, about 6 percent drop out in less than a month, according to the year-end report, while slightly more than half stay about six months or more. City officials, including Webster, say the stay is longer and attendance is better than most other job training programs.

Perez makes it clear to Corps members that work is serious business and that he will be tough as well as fair. "We have only one GED class, and it's at 7:30. There's not another one at 10:30 if you're late," Perez said. "And I tell them I have a 'comfort zone.' If they violate it, they're out the door. Nothing's going to be stolen. There will be no weapons. There will be no harassment. I don't excuse them for their behavior."

Milwaukee Community Service Corps Contacts:

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Jennifer Phillips, Planning,
Development and Evaluation

Office of John Norquist
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200 East Wells Street
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David Webster, Chief of Staff

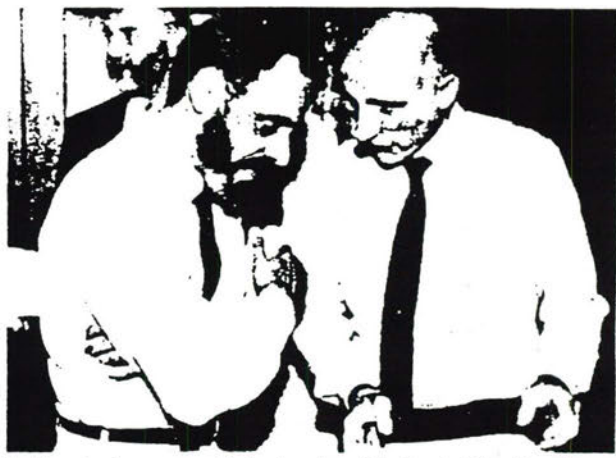


PHOTO BY ROGER TIETZ

Trading chorizo y cerveza for bratwurst und bier, Puerto Rican Tony Perez (left) is now executive director of the Milwaukee Community Service Corps. The Corps reaches down into Milwaukee's inner city. "For some of them, we're a second family. For some, we're the only family."

At Age 40, the Father of 50

Santiago Zarate, 23, a high school dropout, has been at the Milwaukee Community Service Corps since last June. Now, he's been accepted at University of Wisconsin-Milwaukee, where he says he will major in psychology and become a youth worker. "I want to be like Tony, he's sort of an idol of mine," Zarate says.

Tony is Antonio Perez, executive director of the Milwaukee Community Service Corps, who spends 60 hours a week with the at-risk young adults in the Corps, as well as the politicians, community leaders, grant makers and others who keep the Corps operating.

"I sometimes tell the participants that I'm not married, I have no children. But I do have 50 of you," Perez says.

Perez, who is 40, came to Milwaukee from Puerto Rico, with stops at the University of Miami, the University of New Mexico and the University of Wisconsin at Madison. From Madison he moved to St. Aemilian's Child Care Center in Milwaukee, a home for abused and emotionally disturbed children. He worked with the unaccompanied Cuban minors who came to the U.S., and to Wisconsin, in 1981. He then joined the Milwaukee County Department of Health and Social Services where he was a case-worker, program specialist and finally supervisor of community services.

Perez crossed over from the county to his present job in 1990. For the last two years he has been building Corps membership and managing a budget that is now more than \$1.4 million.

At city hall, Perez has gained respect as someone who knows how to stay out of turf wars and get his job done. Perez has also learned about the perils of cash flow and meeting a payroll, in the face of a sometimes capricious funding source.

"It seems like 75 percent of my time is spent on paper pushing and the bureaucracy," he says. What he'd rather do is deal directly with the young adults in the Corps.

"A lot of them are very adept at getting themselves served." They've been where they can mimic work. But they learn that isn't going to work for them here."

Perez holds "scare sessions" with new members about individual responsibility, working with others and the sweat, hard work and sometimes frightening parts of holding a job. The lecture sinks in. For example, on a snowy day last winter, many workers in Milwaukee stayed home. Perez was surprised to find that nearly all the Corps members were in on time. "I went down stairs and thanked them for coming in. They know that you get paid if you're here and you don't get paid if you're not."

A lot of time is spent teaching Corps members to think positively about themselves and to survive in the community.

"They get preyed upon a lot," Perez says. "You look at the venter and they seem sophisticated, but they lack survivability skills. But they can look you in the eye when you say something and know whether you mean it or not."

Clinton Level-Funds Youth Programs

—WASHINGTON

With some exceptions — notably the Job Corps, National and Community Service, and school-to-work transition — the Clinton Administration's fiscal year 1994 budget would level-fund programs affecting teenagers and youth work. The budget, which was approved by Congress, establishes spending guidelines but doesn't actually put money in the pipeline. Congress isn't likely to pass any appropriation bills until the late Summer. The new fiscal year will begin in October.

Job Corps spending would rise by \$700 million in FY 1994, for a total of \$1.7 billion. The increase, which would finance a number of new centers, has been in the works for some time. School-to-work transition, set at \$270 million, is a new program, and reflects the Administration's interest in workforce preparation. The Departments of Labor and Education will each contribute \$135 million to the project.

At the Department of Health and Human Services, a large number of programs under the Office of Assistance to Children and Families (ACF) will be level-funded. This includes programs under Child Welfare Services (\$295 million), At-Risk Children's Programs (\$200 million), Youth Programs (\$72 million), and Community Services (\$448 million).

But there would be some additional money at ACF. ACF Research will



rise from \$14 million to \$16 million. Foster Care and Adoption Assistance would get an increase of \$69 million, for a total of about \$3 billion. Family Support and Preservation, a new program, would get \$60 million. Funding for the JOBS welfare-to-work program would rise from \$1 billion to \$1.1 billion.

Funding for youth programs at the Department of Justice would show little change. The Juvenile Justice program would hold steady at \$73.5 million. Missing Children would be cut from \$8.5 million to \$6 million, to compensate for \$2 million in FY 1993 carryover. Anti-Drug Abuse Formula Grants would stay at \$423 million, and Anti-Drug Abuse Discretionary Grants would stay at \$50 million. This \$50 million would include \$8 million for the "Boot Camp" program. The Weed and Seed program would receive \$13.5 million.

NYEC to Clinton: Don't Forget At-Risk Youth

—WASHINGTON

The National Youth Employment Coalition wants to make sure the Clinton Administration doesn't lose sight of the disadvantaged in redesigning youth employment and training programs.

Some youth workers are worried that new federal policies won't focus on at-risk youth. A Labor Department memo obtained by YOUTH TODAY, setting forth topics for discussion, suggested as a policy option concentrating resources on "abler" youth.

NYEC plans to invite policy makers to regional "roundtables" on innovative programs and advise the Department of Labor (DOL) on implementing the national Summer Youth Employment Program. The strategies are part of NYEC's slate of new priorities that members formed at a two-day retreat in March.

NYEC members — many of them DOL grantees — will continue to advise DOL on summer jobs. The Clinton Administration's plan to double the size of the program as part of the economic stimulus package was defeated in Congress

last month. The Administration still may propose extra money.

NYEC plans to help DOL make room in summer jobs for high school dropouts as well as youth enrolled in school. NYEC also wants to make sure that DOL's summer jobs technical assistance package "keeps community-based organizations (CBOs) in the information loop" and promotes "exemplary" CBO programs, said Lori Strumpf.

The roundtables will convene program operators working with at-risk youth to "feed information to the policy process in Washington, DC," according to NYEC member Erik Payne Butler. "We hope we can give the benefit of experience if not wisdom to the people participating in the recasting of federal policy toward youth." NYEC will seek foundation funds to conduct roundtables in Chicago, New England, New York, San Francisco, and a national meeting in Washington, DC.

Contact: Alan Zuckerman, NYEC, 1001 Connecticut Ave., NW, #301 Washington, DC 20036 (202) 659-1064.

National Service Plan Would Reach Dropouts

■ BY VICTORIA ROCHA
YOUTH TODAY Staff Reporter

—WASHINGTON

President Clinton's proposed national service program and student loan programs would be open to non-college students and even those without high school diplomas. Youth service agencies successfully lobbied to change the service plan, which would have given preferential treatment to college students.

The national service program would cost \$400 million in 1994 to cover about 25,000 community service jobs, rising to \$3.4 billion a year for 150,000 participants in 1997.

Separate bills for the national service and student loan programs were announced in early May. The prospect for congressional approval is considered uncertain, in part because of opposition from veterans groups.

The national service plan is open to anyone regardless of income. Out-of-school applicants can be admitted without a high school diploma, but they must get their high school equivalency certificate (GED) within five years of finishing their term of service. All participants must be over 17 years old.

Applicants would be eligible for two \$5,000 grants for two years of service. The money could be used for future college or other post-secondary education costs or debts. Other eligible programs include technical trade schools or two-year community colleges. Loans would be repaid by working up to two years in minimum-wage, public-service jobs, which would offer health and child care benefits.

Youth who don't want to take advantage of the service plan could borrow money directly from the government and repay student loans as a percentage of their incomes. Under the "Excel Account," students with low-paying jobs would repay loans over a longer period of time. The administration hopes this measure will reduce loan defaults and encourage graduates to take relatively low-paying public service jobs, including thousands of entry-level jobs in youth work, which are hard to fill.

Recommendations elicited from the administration from community service agencies guaranteed equal treatment for at-risk youth to participate in the program. An earlier Clinton administration draft gave college students

\$10,000 for a two-year term of service and non-college bound youth only \$5,000 for the same amount of time.

The benefits "weren't as much as we had hoped, but we're glad that it doesn't compare the value of someone's service — whether they're at-risk youth or headed for the Ivy League," said Jennifer Phillips, planning and development coordinator at the Milwaukee Community Service Corps (MCSC).

During upcoming hearings on the legislation, MCSC will advocate "opportunity vouchers" that participants can apply toward first-time homes, small business start-ups or technical training. "We want the administration to look beyond educational benefits as rewards for community service and be more flexible in its application of a benefit," Phillips explained.

Even though the program is smaller than Clinton's original campaign promise — which would have reached all young people who wanted to go to college — service advocates said that it will be hard to expand service opportunities fast enough to accommodate young people who want to sign up.

An Unwelcome Change

The national service plan contains potentially bad news for some service agencies. It would fold two separate funding streams — youth corps and demonstration programs — in the original National and Community Service Act into one pot of money. "We would be competing for the same dollars. It would mean more competition," said Phillips.

Under Clinton's proposal, states must establish a commission on national service that will receive funding from the National Service Corporation (NSC), a new body created by the government to administer the program. NSC will combine two agencies, CNCS and ACTION, which runs VISTA. ACTION was left for dead after 12 years of Reagan-Bush abuse and neglect.

The state commissions will award grants to community service agencies. There is no requirement that states participate in the program. And details on how exactly it would work have yet to be released, according to CNCS's Milton. Contact: Commission on National and Community Service, 529 14th St., NW #452, Washington, DC 20045 (202) 724-0600; National Association of Service and Conservation Corps, 666 11th St., NW #500, Washington, DC 20001 (202) 737-6272.

United States
Department of
Agriculture

Forest
Service

Region 1

Federal Building
P.O. Box 7669
Missoula, MT 59807

Reply to: 1800

Date: November 5, 1993

Joel Berg
Public Liason and Public Service
U.S. Department of Agriculture

(406)
329-3511

Joe Crowley -
329-
3194

Dear Mr. Berg:

I'm taking advantage of your very kind offer at the Tucson Joint USDA and USDOY Youth Conservation Corps meeting to send you concerns or comments about the National and Community Service Trust Act. I understand these might be useful during the writing of the regulations for the Act.

In spite of our discussions with you and a discussion I had with John Briscoe here in Montana Monday, I'm still unclear on whether we can use federal funds, such as National Forest Service funds, for the 25% match. Other Acts, such as the Older Americans Act, I believe, mention non-federal funds but in this context they are referring specifically to funds not authorized by the Act. They apparently refer to Act funds as federal and all other funds as non-federal even though they might be federal forest funds. This allows us to match funds using forest funds with the Act funds, and, in turn, provide a very good program for older Americans.

Now my concern: Here in Montana, we do a lot of projects with the Montana Conservation Corps which employs needy youth in various projects. These cooperative efforts are very beneficial for us and for the corps which is only a couple years old and is searching for ways to grow and help more kids. One thing they are looking at, of course, is the funding available under the national service act. Their concern and ours, however, is that if they do receive service act funding and we (Forest Service units) are unable to provide the 25% matching funds because only "non-federal" funds can be used for matching, then we will be unable to do projects together. This would greatly reduce the types of projects they could do, and would cut back on some of the things we do to better federal lands. Further, the inability to use federal funds for matching could in like ways reduce cooperative efforts for all other federal entities and public and non-profits that operate on federal money, such as Job Training and Partnership Act programs.

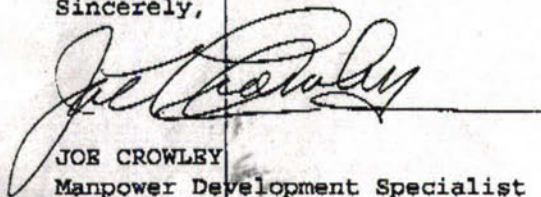
PHOTOCOPY
PRESERVATION

2.

Mr. Berg, I would appreciate your consideration and support of agencies and others being able to use federal, non-service act funds for the 25% match, if this is not already possible.

It was a pleasure meeting you in Tucson and listening to the many exciting ideas and changes. Thank you for joining our meeting and allowing us to have input and Good Luck!

Sincerely,



JOE CROWLEY
Manpower Development Specialist

PHOTOCOPY
PRESERVATION



Subject: Conservation Youth Camp Initiative

Date: NOV 10 1992

To: Gary A. Margheim, Deputy Chief
for Programs

File code:

Eighteen States submitted 23 proposals for the implementation of conservation youth camps in response to the initiative, we developed in cooperation with the Forest Service through the Department. The National Headquarter's (NHQ) team made up of representatives from each Deputy Chief selected the following proposals, as those with the greatest potential for implementation within 60 days of approval and funding (see each attached proposal for additional details):

- ARKANSAS - Potential to utilize the Arkansas Land and Farm Development Corporation and Youth Enterprise in Agriculture Program.
- ARIZONA - Has had a State Funded Youth Conservation Camp program for the past three years. The Navajo Indians could implement plans for a camp on short notice. Additional sites include other federal, State and local land, plus the Tucson Plant Material Center (PMC).
- CALIFORNIA - Has a State funded conservation corps program with over a dozen resident and non-resident camps. These camps can be quickly utilized. Additional opportunities include, the Lockeford PMC and Soil/Geographic Information Systems office in Sacramento.
- MARYLAND - The National PMC at Beltsville provides an opportunity to work with several other agencies and non-profit organizations. Details are in the Beltsville Land and Site Team (BLAST) report for the development of nature and conservation education learning area.



- MICHIGAN - The Michigan Departments of Agriculture and Natural Resources are proposing a work force program, and have \$1.2 million to match.
- NEBRASKA - The Papio-Missouri River Natural Resource District has a 1200 acre education area which needs nature trail maintenance, aquatic vegetation, tree plantings and plant identification.
- NEW MEXICO - The Philmont Boy Scout area, the Los Lunas PMC, and several other areas offer both residential and nonresidential possibilities.
- NEW YORK - Both Pack Forest and Camp Wyomoco are existing facilities that could be residential and nonresidential. Both have erosion control, water quality, and vegetative planting needs.
- VIRGINIA - There are possible Resource Conservation and Development (RC&D) projects along the eastern shore of Virginia, Delaware and Maryland, additional opportunities with the Boy Scouts at Fort A.P. Hill could be implemented.
- WEST VIRGINIA - Several opportunities in cooperation with conservation districts and 4-H camps. Some matching monies already available.

The Forest Service has identified their first six camps near Atlanta, Georgia; Houston, Texas; Portland, Oregon; Washington, DC; and Southern and Central, California.

The objective of this initiative is to:

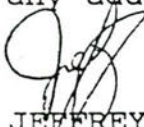
1. provide work for youth in the outdoors,
2. install conservation practices,
3. educate youth of the importance of natural resources and their proper management, and
4. provide young people with new skills.

Our participants would install conservation practices to stabilize erosion through the use of:

1. wood/concrete structures,
2. vegetative barriers,
3. seedlings and woody vegetation,
4. planting trees,
5. wildlife area plantings,
6. establishment of walkways/trails, and
7. surface and subsurface water management.

Through these activities, youth will gain an understanding of resource management and learn skills including: planning projects, surveying, drafting and the importance of land preparation, seeding and planting. Also, they would gain knowledge of using many types of tools such as: hammers, shovels, hatchets, hand seeders, tree spades, saws, etc. While learning basic agriculture techniques and skills, academic subjects such as math, science, biology and communications skills will be incorporated into the learning experience. Upon using existing conservation education materials, lesson plans, and the T.R.A.I.L. Boss program; these youth will gain an understanding of natural resources, and how it effects their every day lives.

The NHQ coordinating team is ready to provide oversight and coordination of this initiative, when it is approved and funded. At that time, we will need to work directly with each State to provide them the necessary guidance on work activities, funding, conservation education, staffing, and any additional information.



JEFFREY G. ANLIKER
National Volunteer Coordinator

Attachments

cc:

Pearlie S. Reed, State Conservationist, SCS,
Sacramento, California
Robert S. Klumpe, State Conservationist, SCS,
Annapolis, Maryland
Homer R. Hilner, State Conservationist, SCS,
East Lansing, Michigan
Donald W. Gohmert, State Conservationist, SCS,
Phoenix, Arizona
Ronald E. Moreland, State Conservationist, SCS,
Lincoln, Nebraska
Ray T. Margo, Jr., State Conservationist, SCS,
Albuquerque, New Mexico
Paul A. Dodd, State Conservationist, SCS,
Syracuse, New York

THE YOUTH CONSERVATION CORPS (YCC)

In 1970 the Youth Conservation Corps Act was passed, providing funds for the Department of Agriculture and the Department of Interior to jointly administer the program. This is a summer youth employment program patterned after the CCC program. It was originally setup with an emphasis on residential living camps. Youth ages 15 - 18 are randomly selected from the applications, then stratified to achieve a 50 - 50 ratio between males and females. Most camps were 8 weeks in duration. The enrollees were provided with 30 hours of work and 10 hours of environmental education a week.

Today the YCC is no longer funded by Congress, however Congress continues to give the agency the authority to operate a YCC program with existing funds available to the agency. Enrollees are paid minimum wage, except for youth leaders who receive 15% over the minimum wage rate. Payrolls are processed through the National Finance Center. The environmental awareness portion of the program has been reduced to 2 hours per week. Most YCC programs are non-residential, with enrollees living at home. The employment periods for today's YCC enrollees range from 4 to 12 weeks, depending on the availability of funds and work plans of the District.

Because Congress requires the agency to spend some of their regular appropriated funds on YCC employment, projects that normally would have been put out on contract or accomplished by force account may be completed by YCC crews. To increase the size of YCC programs, some National Forests set aside money at the Supervisors level, for disbursement to the Districts for YCC programs. Other units have developed partnerships with private and public organizations to provide supplemental funds for the operation of their YCC programs. One innovative District Ranger contacted businesses in the community and invited them to "hire a teenager for the summer" with the Forest Service providing the work experience and supervision. Because the private sector employer was the actual employer, selection of the YCC enrollee(s) was made among teenagers of the employers workforce. The employer was signed up on a sponsored volunteer agreement, with his YCC employee(s) becoming volunteers for the Forest Service, but working on the District YCC crew and treated the same as the regular YCC enrollees.

Other agencies sponsoring YCC are the U.S. Park Service and the U.S. Fish and Wildlife Service. Because of the random drawing process for selecting YCC enrollees, siblings of Forest Service Employees are eligible to apply and participate in the program.

Public Law 91-378

AN ACT

August 13, 1970
[S. 1076]

To establish a pilot program in the Departments of the Interior and Agriculture designated as the Youth Conservation Corps, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

Youth Conserva-
tion Corps.
Establishment.

POLICY AND PURPOSE

SECTION 1. The Congress finds that the gainful employment during the summer months of American youth, representing all segments of society, in the healthful outdoor atmosphere afforded in the national park system, the national forest system, the national wildlife refuge system, and other public land and water areas administered by the Secretary of the Interior and the Secretary of Agriculture creates an opportunity for understanding and appreciation of the Nation's natural environment and heritage. Accordingly, it is the purpose of this Act to further the development and maintenance of the natural resources of the United States by the youth, upon whom will fall the ultimate responsibility for maintaining and managing these resources for the American people.

YOUTH CONSERVATION CORPS

SEC. 2. (a) To carry out the purposes of this Act, there is hereby established in the Department of the Interior and the Department of Agriculture a three-year pilot program designated as the Youth Conservation Corps (hereinafter referred to as the "Corps"). The Corps shall consist of young men and women who are permanent residents of the United States, its territories, or possessions, who have attained age fifteen but have not attained age nineteen, and whom the Secretary of the Interior or the Secretary of Agriculture may employ during the summer months without regard to the civil service or classification laws, rules, or regulations, for the purpose of developing, preserving, or maintaining lands and waters of the United States under the jurisdiction of the appropriate Secretary.

Participants.

Summer employ-
ment.

(b) The Corps shall be open to youth of both sexes and youth of all social, economic, and racial classifications, with no person being employed as a member of the Corps for a term in excess of ninety days during any single year.

Equal opportu-
nity and employ-
ment; term.

SECRETARIAL DUTIES

SEC. 3. (a) The Secretary of the Interior and the Secretary of Agriculture shall:

(1) determine the areas under their administrative jurisdictions which are appropriate for carrying out programs using employees of the Corps;

(2) determine the rates of pay, hours, and other conditions of employment in the Corps: *Provided*, That members of the Corps shall not be deemed to be Federal employees, other than for the purposes of chapter 171 of title 28, United States Code, and chapter 81 of title 5, United States Code;

(3) provide for such transportation, lodging, subsistence, and other services and equipment as they may deem necessary or appropriate for the needs of members of the Corps in their duties. The Secretary of the Interior and the Secretary of Agriculture may contract with any public agency or organization or any private nonprofit agency or organization which has been in existence for at least five years for the operation of any Youth Conservation Corps project. Whenever economically feasible, existing but unoccupied Federal facilities, including military facilities, shall be utilized for the purposes of the Corps where appropriate and with the approval of the Federal agency involved. To minimize transportation costs Corps members shall be employed on conservation projects as near to their places of residence as is feasible:

62 Stat. 982;
80 Stat. 306.
28 USC 2671-
2680.
80 Stat. 531;
82 Stat. 98.
5 USC 8101-
8193.

(4) promulgate regulations to insure the safety, health, and welfare of the Corps members:

Regulations.

(5) prepare a report, indicating the most feasible and efficient method for initiating a cost-sharing youth conservation program with State natural resource, conservation, or outdoor recreation agencies, which report shall be submitted to the President not later than one year following enactment of this Act for transmittal to the Congress for review and appropriate action.

Report to President for transmittal to Congress.

(b) The provision of title II of the Revenue and Expenditure Control Act of 1968 (82 Stat. 251, 270) shall not apply to appointments made to the Corps, to temporary supervisory personnel, or to temporary program support staff.

83 Stat. 83.
5 USC 3101
note.

SECRETARIAL REPORTS

Joint annual report to President for transmittal to Congress.

SEC. 4. Upon completion of each year's pilot program, the Secretary of the Interior and Secretary of Agriculture shall prepare a joint report detailing the contribution of the program toward achieving the purposes of the Act and providing recommendations. Each report shall be submitted to the President not later than one hundred and eighty days following completion of that year's pilot program. The President shall transmit the report to the Congress for review and appropriate action.

AUTHORIZATION OF FUNDS

SEC. 5. For three years following enactment of this Act, there are hereby authorized to be appropriated amounts not to exceed \$3,500,000 annually to be made available to the Secretary of the Interior and the Secretary of Agriculture to carry out the purposes of this Act.

Approved August 13, 1970.

Public Law 92-597

AN ACT

To amend the Youth Conservation Corps Act of 1970 (Public Law 91-378, 84 Stat. 794) to expand the Youth Conservation Corps pilot program and for other purposes.

October 27, 1972
[S. 2454]

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Act of August 13, 1970 (84 Stat. 794) is amended to read as follows:

Youth Conservation Corps Act of 1970, amendment.
42 USC prec.
2711 note.

"POLICY AND PURPOSE

"SECTION 1. The Congress finds that the gainful employment during the summer months of American youth, representing all segments of society, in the healthful outdoor atmosphere afforded in the national park system, the national forest system, the national wildlife refuge system, and other public land and water areas of the United States creates an opportunity for understanding and appreciation of the Nation's natural environment and heritage. Accordingly, it is the purpose of this Act to further the development and maintenance of the natural resources of the United States by the youth, upon whom will fall the ultimate responsibility for maintaining and managing these resources for the American people.

"YOUTH CONSERVATION CORPS

"SEC. 2. (a) To carry out the purposes of this Act, there is established in the Department of the Interior and the Department of Agriculture a Youth Conservation Corps (hereinafter referred to as the 'Corps'). The Corps shall consist of young men and women who are permanent residents of the United States, its territories, possessions, or trust territories, who have attained age fifteen but have not attained age nineteen, and whom the Secretary of the Interior or the Secretary of Agriculture may employ during the summer months, without regard to the civil service or classification laws, rules, or regulations, for the purpose of developing, preserving, or maintaining the lands and waters of the United States under his jurisdiction.

Participants.

Summer employment.

"(b) The Corps shall be open to youth of both sexes and youth of all social, economic, and racial classifications, with no person being employed as a member of the Corps for a term in excess of ninety days during any single year.

Equal opportunity and employment; term.

"SECRETARIAL DUTIES AND FUNCTIONS

"SEC. 3. (a) In carrying out this Act, the Secretary of the Interior and the Secretary of Agriculture shall—

"(1) determine, with other Federal agencies, the areas under the administrative jurisdiction of the Secretaries which are appropriate for carrying out programs using members of the Corps, and determine and select appropriate work and education programs and projects for participation by members of the Corps;

"(2) determine the rates of pay, hours, and other conditions of employment in the Corps, except that members of the Corps shall not be deemed to be Federal employees other than for the purposes of chapter 171 of title 28, United States Code, and chapter 81 of title 5, United States Code;

"(3) provide for such transportation, lodging, subsistence, and other services and equipment as they may deem necessary or appropriate for the needs of members of the Corps in their duties;

62 Stat. 982;
80 Stat. 306.
28 USC 2671.
80 Stat. 531;
82 Stat. 98.
5 USC 8101.

Regulations. "(4) promulgate regulations to insure the safety, health, and welfare of the Corps members; and

Facilities, availability to educational institutions. "(5) provide, to the extent possible, that permanent or semi-permanent facilities used as Corps camps be made available to local schools, school districts, State junior colleges and universities, and other educational institutions for use as environmental and ecological education camps during periods of nonuse by the Corps program.

Cost responsibility. Costs for operations, maintenance, and staffing of Corps camp facilities during periods of use by non-Corps programs as well as any liability for personal injury or property damage stemming from such use shall be the responsibility of the entity or organization using the facility and shall not be a responsibility of the Secretaries or the Corps.

Unoccupied Federal facilities and surplus equipment, use. "(b) Whenever economically feasible, existing but unoccupied Federal facilities and surplus or unused equipment (or both), of all types, including military facilities and equipment, shall be utilized for the purposes of the Corps, where appropriate and with the approval of the Federal agency involved. To minimize transportation costs, Corps members shall be employed on conservation projects as near to their places of residence as is feasible.

Contract authority. "(c) The Secretary of the Interior and the Secretary of Agriculture may contract with any public agency or organization or any private nonprofit agency or organization which has been in existence for at least five years for the operation of any Youth Conservation Corps project.

"PILOT GRANT PROGRAM FOR STATE PROJECTS"

"SEC. 4. (a) The Secretary of the Interior and the Secretary of Agriculture shall jointly establish a pilot grant program under which grants shall be made to States to assist them in meeting the cost of projects for the employment of young men and women to develop, preserve, and maintain non-Federal public lands and waters within the States. For purposes of this section, the term 'States' includes the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, the Trust Territory of the Pacific Islands, and American Samoa.

"(b) (1) No grant may be made under this section unless an application therefor has been submitted to, and approved by, the Secretary of the Interior and the Secretary of Agriculture. Such application shall be in such form, and submitted in such manner, as the Secretaries shall jointly by regulation prescribe, and shall contain—

"(A) assurances satisfactory to the Secretaries that individuals employed under the project for which the application is submitted shall (i) have attained the age of fifteen but not attained the age of nineteen, (ii) be permanent residents of the United States or its territories, possessions, or the Trust Territory of the Pacific Islands, (iii) be employed without regard to the personnel laws, rules, and regulations applicable to full-time employees of the applicant, (iv) be employed for a period of not more than ninety days in any calendar year, and (v) be employed without regard to their sex or social, economic, or racial classification; and

"(B) such other information as the Secretaries may jointly by regulation prescribe.

Approval. "(2) The Secretaries may approve applications which they determine (A) meet the requirements of paragraph (1), and (B) are for projects which will further the development, preservation, or maintenance of the public lands and waters within the States.

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nance of non-Federal public lands or waters within the jurisdiction of the applicant.

"(c)(1) The amount of any grant under this section shall be determined jointly by the Secretaries, except that no grant for any project may exceed 80 per centum of the cost (as determined by the Secretaries) of such project.

"(2) Payments under grants under this section may be made in advance or by way of reimbursement and at such intervals and on such conditions as the Secretaries find necessary.

"(d) Thirty per centum of the sums appropriated under section 6 for any fiscal year shall be used for making grants under this section for such fiscal year.

"SECRETARIAL REPORTS

"SEC. 5. The Secretary of the Interior and Secretary of Agriculture shall annually prepare a joint report detailing the activities carried out under this Act and providing recommendations. Each report for a fiscal year shall be submitted concurrently to the President and the Congress not later than one hundred and eighty days following the close of that fiscal year.

"AUTHORIZATION OF APPROPRIATIONS

"SEC. 6. There are authorized to be appropriated amounts not to exceed \$30,000,000 for fiscal year ending June 30, 1973, and \$60,000,000 for the fiscal year ending June 30, 1974, to be made available to the Secretary of the Interior and the Secretary of Agriculture to carry out the purposes of this Act. Notwithstanding any other provision of law, funds appropriated for any fiscal year to carry out this Act shall remain available for obligation and expenditure until the end of the fiscal year following the fiscal year for which appropriated."

Approved October 27, 1972.

Public Law 92-598

AN ACT

To provide for the participation of the United States in the International Exposition on the Environment to be held in Spokane, Washington, in 1974, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That, in accordance with Public Law 91-269 (22 U.S.C. 2801 et seq.), the President is authorized to provide for United States participation in the International Exposition on the Environment (hereafter in this Act referred to as the "exposition"), which is being held at Spokane, Washington, in 1974. The purposes of such exposition are to—

(1) offer to United States citizens and to people throughout the world a program for the improvement of man's physical environment; demonstrate through improved projects how the resources of air, water, and land can be utilized to man's benefit without pollution; and broaden public understanding of ecology and related sciences;

(2) encourage tourist travel in and to the United States, stimulate foreign trade, and promote cultural exchanges; and

(3) commemorate the one hundredth anniversary of the founding of the city of Spokane.

Limitation.

Payments.

Appropriation percentage.

Joint report to President and Congress.

October 27, 1972
[S. 4022]

International Exposition on the Environment.
U.S. participation.
84 Stat. 271.

Purposes.

TITLE V—POWERS OF THE COUNCIL

D.C. Code 47-621 note.

D.C. Code 1-121 note.

SEC. 501. Notwithstanding any other provision of law, or any rule of law, nothing in this Act shall be construed as limiting the authority of the Council of the District of Columbia to enact any act, resolution, or regulation, after January 2, 1975, pursuant to the District of Columbia Self-Government and Governmental Reorganization Act with respect to any matter covered by this Act.

Approved September 3, 1974.

Public Law 93-408

September 3, 1974
[S. 1871]

AN ACT

To amend the Youth Conservation Corps Act of 1972 (Public Law 92-597, Stat. 1319) to expand and make permanent the Youth Conservation Corps and for other purposes.

Youth Conservation Corps Act of 1970, amendment.

42 USC prec. 2711 note.

16 USC 1701.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Act of August 13, 1970 (84 Stat. 794) is amended to read as follows:

"POLICY AND PURPOSE

"SECTION 1. The Congress finds that the Youth Conservation Corps has demonstrated a high degree of success as a pilot program wherein American youth, representing all segments of society, have benefited by gainful employment in the healthful outdoor atmosphere of the national park system, the national forest system, other public land and water areas of the United States and by their employment have developed, enhanced, and maintained the natural resources of the United States, and whereas in so doing the youth have gained understanding and appreciation of the Nation's environment and heritage equal to one full academic year of study, it is according the purpose of this Act to expand and make permanent the Youth Conservation Corps and thereby further the development and maintenance of the natural resources by America's youth, and in so doing to prepare them for the ultimate responsibility of maintaining and managing these resources for the American people.

"YOUTH CONSERVATION CORPS

16 USC 1702.

Participants.

Equal opportunity and employment, term.

"SEC. 2. (a) To carry out the purposes of this Act, there is established in the Department of the Interior and the Department of Agriculture a Youth Conservation Corps (hereinafter referred to as the 'Corps'). The Corps shall consist of young men and women who are permanent residents of the United States, its territories, possessions, trust territories, or Commonwealth of Puerto Rico who have attained age fifteen but have not attained age nineteen, and whom the Secretary of the Interior or the Secretary of Agriculture may employ without regard to the civil service or classification laws, rules, or regulations, for the purpose of developing, preserving, or maintaining the lands and waters of the United States.

"(b) The Corps shall be open to youth from all parts of the country of both sexes and youth of all social, economic, and racial classifications with all Corps members receiving compensation consistent with work accomplished, and with no person being employed as a member of the Corps for a term in excess of ninety days during any single year.

"SEC. 3. (a) and the Secretary

"(1) duties which employee

"(2) duties which administrator for and determine programs and

"(3) duties of employment shall not purpose 81 of title

"(4) other services appropriate

"(5) welfare

"(6) permanent local societies, and ecological program

Costs for operation during period for personal be the responsibility and shall not

"(b) Existing unused equipment and appropriate minimize the conservation

"(c) The may contract nonprofit at least five years project.

"SEC. 4. Agriculture be made to employment non-F purposes of Columbia, Guam, the Samoa.

"SECRETARIAL DUTIES AND FUNCTIONS

"SEC. 3. (a) In carrying out this Act, the Secretary of the Interior and the Secretary of Agriculture shall—

16 USC 1703.

"(1) determine the areas under their administrative jurisdictions which are appropriate for carrying out the programs using employees of the Corps;

"(2) determine with other Federal agencies the areas under the administrative jurisdiction of these agencies which are appropriate for carrying out programs using members of the Corps, and determine and select appropriate work and education programs and projects for participation by members of the Corps;

"(3) determine the rates of pay, hours, and other conditions of employment in the Corps, except that all members of the Corps shall not be deemed to be Federal employees other than for the purpose of chapter 171 of title 28, United States Code, and chapter 81 of title 5, United States Code.

28 USC 2671.

5 USC 8101.

"(4) provide for such transportation, lodging, subsistence, and other services and equipment as they may deem necessary or appropriate for the needs of members of the Corps in their duties;

"(5) promulgate regulation to insure the safety, health, and welfare of the Corps members; and

Regulations.

"(6) provide to the extent possible, that permanent or semi-permanent facilities used as Corps camps be made available to local schools, school districts, State junior colleges and universities, and other education institutions for use as environmental/ecological education camps during periods of nonuse by the Corps program.

Facilities, availability to educational institutions.

Costs for operations maintenance, and staffing of Corps camp facilities during periods of use by non-Corps programs as well as any liability for personal injury or property damage stemming from such use shall be the responsibility of the entity or organization using the facility and shall not be a responsibility of the Secretaries or the Corps.

"(b) Existing but unoccupied Federal facilities and surplus or unused equipment (or both), of all types including military facilities and equipment, shall be utilized for the purposes of the Corps, where appropriate and with the approval of the Federal agency involved. To minimize transportation costs, Corps members shall be employed on conservation projects as near to their places of residence as is feasible.

Unoccupied Federal facilities and surplus equipment, use.

"(c) The Secretary of the Interior and the Secretary of Agriculture may contract with any public agency or organization or any private nonprofit agency or organization which has been in existence for at least five years for the operation of any Youth Conservation Corps project.

Contract authority.

"GRANT PROGRAM FOR STATE PROJECTS

"SEC. 4. (a) The Secretary of the Interior and the Secretary of Agriculture shall jointly establish a program under which grants shall be made to States to assist them in meeting the cost of projects for the employment of young men and women to develop, preserve, and maintain non-Federal public lands and waters within the States. For purposes of this section, the term 'States' includes the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, the Trust Territory of the Pacific Islands, and American Samoa.

16 USC 1704.

"States."

Application re-
quirements.

"(b) (1) No grant may be made under this section unless an application therefor has been submitted to, and approved by, the Secretary of the Interior and the Secretary of Agriculture. Such application shall be in such form, and submitted in such manner, as the Secretaries shall jointly by regulation prescribe, and shall contain—

"(A) assurances satisfactory to the Secretaries that individuals employed under the project for which the application is submitted shall (i) have attained the age of fifteen but not attained the age of nineteen, (ii) be permanent residents of the United States, its territories, possessions, or the Trust Territory of the Pacific Islands, (iii) be employed without regard to the personnel rules, and regulations applicable to full-time employees of the Government, (iv) be employed for a period of not more than ninety days in any calendar year, and (v) be employed without regard to their sex or social, economic, or racial classification; and

"(B) such other information as the Secretaries may jointly by regulation prescribe.

"(2) The Secretaries may approve applications which they determine (A) to meet the requirements of paragraph (1), and (B) are projects which will further the development, preservation, or maintenance of non-Federal public lands or waters within the jurisdiction of the applicant.

Limitation.

"(c) (1) The amount of any grant under this section shall be determined jointly by the Secretaries, except that no grant for any project may exceed 80 per centum of the cost (as determined by the Secretaries) of such project.

Payments.

"(2) Payments under grants under this section may be made in advance or by way of reimbursement and at such intervals and on such conditions as the Secretaries find necessary.

"(d) Thirty per centum of the sums appropriated under section 6 for any fiscal year shall be made available for grants under this section for such fiscal year.

"SECRETARIAL REPORTS

Joint report to
President and
Congress.
16 USC 1705.

"SEC. 5. The Secretary of the Interior and Secretary of Agriculture shall annually prepare a joint report detailing the activities carried out under this Act and providing recommendations. Each report for a program year shall be submitted concurrently to the President and the Congress not later than April 1 following the close of that program year.

"AUTHORIZATION OF APPROPRIATIONS

16 USC 1706.

"SEC. 6. There are authorized to be appropriated amounts which shall not exceed \$60,000,000 for each fiscal year, which amounts shall be available to the Secretary of the Interior and the Secretary of Agriculture to carry out the purposes of this Act. Notwithstanding any other provision of law, funds appropriated for any fiscal year under this Act shall remain available for obligation and expenditure until the end of the fiscal year following the fiscal year for which they were appropriated."

Approved September 3, 1974.

Public Law

To provide for
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USDA - Forest Service	1. Reporting Unit	2. Program Yr. (Job Corps & SCSEP)	3. Program Being Reported (x appropriate box)
HUMAN RESOURCE PROGRAMS ACCOMPLISHMENT REPORT (Reference FSM 1800) Report No. FS-1800-AR	WASHINGTON OFFICE	Fiscal Year (All other) 1993	☐ *TAP ☒ YCC ☐ Job Corps (by Center) ☐ *SCSEP ☐ *Volunteers (Except TAP) ☐ *Hosted * Narrative Required for these programs: also see below

>> **A. WORK ACCOMPLISHMENTS - Complete for each Program** <<

Resource Category	MIH Codes (Ref.FSH 1309.11)	Appraised Value (Dollars)	Person Years SCSEP & Volunteers & TAP & Hosted
1. Recreation	All A	1,416,967	
2. Fish and Wildlife Management	All C	401,055	
3. Range Management	All D	170,983	
4. Timber Management	All E	361,909	
5. Water and Soil	All F and K	205,914	
6. Facilities Construction (Off-Center or Camp)	L 24	15,353	
7. Facilities Construction (On-Center or Camp)	None	102	
8. Other Facilities	All other L	189,319	
9. Protection	All P	76,388	
10. Research	//////////	28,235	
11. Administration (Defined below)	//////////	78,039	
12. All Other (Defined below)	//////////	63,874	
13. TOTAL ----->>>		3,008,138	

>> **B. AGE DATA** <<

a. SCSEP & VOLUNTEERS & HOSTED PROGRAMS ONLY					b. JOB CORPS ONLY				
//////////	Male	Female	Total	Percent	//////////	Male	Female	Total	Percent
1. Under 20					1. 16 - 18				
2. 20 - 54					2. 19 - 21				
3. 55 and above					3. Total Partic.				
4. Total Participants					//////////				

>> **C. RACIAL/ETHNIC DATA - All Programs** < > **D. OTHER DATA - Defined Below** <<

//////////	Male	Female	Total	Percent	JOB CORPS & SCSEP & HOSTED PROGRAMS ONLY	//////////
1. White (not Hispanic)	452	351	803	80	1. Economically Disadvantaged	//////////
2. Black (not Hispanic)	29	28	57	5	2. Handicapped	//////////
3. Hispanic	49	26	75	6	3. Placements	//////////
4. American Indian or Alaskan Native	26	20	46	4		
5. Asian or Pacific Islander	15	7	22	5		
6. Total Participants	571	432	1,003	100		

REMARKS

1. Minority participants-----22%
2. Women participants-----43%
3. Funds expended-----\$2.1M
4. Return on \$'s invested---\$1.43

YOUTH CONSERVATION CORPS

Congressional Intent:

1. Earmarks:

2. Reports:

3. Guidance:

- C The Youth Conservation Corps (YCC) program will meet the requirements of Public Law 93-408, the enabling legislation. Legislation requires that not less than \$1 million of all available Forest Service funds be used for a YCC program.

Chief's National Emphasis:

1. Accountable Direction:

The obligation of dollars is the most important target to ensure meeting the \$1 million minimum funding level. Following are the minimum levels assigned each Region to meet congressional mandate:

<u>Unit</u>	<u>Dollars</u>	<u>8 Week Slots</u>
R-1	\$ 70,000	37
R-2	80,000	42
R-3	80,000	42
R-4	120,000	63
R-5	150,000	79
R-6	170,000	89
R-8	150,000	79
R-9	150,000	79
R-10	<u>30,000</u>	<u>13</u>
TOTAL	\$1,000,000	523

Submit actual YCC planning funding levels by March 15 to HRP, Washington Office.

Enrollees will be paid through the National Finance Center at minimum wage rates for the Federal or State (whichever is higher) for 40 hours per week.

2. Guidance:

Each operating unit manager may recruit and select enrollees locally but enrollee recruitment will focus on areas of high unemployment. Minority enrollment should be representative of the recruiting area. The program must strive toward meeting 50 percent male/female participation.

Submit the Human Resource Programs Accomplishment Report, FS-1800-AR, (1800-16) to the Washington Office by October 15.

Projects proposed will meet requirements of high priority work, environmental awareness training, functional resource work variety, and will follow appropriate safety guides.

YCC resource work accomplishment reporting in the MAR system is credited against resource work targets. Enrollee weeks will be reported under MAR Item 41.0.

February 9, 1993

Summary of Forest Service's Youth Conservation Corps Programs

<u>Fiscal</u> <u>Year</u>	<u>Number</u> <u>of</u> <u>Part.</u>	<u>Appraised</u> <u>Value of</u> <u>Work Accom.</u>	<u>Approp.</u> <u>\$\$\$</u>	<u>Public Law</u>
		<u>(\$ Million)</u>	<u>(\$ Million)</u>	
1980	10,800	23.0	27.0 .8	PL 96-126 DATED 11/27/79 PL 96-304 DATED 7/8/80
1981	2,034	4.5	30.0	PL 96-514 DATED 12/12/80
1982	1,006	1.9	3.0	PL 97-100 DATED 12/23/81
1983	2,426	4.8	3.4	PL 97-394 DATED 12/30/82
1984	2,164	4.8	3.3	PL 98-146 DATED 11/4/83
1985	2,293	4.5	3.3	PL 98-473 DATED 10/12/84
1986	2,107	4.0	3.4	PL 99-190 DATED 12/19/85
1987	1,960	4.3	1.0	PL 99-500 DATED 10/18/86
1988	1,567	3.6	1.0	
1989	1,276	2.4	1.0	PL 100-446
1990	1,238	3.1	1.0	PL 101-121
1991	1,230	3.4	1.0	PL 101-512
1992	1,185	3.3	1.0	PL 102-154

[Source: Each year's Annual Report of the Forest Service].

February 9, 1993

Summary of Forest Service's Youth Conservation Corps Programs

<u>Fiscal Year</u>	<u>Number of Part.</u>	<u>Appraised Value of Work Accom.</u> (\$ Million)	<u>Approp. \$\$\$</u> (\$ Million)	<u>Funds Expended</u> (\$ Million)	<u>President's Recommended Budget</u> \$ Million)	<u>Return on \$'s Invested</u>
1980	10,800	23.0	27.0	20.0	0	1.18
1981	2,034	4.5	30.0	4.0	27.0	1.13
1982	1,006	1.9	3.0	1.6	30.0	1.18
1983	2,426	4.8	3.4	3.4	0	1.41
1984	2,164	4.8	3.3	3.5	0	1.37
1985	2,293	4.5	3.3	3.2	0	1.41
1986	2,107	4.0	3.4	3.5	0	1.14
1987	1,960	4.3	1.0*	3.6	0	1.19
1988	1,567	3.6	1.0	3.0	0	1.22
1989	1,276	2.4	1.0	2.2	0	1.09
1990	1,238	3.1	1.0	2.1	0	1.48
1991	1,230	3.4	1.0	1.8	0	1.88
1992	1,185	3.3	1.0	2.5	0	1.32

*Congressional earmark of not less than \$1 million to be expended from benefiting program funds in National Forest System to carry out the Youth Conservation Corps Program.

[Source: Each year's Annual Report of the Forest Service].

Summary of Forest Service's Youth Conservation Corps Programs

<u>Fiscal Year</u>	<u>Number of Part.</u>	<u>Appraised Value of Work Accom.</u> (\$ Million)	<u>Approp. \$\$\$</u> (\$ Million)	<u>Funds Expended</u> (\$ Million)	<u>President's Recommended Budget</u> \$ Million)	<u>Return on \$'s Invested</u>
1992	1,185	3.3	1.0	2.5	0	1.32
1991	1,230	3.4	1.0	1.8	0	1.88
1990	1,238	3.1	1.0	2.1	0	1.48
1989	1,276	2.4	1.0	2.2	0	1.09
1988	1,567	3.6	1.0	3.0	0	1.22
1987	1,960	4.3	1.0*	3.6	0	1.19
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1983	2,426	4.8	3.4	3.4	0	1.41
1982	1,006	1.9	3.0	1.6	30.0	1.18
1981	2,034	4.5	30.0	4.0	27.0	1.13
1980	10,800	23.0	27.0	20.0	0	1.18
1979	12,377	23.9	21.0	21.9	60.0	1.09
1978	14,191	18.6	21.0	22.8	30.4	.83
1977	11,973	13.4	21.0	17.9	0	.75
1976	6,888	7.0	11.2	9.9	10.4	.71
1975	3,827	3.1	4.6	4.5	10.2	.69
1974	3,155	2.1	3.5	3.7	10.2	.57
1973	1,874	1.5	1.8	1.8	3.5	.83
1972	1,857	1.1	1.8	1.7	0	.65
1971	1,384	.9	1.3	1.2	0	.75

YCC

OFFICE OF YOUTH ACTIVITIES
NATIONAL PARK SERVICE
YOUTH CONSERVATION CORPS

WASHINGTON OFFICE
YOUTH PROGRAM OFFICER

GROVER M. BARHAM
NATIONAL PARK SERVICE
DEPARTMENT OF THE INTERIOR
SUITE 570
800 N. CAPITOL ST. NW
POST OFFICE BOX 37127
WASHINGTON, D.C. 20013-7127
FTS 9-1-202-343-8309
COMM. 9-1-202-343-5514
FAX 9-1-202-343-5056

WASHINGTON OFFICE
BRANCH CHIEF, YCC

FRANCIS E. GIPSON
NATIONAL PARK SERVICE
DEPT. OF THE INTERIOR
SUITE 570
POST OFFICE BOX 37127
800 N. CAPITOL ST. NW
WASH., D.C. 20013-7127
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COMM. 9-1-202-343-5514
FAX 9-1-202-343-5056

ALASKA REGION

HEIDI KUNKEL
ALASKA REGIONAL OFFICE
NATIONAL PARK SERVICE
2525 GAMBELL STREET, ROOM 107
ANCHORAGE, AK 99503
FTS 9-1-907-257-2698
COMM. 9-1-907-257-2698
FAX 9-1-907-257-2533

YCC COORDINATORS FOR

ALASKA

MID-ATLANTIC REGION

MAGGIE DONATO
MID-ATLANTIC REGIONAL OFFICE
NATIONAL PARK SERVICE
143 SO. THIRD STREET
PHILADELPHIA, PA 19106
FTS 9-1-215-597-7038
COMM. 9-1-215-597-7038
FAX 9-1-215-597-0351

DELAWARE
MARYLAND
PENNSYLVANIA
VIRGINIA
WEST VIRGINIA

MIDWEST REGION

NORA LEHMER
MIDWEST REGIONAL OFFICE
NATIONAL PARK SERVICE
1709 JACKSON STREET
OMAHA, NE 68102
FTS 9-1-402-221-3995
COMM. 9-1-402-221-3995
FAX 9-1-402-221-3461

ILLINOIS MISSOURI
INDIANA NEBRASKA
IOWA OHIO
KANSAS WISCONSIN
MICHIGAN
MINNESOTA

- g. Consolidate the procurement of materials such as patches, decals and forms allowing for greater efficiency. This will permit one agency or bureau to establish, by agreement, an interdepartmental procurement system and allow other agencies or bureaus to obtain supplies either directly or indirectly from the same vendor.

ENROLLEE PAY, SELECTION AND ASSIGNMENT

It is agreed that for each agency:

- a. Enrollees age 16 and over may work up to 50 hours per week and up to 10 hours per day. Base rate pay will be applied to all hours worked.
- b. Enrollees pay rate will be the same as the established Federal minimum wage. Enrollees in Alaska and Hawaii will be paid at a different rate than the Federal minimum wage rate.
- c. Youth leaders will be paid at an hourly rate of 50 cents above the enrollee wage rates (60 cents in Alaska).
- d. Any agency under this agreement may independently take exception to the above and on a state-by-state basis, elect to pay enrollees and youth leaders an hourly rate based upon an established State minimum wage if it is higher.
- e. Camps and projects may operate for a maximum of 90 working days which may be computed as 720 hours.
- f. Enrollees will be paid for Federal holidays.
- g. Recruitment of enrollees will be conducted by local school systems, Employment Security Offices, and/or hosting agencies. The enrollee recruiting period will remain open at least until April 15.
- h. There will be random selections from all social, economic, ethnic, and racial classifications; the program will consist of 50 percent males and 50 percent females. The selection process will be conducted in a public forum. Final selection of enrollees will be made by the program manager of the hosting agency.
- i. Enrollees will be selected without regard to civil service or classification laws, rules or regulations. They will not be considered government employees other than for the purposes of Chapter 171 of Title 28, United States Code, and Chapter 81 of Title 5, United States Code.

- j. In situations where two or more of the agencies will share a common recruitment area, the local program managers of each agency are directed to mutually combine their recruitment efforts and jointly participate in the enrollee selection. This coordination should prevent the selection of an enrollee by two or more of the agencies.
- k. Where summer youth programs are being operated by individual states under their own authorities and appropriations, the agencies mentioned in this letter are directed to coordinate with State Program Managers to conduct a recruitment program in harmony with one another and minimize direct competition for enrollees.

PUBLIC INFORMATION AND COMMUNITY RELATIONS

The overall responsibility for public information and community relations policies concerning the Youth Conservation Corps program is vested in the bureau or agency heads.

COORDINATION COMMITTEE

For the purpose of implementing this Letter of Cooperation, an Interior-Agriculture coordination committee shall be established consisting of representatives from each Department who will serve as members of this committee in addition to their other official duties.

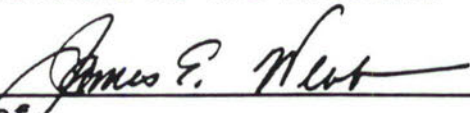
The co-chairpersons of this committee will be the Bureau Youth Programs Officer, National Park Service; Bureau Youth Programs Officer, Fish and Wildlife Service; and Director, Office of Human Resource Programs, Forest Service. Other members may be appointed to the committee for such purposes as deemed necessary and advisable by the co-chairpersons.

Deputy  MAR 14 1989

Director
Fish and Wildlife Service
Department of the Interior

 3/15/89

Director
National Park Service
Department of the Interior

 3/27/89

Chief
United States Forest Service
Department of Agriculture

FOIA

NATIONAL CAPITAL REGION

VERONICA DOLSEY
 NATIONAL CAPITAL REGIONAL OFFICE
 NATIONAL PARK SERVICE
 1100 OHIO DRIVE, S.W.
 WASHINGTON, DC 20242
 FTS 9-1-202-619-7055
 COMM. 9-1-202-619-7055
 FAX 9-1-202-619-7199

WASHINGTON, D.C.
 MARYLAND
 VIRGINIA

NORTH ATLANTIC REGION

DAVID R. DAY
 NORTH ATLANTIC REGIONAL OFFICE
 NATIONAL PARK SERVICE
 15 STATE STREET
 BOSTON, MA 02109
 FTS 9-1-617-223-5073
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 FAX 9-1-617-223-5022

MAINE
 MASSACHUSETTS
 NEW HAMPSHIRE
 NEW JERSEY
 NEW YORK
 RHODE ISLAND
 VERMONT
 CONNECTICUT

PACIFIC NORTHWEST REGION

SONYA CAPEK
 PACIFIC NORTHWEST REGIONAL OFFICE
 NATIONAL PARK SERVICE
 83 SOUTH KING STREET, SUITE 212
 SEATTLE, WA 98104
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 COMM. 9-1-206-553-1006
 FAX 9-1-206-553-4896
 9-1-206-553-0678

IDAHO
 OREGON
 WASHINGTON

ROCKY MOUNTAIN REGION

ANNA BOOTHE
 ROCKY MOUNTAIN REGIONAL OFFICE
 NATIONAL PARK SERVICE
 12795 WEST ALAMEDA PARKWAY
 POST OFFICE BOX 25287
 LAKEWOOD, CO 80225
 FTS 9-1-303-969-2620
 COMM. 9-1-303-969-2620
 FAX 9-1-303-969-2063

COLORADO
 MONTANA
 NORTH DAKOTA
 SOUTH DAKOTA
 UTAH
 WYOMING

SOUTHEAST REGION

ROBERT GREER
SOUTHEAST REGIONAL OFFICE
NATIONAL PARK SERVICE
75 SPRING STREET, S.W.
ATLANTA, GA 30303
FTS 9-1-404-331-4290
COMM. 9-1-404-331-4290
FAX 9-1-404-331-4360

ALABAMA TENNESSEE
FLORIDA MISSISSIPPI
GEORGIA KENTUCKY
VIRGIN ISLANDS
PUERTO RICO
NORTH CAROLINA
SOUTH CAROLINA

SOUTHWEST REGION

ADA VIGIL
SOUTHWEST REGIONAL OFFICE
NATIONAL PARK SERVICE
P.O. BOX 728
SANTA FE, NEW MEXICO 87504
FTS 9-1-505-988-6085
COMM. 9-1-505-988-6085
FAX 9-1-505-988-6091

ARKANSAS
LOUISIANA
NEW MEXICO
OKLAHOMA
TEXAS

WESTERN REGION

HERB GERCKE
WESTERN REGIONAL OFFICE
NATIONAL PARK SERVICE
600 HARRISON STREET, SUITE 600
SAN FRANCISCO, CA 94107-1372
FTS 9-1-415-744-3921
COMM. 9-1-415-744-3921
FAX 9-1-415-744-4045

ARIZONA
CALIFORNIA
HAWAII
NEVADA
GUAM

PAYROLL OPERATIONS

MARY THOMPSON
BUREAU OF RECLAMATION
DIVISION OF PAYROLL OPERATIONS
P.O. BOX 272030
MAIL STOP D 2648
DENVER, CO 80227
FTS 9-1-303-969-7485
COMM. 9-1-303-969-7485
FAX 9-1-303-969-7781

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Introduction

The Youth Conservation Corps (YCC) is a summer employment program for young men and women (age 15 through 18) from all segments of society, who work, learn, and earn together by doing projects on public land. For 22 summers the YCC has operated as a work-earn-learn program for youth.

In fiscal year 1992, the Forest Service of the Department of Agriculture, the Fish and Wildlife Service and the National Park Service of the Department of the Interior were authorized to operate the YCC program under the provisions of Public Law 93-408, the YCC Act, and the Interior and Related Agencies Appropriations Act. The 1992 appropriations Act earmarked ". . . not less than \$1,000,000 for high priority projects within the scope of the approved budget which shall be carried out by the Youth Conservation Corps as authorized by the Act of August 13, 1970, as amended by Public Law 93-408."

YCC Objectives

The stated purpose of the YCC is to further the development and maintenance of the natural resources of the United States by American's youth, and, in so doing, to prepare them for the ultimate responsibility of maintaining and managing these resources for the American people. Stressed are three equally important objectives as reflected in the law:

1. Accomplish needed conservation work on public lands.
2. Provide gainful employment for 15- through 18-year old males and females from all social, economic, ethnic, and racial classifications.
3. Develop an understanding and appreciation in participating youth of the Nation's natural environment and heritage.

These objectives are accomplished in a manner that provides the youth with an opportunity to acquire increased self-dignity and self-discipline. They learn work ethics, how to relate to peers and supervisors, and how to build lasting cultural bridges with other youths from various social, economic, ethnic, and racial backgrounds.

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5) Hire ~~an~~ one

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Schedule C

SPECIAL OR CONF. ASSIST

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~~FOR~~

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RESUMES,

but EXPERTS



IN REPLY REFER TO:

United States Department of the Interior

NATIONAL PARK SERVICE
P.O. Box 37127
Washington, D.C. 20013-7127



October 26, 1993

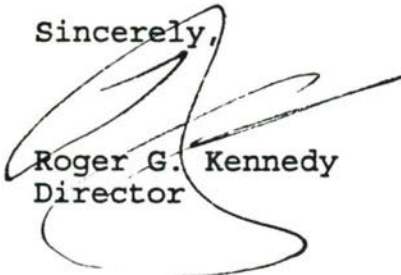
Youth Conservation Corps
Regional Coordinators
Hotel Park Tucson
5151 East Grant Road
Tucson, Arizona 85712

Greetings:

As Director of the National Park Service, I welcome the opportunity to acknowledge the outstanding work and accomplishments of the Youth Conservation Corps (YCC). The dedication and service of the Corps and the YCC Coordinators are important components of the success of this program in our national parks.

On the occasion of the Joint YCC Program Review/Planning Workshop, I congratulate you and your staff on a successful summer of program activities and wish you well in your planning for the year ahead.

Sincerely,



Roger G. Kennedy
Director

**NATIONAL PARK SERVICE
YOUTH CONSERVATION CORPS
1993
SUMMARY**

Cost for Camp Operations	\$1,419,038
Program Direction Costs	\$243,624
Appraised Value of Work Projects	\$2,846,528
Cost Benefit Ratio	\$1.71
Youth Conservation Corps Sites	105
Total Youth Served	680

10/26/93

DEPARTMENT OF THE INTERIOR
YOUTH CONSERVATION CORPS
FY 1993 PROGRAM
ENROLLEES CHARACTERISTICS

Total Number Served:

<u>Sex</u>	<u>FNP</u>	<u>FWS</u>	<u>Total NUMBER</u>	<u>FNP/FWS PERCENT</u>
Male	404			
Female	<u>276</u>			
Total	680			

Ethnic Background

American Indian	23
Asian/Pacific	2
Black	91
Hispanic	49
White	486
Other	6
Not Reported	<u>23</u>
Total	680

Population of Home Community

Up to 10,000	386
10,001 to 50,000	142
50,001 and up	87
Not Reported	<u>65</u>
Total	680

Education

8th grade and below	17
9th grade	149
10th grade	250
11th grade	167
12th grade	85
Above 12th grade	<u>12</u>
Total	680

LETTER OF COOPERATION

This document amplifies the Memorandum of Understanding of October 9, 1979, between the Department of the Interior and the Department of Agriculture for implementing Public Law 93-408 of September 3, 1974; and is in agreement with the delegation of authority which assigns responsibility for the operation of the Youth Conservation Corps of the Department of the Interior to the Assistant Secretary for Fish and Wildlife and Parks.

AUTHORITY AND PURPOSE

This supercedes the December 1985 Letter of Cooperation, between the Fish and Wildlife Service and National Park Service of the Department of the Interior and the Department of Agriculture, United States Forest Service, for the purpose of carrying out the provision of Public Law 93-408, the Youth Conservation Corps Act, and the Interior and Related Agencies Appropriation Act.

The purpose of the Youth Conservation Corps is to accomplish needed conservation work on public lands; provide gainful employment for 15 through 18-year-old males and females from all social, economic, ethnic, and racial classifications; and, instill within the participating youth an environmental understanding and appreciation of the Nation's natural, historical, and cultural heritage.

RESPONSIBILITIES OF THE AGENCIES

Under the provisions of the above authorities, the Forest Service, Fish and Wildlife Service and the National Park Service will:

- a. Determine the areas under their administrative jurisdictions which are appropriate for carrying out the program, and select appropriate work and environmental awareness projects for participation by corpsmembers.
- b. Determine the amount of resources which will be allocated by their respective agencies from other agency appropriations.
- c. Provide necessary personnel, vehicles, work supplies and other items for implementation of the program.
- d. Provide administrative expense funds. Where economically viable, mutually benefitting administrative activities, such as payrollling enrollees, reports, and supplies, may be financed jointly.
- e. Prepare an annual report detailing the activities carried out under these authorities.
- f. Utilize their regulations to ensure the safety, health, and welfare of corpsmembers.

Hansen

COPY

7/24/92

Conservation Youth Camps Partnership Initiative ^{to} whitehouse

- I. The Concept
- II. Authorities
- III. Types of Camps
- IV. Youth Eligibility
- V. Size, Locations and Timelines for Camp Start-ups
- VI. Partnerships and Costs
- VII. Examples of Prototypes

Not all camps will be the same. This is not a "cookie cutter" project. Each camp will be designed to address the communities' needs with a flexible approach. The emphasis of the program is to provide an opportunity for youth to work in a new environment. Criteria for screening, ages of youth, locations of camps, transportation and other details will vary between forests and communities.

The Forest Service has a long history of managing conservation work programs. The Forest Service was a leading agency in the Civilian Conservation Corps that employed thousands of workers in important conservation work during the 30's. The Forest Service has 28 years of experience in running Job Corps Conservation Centers and 22 years of experience in running Youth Conservation Corps Camps. In 1991, the Forest Service operated 18 Job Corps Conservation Centers with 9,139 enrollees and 220 Youth Conservation Corps sites with 1,230 enrollees.

Some advantages of the camps will be:

- 1. Provide work for young people.**
- 2. Teach skills.**
- 3. Provide discipline, confidence and good work habits.**
- 4. Complete much needed conservation work on National Forests.**
- 5. Teach youth to value the outdoors.**

All camps will use existing facilities with a minimum of cost to start them up and keep them running.

Why start the camps now? The recent Los Angeles riots reminded the Nation of the lack of opportunity for meaningful work for many youth. The Forest Service has thousands of outdoor projects with little money and few people to do them. The private sector wants skilled young people ready to work, preferably with some previous experience, and they are willing to channel funds into youth training programs.

The President has said repeatedly that the government alone can't solve our Nation's problems. But the American people can help by joining the government in partnerships. The Conservation Youth Camps are a true American partnership that can only benefit everyone. . .and most especially our youth who are America's future.

President Bush visits the Pyles Boys Camp on the Sequoia National Forest in July, 1992.

Education and Motivation of Youth

At all camps, the highest priority will be put on teaching social skills and family values, developing self-confidence and discipline, and providing an outdoors experience to learn about the natural environment.

Where possible, the conservation youth camps located on military bases and operated under a partnership arrangement between the military and Forest Service would primarily focus on vocational skills taught by military personnel supplemented by an outdoors experience on a National Forest.

At other conservation youth camps, the primary focus will be teaching discipline, good work habits and basic skills as an integral part of doing conservation work and being in the outdoors environment.

Conservation Work to Improve the Environment

The youth would do high priority conservation work on the public lands: National Forests, National Parks, National Wildlife Refuges, and Bureau of Land Management lands and on projects sponsored by the Soil Conservation Service (e.g. wetland restoration work). Also, part of the work program at each camp could include conservation projects in local cities and communities such as tree planting, hiking or bicycle trails, park developments, and other projects which would generate community pride.

Examples of conservation work are: tree planting, wetland restoration, erosion control, hiking trails, recreation facilities, fishing, wildlife habitat improvement projects, watershed improvement projects, fighting forest fires, and forest, park, and range improvement projects.

All of these work projects would be an investment in the growth of the country; would improve the quality of the environment; and, most importantly, would provide a brighter future for the youth of this Nation.

II. Authorities

A. Existing Authorities for Conservation Youth Camps

- **The American Conservation and Youth Service Corps Act of 1990 (ACYSC)** (42 U.S.C. 12401-12456), Title II of the National Community Services Act of 1990 (P.L. 101-610), establishes conservation and human services corps to pay youth to do conservation and community service work. The Commission on National and Community Service may make grants to the Secretary of Agriculture and heads of other federal agencies, "...for the creation or expansion of full-time or summer youth corps programs..." The ACYSC Act authorizes the Commission to make arrangements with the Secretary of Defense to provide logistical support, including temporary tent centers and other supplies and equipment. The ACYSC Act also authorizes the development of joint programs with the Commission in cooperation with other Federal agencies for programs under the direction of other Federal agencies.

As authorized in ACYSC Act, the corps work on conservation projects on public lands or in community human services jobs. They may work full-time or in summer youth projects of shorter duration. Ages of youth are prescribed as 15-21 for summer programs and 16-26 for full-time programs. The ACYSC Act applies to all segments of society but must assure that socially and economically disadvantaged youth; youth with disabilities; and youth with limited English are included. ACYSC Act wages vary by program, but the Act offers post education and training benefits of small amounts, offers living allowance and health benefits, in some cases, and requires that each program assess need for and offer educational training to participants.

- **The Youth Conservation Corps Act of 1970** (P.L. 91-378; 84 Stat. 794) as amended in 1972 (P.L. 92-597) and in 1974 (P.L. 93-408) authorizes a program in the Departments of the Interior and Agriculture to employ young men and women ages 15 through 18 from all segments of society for 8-week periods during the summer to accomplish conservation work on public lands. In 1991 the Forest Service operated 220 YCC sites with 1,230 enrollees for a cost of \$1.8 million.
- **Volunteers in the National Forest Act of 1972** (P.L. 92-300; 86 Stat. 147) authorizes the Secretary to recruit, train, and accept without regard to civil service rules individuals without compensation as volunteers for interpretive functions, visitor services, conservation measures and development, or other activities in and related to areas administered through the Forest Service.
- **Job Training Partnership Act of 1982** (P.L. 97-30) amended by sixteen subsequent acts authorizes a wide range of programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment. It authorizes the Job Corps program, other job training programs, employment assistance programs, and summer youth programs for economically disadvantaged youth ages 14 and 15 through the Department of Labor.

B. Existing Authorities to Form Partnerships to Operate Conservation Youth Camps

- **Cooperative Funds and Deposits Act of 1975** (P.L.94-148, 89 Stat. 804) authorizes the Secretary to negotiate and enter into cooperative agreements with public or private agencies, organizations, institutions, or persons to, among other things, engage in cooperative manpower and job training and development programs.
- **Federal Grants and Cooperative Agreements Act of 1977** (31 U.S.C. 6301-6308) authorizes using procurement contracts, grant agreements, and cooperative agreements to acquire property or services for the direct benefit or use of the government and to transfer "things of value" to another entity to carry out a public purpose.
- **The Economy Act of June 30, 1932** (31 U.S.C. 1535) authorizes agency heads or major organizational units with an agency to place an order or enter into an authorized contract with a major organization unit within the same agency or another agency and to transfer dollars to other agencies in return for goods and/or services in the public's interest.
- **Challenge Cost-Share** Language in Administrative Provisions, Forest Service section of the Department of the Interior and Related Agencies Appropriations Act, 1992, (P.L. 102-154) authorizes the Forest Service to negotiate and enter into cooperative arrangements with public and private agencies, organizations, institutions, and individuals to construct, rehabilitate, and improve wildlife and fish habitats, recreation facilities, trails, and roads and promote research projects.

III. Types of Camps

A. Military bases that are being closed within commuting distance of National Forests can combine a high level of vocational skill training, provided by the military, with outdoor work experience, provided by the Forest Service.

Some of the military bases being closed are Technical Training Centers with civilian instructors. A cooperating high school or junior college could also help with courses in math and language skills.

At these facilities, as many as 200 different courses are taught, such as: Auto and truck maintenance and repair, telecommunications maintenance and repair, jet engine maintenance, air frame maintenance, fire fighting, computer Operations, weather observation and reporting, heavy equipment operation and maintenance, welding, sheet metal working, hydraulics, basic electronics, and laboratory analysis.

The bases have dorms, dining halls, and recreation facilities.

Youth could do maintenance on the facilities while learning. Some could even learn to cook, which is a good paying job in most areas. Part of their time could be spent on a National Forest doing needed conservation work and fighting forest fires.

B. Non-residential camps around cities within commuting distances of National Forests and military bases would provide basic skills combined with outdoor work experience. "Opportunity L.A." is a program developed this summer by the Forest Service to put 560 people to work for 90 days in the four Southern California Forests and serves as a good example of an operational non-residential camp. (See Section VII for more information.)

C. Residential camps:

1. Work camps on National Forests with existing facilities could be used with minimum up-front investment. These camps would combine work skills training with outdoor work experience.
2. Outdoor discovery camps on National Forests with existing facilities would have 2-week sessions teaching conservation ethics and provide an outdoor experience.

IV. Youth Eligibility

Ages 12-14 -- a two-week outdoor experience.

Ages 15-21 -- a one month to six months combination of skills training and work experience in the outdoors.

V. Size, Location, Timelines for Camp Start-ups

The range in the size of the residential camps would be 50-100 young men and women, with an average of 75 per camp. Camps at military bases and non-residential camps could handle many more youth.

After the camps are authorized and matching funds have been found, the Forest Service could have 6 camps up and running within 60 days near Atlanta, Georgia; Houston, Texas; Portland, Oregon; Washington D.C.; Southern California; and Central California.

Six more camps could be up and running within 120 days.

The Forest Service has the long-term potential for starting up 100 camps over the next two years.

VI. Partnership/Costs

Conservation Youth Camps will operate on a partnership basis with Forest Service, other Federal agencies, State and local governments, private sector and the American People. An important partnership will be forged with existing Job Corps Centers so that youth can continue to gain additional vocational skills and education. The success rate of Forest Service Job Corps is 86 percent in placing graduates into college, jobs, or the military.

The American people will be given an opportunity to sponsor youth through individual contributions. Companion organizations, and individuals would be encouraged to establish a continuing relationship with the youths that they sponsored until they are successful adults.

Partners could contribute: staffing, materials, supplies, equipment, facilities, finances for the staff, youth salaries, scholarships, room and board, tuition, transportation, educational support, community coordination, school credit, counseling, medical and other services.

The average length of stay for 12-14 year-olds would be 2-weeks for a total cost of ~~\$570~~ per youth.

→ 1,727. (Revised 7/26)

The average length of stay for 15-21 year-olds would be 3 months for a total cost of \$5,820 for residential and \$4,380 for non-residential.

The average cost of running a 75-person camp for 3 months would be \$436,000.

These costs would be shared among partners. At a minimum, a 50-50 matching fund from partners would be required before a camp would be established.

Federal Funding - Although the authority exists to initiate the Conservation Youth Camps and the opportunities are readily available on the National Forests, funding would have to be identified to finance the Federal share of the partnership.

AMERICORPS/USDA

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DRAFT ACTION PLAN, FEBRUARY 1994

National service is a civic compact in which any citizen can be tied to the nation by the simple virtue of making a difference in the lives of others...President Clinton has made it absolutely clear to his cabinet members that he wants every one of us to make national service a top priority.

- Secretary of Agriculture Mike Espy

I. PURPOSE OF ACTION PLAN

President Clinton's national service initiative --- now known as AmeriCorps -- will fund programs around the country in which Americans will perform at least a year of full-time community service in exchange for significant educational benefits.

The focus of this action plan is on the three AmeriCorps programs that USDA itself will run through a provision of the National Service Trust Act that dedicates over \$18 million for federal agencies to manage Americorps programs of their own. Secretary Espy has directed us to prepare three different Americorps team proposals as grant applications for submission to the Corporation for National Service:

Empowerment and Anti-Hunger Team

Public Lands and Environment Team

Rural Development Team

Participants will earn small living stipends while performing work that addresses unmet human, environmental, educational, and public safety needs. For each year of service successfully performed, participants will also earn an educational voucher of \$4,725, which they may use to pay for college, vocational school, job training, or graduate school.

The purpose of this plan is to outline how we will turn our generalized plans for Americorps/USDA into concrete, specific, realistic, and comprehensive grant proposals to be submitted to the new Corporation for National Service.

Most of the funds provided by the National Service Trust Act will be distributed through state commissions to programs managed by existing youth corps, non-profit organizations, and state and local governments. Consequently, USDA will provide significant information and technical assistance to the wide range of our constituency groups --- including environmental, consumer, farming, higher education, minority, rural development, agribusiness, and nutrition groups --- to help them apply for such funds or otherwise become involved in Americorps.

USDA will also develop curricula in key areas --- such as nutrition, sustainable agriculture, the environment, and rural development- -- for external groups that are planning to run Americorps programs related to these areas. Still, the focus of this plan is on three teams we will run ourselves.

The Rural Development Team will be a professional corps of mostly college and professional school graduates in which the participants will perform the majority of their work individually and at separate locations. The Empowerment and Anti-Hunger Team and the Public Lands and Environment Team, more similar to traditional youth corps, will allow participants to join the programs before, during, or after post-secondary education or job training; most of the participants in these two programs will perform their work together at project sites in crews of ten.

II. TWENTY ESSENTIAL PRINCIPLES FOR ALL AMERICORPS/USDA PROGRAMS

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

- * Reunite the interests of the middle class and the poor by allowing young people from all types of families to earn their way through post-secondary education.
- * Recruit groups of participants in each pilot project that are socio-economically diverse.
- * Ensure that citizens of every race, class, gender, age, and region work side-by-side.
- * Give the participants at least a minimum-wage living expense, as well as adequate supervision, training, and education.
- * Allow young people to perform service either before, during, **or** after attending post-secondary education.
- * Provide valuable service to the community by systematically filling unmet social needs.

- * Ensure that none of the work performed duplicates existing programs.
- * Limit the work performed to tasks that fulfill significant missions of USDA and are generally acceptable to our main farming, consumer, environmental, and rural development interest groups.
- * Base participant and site selection on quality, not patronage.
- * Reinvent government by promoting opportunity, responsibility, and community.
- * Provide models for how the federal government can manage national service programs.
- * Ensure that projects are based on local community's needs -- rather than fulfill mandates of Washington-based bureaucrats. Projects will be expected to build effective partnerships between community, state, and local groups and the federal government.
- * Build a distinct identity for the President's AmeriCorps program that is explicitly different from either targeted jobs programs or diffuse "Points of Light" volunteerism efforts.
- * Expand dramatically in the next few years as a full-scale national program is phased-in.
- * Forge links to other key Administration initiatives such as empowerment zones, youth apprenticeship, welfare reform, microenterprise, and health care reform.
- * Act as a multiplier of other national service programs throughout the country.
- * Forge a new form of entrepreneurial and non-bureaucratic government.
- * Obtain funding from a combination of sources, including the Corporation for National and Community Service, USDA program monies, non-profit organizations, charitable foundations, corporations, contributions from USDA employees, and state and local governments.
- * Build a management team from existing USDA personnel.
- * Be managed across traditional USDA agency lines.

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

III. RURAL DEVELOPMENT TEAM

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

The need to develop new leadership in rural America was a continuing theme of Secretary Espy's recent Rural Development Forum. Americorps/USDA Rural Development Team can help redress that need by playing a major role in developing that leadership.

We will make a concerted effort to recruit participants who want to return to areas similar to those in which they were raised. Thus, this program can help begin reversing the "brain drain" from rural America.

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

This group of individuals would be able to assist communities in planning and prioritizing efforts. The corps would then assist the community in locating financial resources, preparing proposals, designing educational programs, and implementing strategies necessary for revitalization. The focus would be on the community generating its own vision for the future and the USDA corps assisting them in creating and attaining that vision.

Our eventual goal is for as many Rural Development Team graduates as possible to be permanently hired by host communities.

a. Social problems to be solved

Some of the worst pockets of poverty and highest rates of unemployment exist in rural America. While President Clinton's overall economic program should help significantly, special efforts are needed to boost rural America.

A recent study by USDA indicates that physical infrastructure is rarely sufficient by itself to promote rural economic development; in order to significantly boost economic growth, it is necessary to develop the human infrastructure.

b. Meeting the rural development goals of USDA

This team will meet many of the top rural development goals of President Clinton, Secretary Espy, and Undersecretary of Small Community and Rural Development Bob Nash, by empowering communities to develop local leadership to help themselves. The team could accomplish much needed community planning activities necessary to assure the economic vitality and productivity of our rural and mid-sized communities; teach specific skills in community building, coalition building, and strategic planning; and develop improved federal ties with units of local government which people encounter in their everyday living.

The team could also focus on meeting Secretary Espy's personal goal of bringing running water to every rural home in America.

One issue that must be addressed is to define measurable goals in terms of meeting human needs.

c. Working with existing programs

How will this Americorps Team build upon existing programs, including federal programs?

Most states have local Planning and Development Districts which provide for the overall strategic and project planning efforts for a multi-jurisdictional area. Some of these cover several counties, and some cover multiple communities within a county or township. They are staffed by local citizens and all have one thing in common: they are understaffed.

We could also work with: RDA Coordinators, Soil Conservation Service RC&D program, the Extension Service, community-based organizations, and independent agencies such as the Appalachian Regional Commission or the Tennessee Valley Authority.

To support these team members, there already exists an information data base at the National Agriculture Library called the Rural Information Center. This information center maintains a data base of organizations which provide financial support to communities on a national, regional, and local basis. This data base should be made available to all team members for assisting the community in developing its own action plan and applying for funding. Participants should be able to easily add to the database and find information about the activities of their peers. Access to this information could be through the Rural Information Center's Bulletin Board System.

We must still answer how this program will specifically interact with the districts, with existing government programs, with 4-H programs, with existing non-profit and volunteer organizations, with VISTA, and with the ambitious new rural development initiatives being planned by the Administration.

d. Specific types of service to be performed

Some possible job descriptions:

1) Assistant State Rural Development Coordinator - Assists USDA State Rural Development Coordinators in helping boost Empowerment Zones and Enterprise Communities. Collects data, provides outreach, coordinates community resources, helps develop strategic plans, helps implement the program, analyzes local data for agencies and organizations so that the needs of the under-served are considered.

2) Small Business Plan Developer and Information Broker - Assists in the assessment and development of markets for unique local products.

3) Regional Circuit Rider - Works part time in a number of towns in a region. Provides technical assistance to communities throughout a region in brokering, strategic planning, and community assessment.

4) Sustainable Agriculture Advisor - Works with farmers in the region to develop model sustainable agriculture farms. Directs volunteers to perform some of the labor intensive work, such as fence-building, needed for successful sustainable farming.

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

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

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

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

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

10) Forest Service and SCS Volunteer Coordinators - The team member would recruit and supervise adult and youth volunteers from local communities to work on Forest Service and Soil Conservation Service projects.

11) Forest Service Resource Assistants - This position is outlined in the Public Lands Corps section of the National and Community Service Trust Act of 1993. In this position, Rural Development team participants could work with District Rangers to identify and manage service projects in the forest for Public Lands and Environment Team members.

e. Recruiting and selecting applicants

What percentage of participants will be recruited from a national pool of applicants to USDA or the Corporation?

Participants will be paid \$15,000 per year. In addition, they will receive an educational voucher worth \$4,725 at the end of a year of service. Participants may be of any age, but, because of the special educational requirements of the Rural Development Team, it is unlikely that any participants will be younger than 21.

Recruitment and selection will be ultimately be accomplished at a centralized, national level, but applications from pilot locations will be given priority.

We need a comprehensive recruitment strategy. Some ideas: Information and applications should be sent to post-secondary institutions in or near the pilot project areas. Packets should be sent to financial aid counselors, placement officers, deans, and student organizations. We should also target news stories and public service announcements at the student media. We should also attempt to hold recruitment seminars on key campuses. We should work closely with the Peace Corps and VISTA to recruit former volunteers in those programs.

f. Matching participants with host communities

Communities should apply for team members through an informal competitive process. Target communities should be asked what kind of resources would be offered

enrollees- -such as office space, computer equipment, social support, travel, office support -- in exchange for their services. Extra credit should be given to communities that apply jointly for the services of a team member or members. Our program should strongly encourage partnerships and teamwork arrangements between and among adjacent jurisdictions, multi-county consortiums, and/or regional entities.

We will develop a needs profile for each applicant community and a skills bank and inventory for the enrollees. The communities and the enrollees would then be matched up by computer.

All assignments for participants should be mutually agreed upon by USDA and by any community, county, or organization with whom that participant would closely work. Local labor unions should also agree to any position in which the participant would perform work even somewhat similar to work performed by local unionized workers.

g. Creating and maintaining program diversity

How do we ensure that this program is managed by a diverse team and includes a diverse set of participants each and every year?

Diversity must be a key consideration during recruitment, curriculum design, project development, and training. The first year's program must meet all our diversity requirements since original problems are nearly impossible to fix.

How will we balance the need to recruit participants from their own communities, some of which are not very diverse, with the need to have an overall program that is very diverse?

A concentrated recruitment effort must be made at 1890s schools and at all Historically Black Colleges and Universities. We must also target HACU schools, as well as the many junior and community colleges throughout the Southwest with substantial American Indian populations.

Special plans should be developed to recruit and place Americans with disabilities

h. Training the team members

Curriculums for teaching leadership, volunteer development, program management, basic life skills, and understanding of basic business principles would be necessary. Participants of this program would hold either Bachelor's degrees or graduate degrees. Participants could also be trained in Rural Sociology, Adult and Extension Education, Agricultural Communications, Marketing, Organizational Development, Applied Social Research, Urban and Regional Planning, Applied Anthropology, Architecture, Economics, Business, Geography, Environmental Science, and Computer Science, Public Administration, Civil Engineering, or Agricultural Science.

What other degrees would be useful for participants to have?

The participants would also need to spend a period of training before being assigned to the local districts. This training should be planned and held nationally. Who will conduct the training? How much of the training should be identical for all participants and how much should be unique to the specific jobs that each participant will be performing?

What type of training will participants receive after they have started the program? They should receive regional training between 2-4 times a year. This could happen in a one-week seminar format that included elements of direct education, experience-sharing, and a critical debriefing session where members input lessons learned, problems overcome, and significant relationships created into the program's ongoing monitoring and evaluation process.

Will there be a pre-professional training program element of the rural development corps? Can universities train people for these skills?

i. Supervising the team members

Who will supervise the team members? There will be a need to judge performance, initiate additional training when needed, and to terminate or initiate re-assignment when necessary. What role can State Rural Development Administration Rural Development Coordinators have in supervision?

How will the Team involve participants in leadership positions in implementing and evaluating the programs?

How much self-government will team members have? How will team members be able to participate in designing their own programs, mandating their own rules, and helping enforce the rules?

What types of interactions will team members have with participants in other areas?

j. Effect on the Participants

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

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

k. Evaluating the team programs

How will we ensure constant evaluation of the program in order to correct problems immediately?

Will we contract out for evaluation or ask the Corporation for a waiver so we can do our own evaluation?

How can we judge whether the program has met the general goals of Americorps and the specific goals of the Team? The program should be evaluated as to whether it has meet each of the 20 basic principles in the Section II of this plan.

How many graduates of the program remain in the communities?

l. Sizes and sites of pilot projects

Where should the pilot projects be situated and how large should they be? Should there be a limit on the population size of communities where there will be pilot projects?

One suggestion has been to limit participants to communities of less than 15,000 people and counties with no town larger than 15,000 residents. In Texas alone, over 1,000 communities meet this description. While limiting community size would wipe some medium-sized rural towns out of consideration, it would ensure than each placement would have a sizable impact.

How many participants will be able to be placed in pilot programs? What will be the ultimate capacity of these programs?

Thirty-two states currently have economic development councils or rural development councils, so early pilot programs would be easy. Some of the following regions or states would provide a good mix of pilots:

- The Mississippi Delta
- The Texas/Mexico Border
- Maine
- Kansas
- The Pacific Northwest
- Oklahoma
- North Dakota
- Southern Illinois
- Tennessee
- Four Corners (Arizona, Colorado, Utah, New Mexico)

Alaska
Appalachia
Oklahoma
California

Pilot programs could also be specifically targeted at rural communities facing short-term job dislocations because of NAFTA, the Northwest Forest Plan, or military base closings or defense plant shut-down.

For Corporation for National and Community Service application, we need a description of the criteria and process through which our grantee programs were selected.

The proposal to the Corporation for National and Community Service will need a description of the type and number of positions that will receive awards and a description of how approved national service positions will be apportioned by the applicant.

For each pilot location, how will we consult with participants and potential participants, representatives of communities served, community-based agencies with demonstrated records of experience in providing services, and labor organizations?

How will our pilots help priority areas affected adversely by federal policies?

Where are recently closed military installations need potential pilot projects?

m. Growth scenarios

Where, and how quickly, should the program grow? Should we grow by expanding our pilot projects or by creating new ones?

How will we create a program so popular that it will continue to expand, regardless of the Administration in power?

n. Management structure

How much of the programs should we run ourselves and how much should we contract out to existing groups?

The proposal to the Corporation for National and Community Service will need a detailed description of key members of the management team.

How will we ensure that we don't create yet another cumbersome Washington bureaucracy?

How can our programs utilize the latest communications technologies?

How will OWCP (liability) be covered?

How will health care be provided to participants?

What percentage of participants will need child care? How will we provide it to them?

What kind of support will disabled participants need?

o. Staff needed

The Rural Development Teams should have a Director, who reports directly to the head of USDA national service programs, as well as to the Undersecretary for Rural Economic and Community Development. The Director of the Rural Development Team should have the following staff:

Recruitment and Training Coordinator
Internal and External Communications Coordinator
Project Management Coordinator
USDA Inter-Agency Coordinator
Partnership Liaison
Monitoring and Evaluation Coordinator
Support Staff

p. Costs

We roughly estimate that each server in the Rural Development Team will cost roughly \$30,000 per year. Thus 400 servers --- 40 in each of ten states or regions --- would cost \$10 million.

Each participant will need access to a computer network in order to communicate with each other via an easy-to-use e-mail, access to the National Agriculture Library's Rural Development Center Bulletin Board System, and access to INTERNET. Can we get this system donated? If not, how much will it cost?

Can we get every member of the team an outdated 286 or 386 laptop computer? Can we get these donated? If so, could they interface with the rest of the system?

q. Outreach needed for stakeholders

We need a strategy for reaching out to the local planning districts, the state districts, and political and community leaders throughout rural America.

r. Funding sources

What non-profit groups, corporations, individuals, and/or foundations might be willing to help fund this?

s. Learning from the VISTA model

What can we learn from both previous and ongoing VISTA rural development projects?

IV. EMPOWERMENT, NUTRITION, AND ANTI-HUNGER TEAM

In the Empowerment, Nutrition, and Anti-Hunger Team, participants would work in urban and rural areas to help low-income families and individuals move towards self-sufficiency. The main focus of the team would be fighting domestic hunger. Team members could help individuals apply for food stamps, Women, Infants, and Children, and the school breakfast program; overhaul their diets; learn to prevent foodborne illnesses; and obtain the expanded Earned Income Tax Credits, microenterprise loans, and help from community development banks. In short, this team would help put into effect the entire empowerment agenda promoted by President Clinton and Secretary Espy.

and improve the nutritional habits of America

How can we tie into the DC initiative between HUD and DC government aimed at homelessness?

How can we connect with HUD anti-homeless initiative?

a. Social problems to be solved

Hunger has risen in America over the last decade, particularly among children. One in ten Americans now use food stamps, and many more are eligible.

Recent studies show that 60 percent of those eligible for the food stamps and WIC program do not participate. Many of those are the elderly, American Indians, and the homeless.

A new study by the Urban Institute found that 12 percent of older Americans sometimes went hungry or had to choose between paying the rent and eating or between buying their medications and eating. In poorer areas, the number is considerably higher. (One in two in poor New York neighborhoods.)

b. Meeting the empowerment and anti-hunger goals of USDA

The new goals of Food and Consumer Services are:

- 1) To increase outreach to those eligible, but not participating, in food assistance programs
- 2) To expand the nutrition component of food assistance programs
- 3) To promote self-sufficiency through job training, microenterprise development, and the earned income tax credit.

This team will meet many of the top empowerment and anti-hunger goals of President Clinton, Secretary Espy, and Assistant Secretary for Food and Consumer Services Ellen Haas. It will help reduce domestic hunger, facilitate welfare reform, bolster the preventive medicine objectives of the Administration's health care plan, and empower citizens to work their own way out of poverty.

This program can also play a role in helping states enlarge their capacity to run WIC programs and thus move towards President Clinton's goal of eventually making WIC available to all eligible Americans.

How we define measurable goals for this program in meeting human needs?

c. Working with existing programs

How will this AmeriCorps Team build upon existing programs, including federal programs?

We imagine that most pilot projects will be run jointly by an existing state or local youth corps and a non-profit group currently involved in fighting hunger or poverty.

We must still answer how this program will specifically interact with the above existing programs and the ambitious new anti-hunger initiatives being planned by the Administration.

How will this initiative relate to existing volunteer organizations? To existing 4-H programs? To existing youth service corps? What kind of structure will the initiative have? How will the structure interact with state and local governments?

d. Specific types of service to be performed

Participants would provide outreach and access services, build the anti-hunger and anti-poverty infrastructure, and run innovative new empowerment programs:

1) Provide outreach/access services (educating eligible people about program availability and helping make benefits accessible)

- * Outreach Workers - Inform target populations about program availability (all programs)

- * Drivers - Help eligible people apply for and receive program benefits (WIC, CACFP, TEFAP, NPE, CSFP)

- * Delivery Aides - Deliver program benefits to homebound elderly, physically disadvantaged, and homeless people (TEFAP, CSFP, FDPIR)

- * Bilingual Aides - Provide program information, help with applications, etc. to eligible, non-English-speaking people (all programs)

- * Service Facilitator - Conduct telephone follow-up with people who don't keep appointments, direct people to related health and welfare services (WIC, CSFP)

2) Bolster the infrastructure (providing the human capital necessary to deliver the programs according to congressional intent):

- * Food Handlers - Stock, warehouse, manage, distribute food products (TEFAP, charitable institutions, NPE, CSFP, school programs, FDPIR)

- * Day Care Workers - Provide child/adult care services to allow eligible people to apply for and receive program benefits (WIC, TEFAP, FDPIR)

- * Bilingual Case Assistants - Assist case manager with non-English-speaking clients

- * Kitchen/Cafeteria Aides - Help with meal preparation and serving, maintaining, monitoring lunchrooms, and sanitation (school food, CACFP, and commodity programs)

- * Nutrition Assistants - Help with nutrition education, cooking demonstrations (WIC, school food programs)

- * CACFC Assistant - Improve supervision ratio of provider to participants in child care/meal preparation functions (CACFP)

3) Boost innovative new empowerment programs

- * EITC - Help families obtain the newly expanded Earned Income Tax Credit
- * Microenterprise - Teach people how to start small businesses
- * Community Development Banks - Inform families on how to apply for loans from community development banks
- * Assets Building - Work with families to develop savings plans
- * Tenant management - Help public housing tenants to develop organizations for self-management
- * Homelessness Programs - Help staff homeless shelters, soup kitchens, and food banks; find innovative ways to include homeless citizens in USDA nutrition programs
- * Apprenticeship - Work with local schools and businesses to develop new school-to-work transition programs
- * Improvements in USDA Feeding Programs - Indian reservations could be encouraged to grow foods that could be sold to USDA commodity programs and then provided to the reservation through various USDA feeding programs. This could save taxpayers money while allowing the reservations to produce healthier and more culturally sensitive food for their residents.

4) Engage in Community Outreach

Team members can go door-to-door in neighborhoods dispensing information on all the above-listed programs. The information distributed would be holistic, tying together our nutrition, anti-hunger, welfare reform, and food safety initiatives. We can also experiment with innovative approaches such as "healthy baby festivals," where we attract crowds with music and food and then provide nutrition and anti-hunger services.

e. Selecting and matching applicants

What percentage of participants will be recruited from a national pool of applicants to USDA or the Corporation? We will pay participants either the federal or state minimum wage, whichever is higher in their particular locality. In addition, they will receive an educational voucher worth \$4,725 following their year of service. While Americans of any age will be eligible to participate in this program, the structure of the educational voucher will make it likely that the bulk of participants will be between the ages of 17-24.

How will Corps applicants be selected, matched with suitable assignments? Should participants be picked randomly from among applicants or should they be screened and ultimately hand-picked? What will be suitable service assignments? What role will USDA, state government, and local government agencies have in making these assignments?

f. Creating and maintaining program diversity

How we ensure that this program is managed by a diverse team and includes a diverse set of participants each and every year?

Diversity must be a key consideration during recruitment, curriculum design, project development, and training. The first year's program must meet all our diversity requirements since original problems are nearly impossible to fix.

g. Training the team members

How would the participants be trained? For how long? Where? With what kind of curriculum?

Team members will need training on working with diverse teammates. They will need training about how to interact with low-income citizens in a culturally and socially sensitive manner. They will need to be taught about the specific government programs they will be helping deliver.

h. Supervising the team members

How would they be supervised? Would they stay on one project throughout the year or frequently switch projects? What kind of extra supervision will be needed in residential programs?

Who will supervise the team member? There will be a need to judge performance, initiate additional training when needed, and even perhaps to terminate or initiate re-assignment when necessary.

We now assume one crew leader for every crew of ten people. What projects can suitably use ten people at once. If members of a crew are separated at different sites, how will the crew leader be able to manage them?

What types of interactions will team members have with participants in other areas?

What kind of uniforms should the crew leaders wear?

How will the Team involve participants in leadership positions in implementing and evaluating the programs?

How much self-government will team members have? How will team members be able to participate in designing their own programs, mandating their own rules, and helping enforce the rules?

i. Effect on The Participants

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

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

j. Evaluating the team

How will we ensure constant evaluation of the program in order to correct problems immediately?

Will we contract out for evaluation or ask the Corporation for a waiver so we can do our own evaluation?

k. Sizes and sites of pilot projects

Where should the pilot projects be situated and how large should they be?

For the Corporation for National and Community Service application, we need a description of the criteria and process through which our grantee programs were selected.

The proposal to the Corporation for National and Community Service will need a description of the type and number of positions that will receive awards and a description of how approved national service positions will be apportioned by the applicant.

For each pilot location how will we consult with participants and potential participants, representatives of the community served, community-based agencies with demonstrated record of experience in providing services, and labor organizations?

How will our pilots help priority areas affected adversely by federal policies?

Where are recently closed military installations on which we might be able to house participants?

I. Growth scenarios

Where, and how quickly, should the program grow? Should we grow by expanding our pilot projects or by creating new ones? How will we create a program that will grow on its own regardless of the Administration in power?

m. Management structure needed

How much of the programs should we run ourselves and how much should we contract out to existing groups?

Possible staff for Team:

Director

Recruitment and Training Coordinator

Internal and External Communications Coordinator

Pilot Project Liaison

Monitoring and Evaluation Coordinator

Support Staff

The proposal to the Corporation for National and Community Service will need a detailed description of key members of the management team.

How will we absolutely, positively ensure that we don't create yet another cumbersome Washington bureaucracy?

How can our program utilize the latest communications technologies?

How will OWCP (liability) be covered?

n. Staff needed

How many USDA employees will be needed to manage the program? Will outside consultants also be required?

o. Costs

If we roughly estimate that each server in the Empowerment and Anti-Hungers Corps will cost \$15,000 per year, then 1,000 participants would cost \$15 million. That would fund twenty sites, half urban and half rural, with 50 participants in each site.

How will provide health care to participants?

What percentage of participants will need child care? How will we provide it to them?

What kind of support will disabled participants need?

p. Outreach needed for stakeholders

We will need strong support from state welfare agencies and from the current participants in USDA nutrition programs.

q. Funding sources

What section of the National Service Act could potentially fund this program?

What non-profit groups, corporations, individuals, and/or foundations might be willing to help fund this?

r. Partnerships

What kind of partnerships can we form with other federal agencies? Could we run projects at public housing units in tandem with HUD? Could we run health projects in tandem with HHS? Could we run community development projects in tandem with Commerce? Could we run weatherization projects in tandem with the Department of Energy? Could we run nutrition education programs in tandem with the Department of Education? How can we utilize the 60,000 doctors in the Army Reserve and National Guard?

s. Engaging senior citizens

How can we engage senior citizens --- who generally underutilize food stamps -- involved in helping other senior citizens obtain nutrition help? How can this program work with the existing Retired Senior Volunteer Program?

t. Lessons from EFNEP

What lessons can we learn from the EFNEP nutrition program now run by the Extension Service?

V. PUBLIC LANDS AND ENVIRONMENT TEAM

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

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

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

This wide scope of projects will be possible because the new National Service Trust Act gives all federal agencies --- including all USDA agencies --- broad authority to manage community service projects on private and public lands in both urban and rural areas.

Significant portions of these programs will perform work on federal, state, and municipal lands, thus fulfilling the specifications of the Public Lands Corps, which Congress -- with the full support of the Clinton Administration -- has recently required the Departments of Agriculture and Interior to run.

a. Social problems to be solved

There are currently an estimated 8 million tree-planting sites in communities across America with the current replacement rate being one tree planted for every four removed. Thousands of water quality projects nationwide are awaiting manpower in our communities and our rural areas, as are wetlands restoration, erosion control, stream improvement, roadbank stabilization, and wildlife habitat projects. Urban farming and sustainable agriculture would also have important places in this program.

Urban: More than 80 percent of the American population now live in cities of varying size. Currently, the Forest Service, with 620 Ranger Districts across the country, and the Soil Conservation Service, with more than 2,000 offices nationwide, have existing partnerships and delivery systems in many cities. The program would take the teams to where the people are, operating in any urban community with an existing network of Forest Service, Soil Conservation Service, or Extension Service programs in partnerships with local governments or nonprofit organizations.

This non-residential program would focus on urban conservation projects in the areas of water quality, waste disposal, erosion control, running environmental program in schools, roadbank and streambank stabilization, urban gardening, the creation of urban buffers, rehabilitation and maintenance of deteriorating community infrastructure, urban forestry, and the recycling and reuse of resources. Team members would live in the community or already be a community member.

Rural: Team members would live in a residential setting in a rural area. The program would provide full-time logistical support for team members. As in the urban program, the team members would be expected to pay for living expenses from their wages.

Work projects could be in erosion control, fire prevention, fire suppression, building or improving recreation areas, restoration of infrastructure such as buildings and bridges, watershed protection, and other similar conservation projects. The land base of the National Forests would be available for projects as well as the privately held land in partnerships with the Soil Conservation Service.

Team members could also focus on teaching sustainable agriculture, helping small farmers stay on the land, building rural housing, and engaging in rural development projects. Environmental Team members could also work under the direction of older participants in the USDA Rural Development Corps.

The team would provide much needed peoplepower for nationwide conservation projects. The work of the team could reduce the backlog of conservation-related work across the country.

With the shift from a rural population to an urban one, Americans are losing the ability to learn firsthand about natural resources. We currently have a relatively uneducated and uninformed citizenry with regard to natural resources and conservation issues. The team would provide an opportunity to learn about America's natural resources, their uses, and the need to protect them. The end result would be a citizenry better informed on national conservation issues.

b. Meeting the public lands and environment goals of USDA

The team will meet many of the top public lands and environmental goals of President Clinton, Vice President Gore, Secretary Espy, and Assistant Secretary for Natural Resources and the Environment Jim Lyons.

The Team can be used, as part of the Administration's global warming initiative, to help dramatically increase the number of trees planted throughout America.

The Team can also begin to reduce the massive backlog of repair and improvement projects needed for National Forest and other public lands. Youth service corps are perhaps the single most cost-effective providers of such project work; the Forest Service estimates that Youth Conservation Corps (YCC) participants in 1992 performed \$1.32 worth of work for each dollar spent on the YCC program by the American taxpayer.

With total spending of only \$2.508 million in 1992, YCC participants provided a \$3.339 million worth of work, broken down into the following areas:

Recreation Management	\$1,789,447
Fish and Wildlife Management	\$401,093
Timber Management	\$317,723
Facility Construction and Maintenance	\$218,863
Water and Soil	\$197,706
Range and Forage Management	\$139,592
Administration	\$138,665
Protection	\$42,300
Research	\$15,120
All Other	\$79,344

How we define measurable goals for this program in meeting environmental needs?

c. Working with existing programs

How will this AmeriCorps Team build upon existing programs, including federal program?

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

What kind of structure will the initiative have? How will the structure interact with state and local governments?

We still need to answer how this program will specifically interact with existing programs and the ambitious new environmental initiatives being planned by the Administration.

How will it interact with the existing Soil Conservation Service Earth Team?

How will our program affect current Youth Conservation Corps programs managed by USDA and the Department of Interior? Will any staff or funds be transferred from the existing program? YCC coordinators believe strongly that the existing program should basically be left intact, and that it should be used as a "farm team" for 15-17 year-olds who may later enter year-round programs.

We need to fully research past programs such as CCC and YAC, as well as the current YCC, to learn any lessons that might be useful for planning our program.

How will this program interact with the National Civilian Community Corps, run in a quasi-military fashion, that was set up originally by the Boren bill?

d. Specific types of service to be performed

Here are just a few, non-representative, samples of work projects team members can perform:

1. National forests and parks conservation

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

One type of obvious work that team members can perform is trail maintenance. Team members can also engage in some of the following types of work, which are already performed by YCC participants: recreation management, fish and wildlife management, timber management, facility construction and maintenance, water and soil work, range and forage management, administration, protection, and research. More specifically, they can build barricades around restoration areas, replace old fire pits with new fire grates/stoves, maintain anti-bear food storage bins, build foot bridges, build campsites, make facilities wheelchair accessible, and construct leach fields for collecting graywater.

According to a December 1992 report issued by the Forest service, 1,349 service slots could be created in our forests immediately to begin addressing the vast work backlog. 78,312 slots could be created within four years.

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The attached chart outlines the major types of work that the Forest Service believes that youth servers can perform:

NATURAL RESOURCE CONSERVATION ACTIVITIES	COST (\$MILLIONS) AND JOBS					
	IMMEDIATE -				2ND THRU 4TH YEARS	
	First Year					
	LOW RANGE		HIGH RANGE			
	COSTS	JOBS	COSTS	JOBS	COSTS	JOBS
Watershed Improvements	13.4	276	32.8	674	76.5	1,560
Range Improvements	7.2	181	17.5	438	22.2	458
Range Vegetative	2.9	56	4.8	96	146.4	2,928
Wildlife Habitat Improvement	20.6	514	50.1	1,253	97.5	2,433
Fish Habitat Improvement	14.4	289	34.9	698	92.1	1,846
T&E Species Habitat	4.3	108	27.0	675	50.5	1,268
Timber Stand Improvement	40.7	1,234	81.3	2,464	243.9	7,392
Insect and Disease Control	6.0	120	10.0	200	30.0	600
Minerals (Inactive Mine	--	--	4.5	90	6.0	120
Fuels management	1.3	40	132.0	4,000	396	12,000
Facilities						
Administrative Buildings	21.4	325	39.6	600	150.0	2,250
Research Buildings	15.6	237	29.3	443	82.0	1,200
Roads and Bridges	48.3	805	80.8	1,347	300.0	5,000
Dams	3.0	50	5.0	80	10.0	170
Recreation						
Facilities Backlog	33.1	663	60.7	1,214	200.0	4,000
Trail Backlog	18.1	548	30.0	909	140.0	5,100
Site Routine O&M	84.0	2,230	140.0	3,720	364.0	9,660
Land Line: Boundary Survey &	3.5	100	8.5	250	29.9	885
Research Inventory Plots	4.3	145	10.0	333	30.0	999
Post Graduate Training	9.0	300	15.0	500	45.0	1,500
Urban & Community Tree	50.0	2,500	100.0	5,000	300.0	15,000
Reforestation and TSI on Non						
Forest Land	20.0	606	20.0	606	60.0	1,818
Timber Bridges	1.2	20	1.2	20	7.5	125
TOTALS	\$422.3	11,349	\$935.0	25,610	\$2879.5	78,312

Note: Employment estimated based on ratios of jobs per thousand dollars in costs. These ratios vary from \$20,000 per labor intensive job to over \$60,000 per heavy construction job. They include materials, supervision and program support.

A program initiated in 1993 could generate from 11,000 to 25,000 jobs at a cost of \$935 million. Thousands of backlogged and unfunded projects would be completed. Some type of tasks that could be performed by AmeriCorps participants:

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

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

Range Vegetation Management - Encompasses all activities associated with the management of NFS rangelands. Includes the description of baseline resource information for rangeland ecosystems, resource management planning, monitoring, administration of permitted livestock grazing, coordination of other land uses, and tracking compliance with forest plan and other management objectives. This is an interdisciplinary effort requiring significant coordination and commitment of resources by affected resource areas, user groups, and interested members of the public.

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

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

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

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

Insect And Disease Control - The Forest Service provides protection and control services from insects and diseases on both Federal and non-Federal lands.

Administrative Facilities - Pertains to office buildings, warehouses, and living quarters that are primarily needed to administer the National Forests, rather than serve the public. Includes repair and maintenance in the short term and new construction for long term projects.

Roads and Bridges - Addresses deferred maintenance of transportation infrastructure and new construction essential for public recreation, access for the disabled, fire control and other activities. This work will reduce negative environmental impacts of roads and bridges and increase the safety and enjoyment of persons accessing and traveling on the National Forests.

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

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

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

Land Line: Boundary Survey & Marking - Only 38% of the 272,409 miles of Forest Service property have been properly established. This proposal would accurately locate the legal boundaries between National Forest and private land ownership. Work would enhance private sector employment of survey and engineering firms.

Establishment and Remeasurement of Forest Inventory Plots - Establish and extend permanent field plot grid in the Western United States so that both commodity and noncommodity value statistics would become available on all forest land regardless of ownership and management status. These statistics are necessary in carrying out needed long- term research studies and for making decisions on the sustainability of the forest ecosystems and a basis for rational resource decision-making.

Reforestation and Timber Stand Improvement on Nonindustrial Private Lands: To demonstrate U. S. commitment to world leadership in forestry, ensure an adequate timber supply, to sequester atmospheric carbon dioxide, and to provide employment in rural areas.

Timber Bridges - Installation of new modern timber bridges and the replacement of existing structurally deficient and functionally obsolete bridges with local labor to improve transportation infrastructure in rural areas. Almost one-half (215,398) of rural bridges greater than 20 feet in length in rural America are deficient.

2. Water quality assessments

Team members can conduct samplings and provide technical help with delivery systems. They can also work on sanitation and sewerage (wastewater treatment) system improvement.

3. Education

Team members --- going door-to-door, working in schools and speaking at civic clubs - -- could teach a wide variety of topics: safe handling of food, how to make your household more eco-friendly, testing for radon.

Some examples:

The Vermont Institute of Natural Science (VINS) offers a "waste away" program each year to teach elementary students about the challenges of the solid waste problem. VINS provides program curriculum and tries to engage the entire community by culminating program with community-wide event - a "trash festival."

VINS also has an excellent education program called "ELF" -- Environmental Learning for the Future" geared for elementary students. VINS trains volunteers to go into the classrooms monthly for an afternoon filled with role playing, hands-on projects, and field trips. The complete curriculum is taught over the course of five years and is enthusiastically supported by the community.

American Forest Foundation's Project Learning Tree is an award winning K-12 curriculum and training program.

4. Energy Conservation-

Team members could work in crews to provide the physical assistance in weatherizing homes and generally making them more energy efficient. Participants could work in public housing and low-income areas in both urban and rural communities. Team members would need basic training in carpentry, electrical or plumbing skills. We would recruit professional carpenters, electricians, and plumbers to help with basic training or to serve as team leaders.

Team members could also provide practical advice about basic ways to make homes more energy efficient. The participants could also develop educational material on energy conservation, such as "how to save dollars and help the planet" or a "guide to existing cost-saving programs provided by utility companies," etc.

One somewhat similar example is Christmas in April (CIA), a national volunteer program established by University of Pennsylvania students in 1980s to address basic housing needs of low-income communities in urban areas. Materials are donated by corporate sponsors.

5. River and Streams Protection

We could possibly run river protection teams in conjunction with the Department of Interior and the Environmental Protection Agency. In a Hudson River Team, USDA participants could work with farmers in the river's watershed to reduce the run-off of agricultural pesticides.

6. Tree planting

As part of the Clinton Administration's initiative to combat global warming, the Public Lands and Environmental team could play a lead role in tremendously expanding the number of trees planted annually in America. Plantings could take place in urban and rural areas on both public and private lands.

7. Urban Conservation Projects

Team members can repair facilities in public parks, paint murals, fix playgrounds and other facilities at public schools, run recycling programs, and run urban farming programs in which low-income individuals grow their own food.

8. Urban Farming Projects

Team members could help low-income urban residents to grow their own food. We could possibly run such a program at public housing complexes in tandem with the Department of Housing and Urban Renewal. We could possibly run a city-wide program in Chicago in tandem with the Chicago high school of agriculture.

9. Wetlands Restoration

The Department of Interior and the Environmental Protection Agency has expressed interest in potentially running a joint program to help restore the Everglades.

10. Disaster Relief and Recovery

Existing youth corps have played a vital role in the recovery of the flooded Midwest. For most disasters, team members could provide physical labor so critical to short-team clean-up, as well as human services needed for long-term recovery. They could also assist in some of the long-term infrastructure repair such as levee re-building.

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

e. Selecting and matching applicants

What percentage of participants will be recruited from a national pool of applicants to USDA or the Corporation? Can some participants meet the voucher requirement by working four summers in a row? Would such an approach hinder our ability to build diverse crews? Could possibly a small percentage of people in each program be on the four-year plan?

We will pay participants either the federal or state minimum wage, whichever is higher in their particular locality. In addition, they will receive an educational voucher worth \$4,725 following a year of service. Team members will be between the ages of 18 and 25.

How will team applicants be selected and matched? Should participants be selected randomly or should they be screened and hand-picked?

What will be suitable service assignments? What role will the program have in making these assignments?

Will participants be engaged in the same type of work for the entire year or will they rotate between different types of projects?

f. Creating and maintaining program diversity

Diversity must be a key consideration during recruitment, curriculum design, project development, and training. The first year's program must meet all our diversity requirements since original problems are nearly impossible to fix.

How do we ensure that this program is managed by a diverse team and includes a diverse set of participants each and every year?

How can we engage participants in complex and challenging work without requiring educational levels that would stratify the participants and reduce participants? Simply put, how can we guarantee that less well educated participants don't spend all their time with shovels while better educated participants spend all their time with test tubes?

g. Training the team members

How would the participants be trained? For how long? Where? With what kind of curriculum?

Team members will need training about the general environment in which they will be working, especially in issues relating to safety. They will need training in use of the tools they will be using. They will need general training on often-used skills and specific training before each new project.

h. Supervising the team members

Who will supervise the team member? There will be a need to judge performance, initiate additional training when needed, and even perhaps to terminate or initiate re-assignment when necessary. How would they be supervised? Would they stay on one project throughout the year or frequently switch projects? What kind of extra supervision will be needed in residential programs?

We now assume one crew leader for every crew of about ten participants.

What kinds of uniform will team members be required to wear?

What kinds of tools, equipment, and supplies will the participants need and how will our programs obtain them?

How will the Team involve participants in leadership positions in implementing and evaluating the programs?

How much self-government will team members have? How will team members be able to participate in designing their own programs, mandating their own rules, and helping enforce the rules?

What types of interactions will team members have with participants in other areas?

i. Effect on The Participants

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

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

This program can help future farmers attend college. Farmers who graduated college earn an average of \$68,652 in off-farm income, compared to \$29,334 for those who were only high school educated.

j. Evaluating the Team

How will we ensure constant evaluation of the program in order to correct problems immediately?

Will we contract out for evaluation or ask the Corporation for a waiver so we can do our own evaluation?

k. Sizes and sites of pilot projects

The Forest Service and youth corps from Oregon and Washington have just received a major grant from the Commission on National and Community Service to run a national service training academy. This project will be based on a highly successful summer program. This program provides us with a very useful model, as do existing YCC programs.

What other facilities now exist in usable shape or near usable shape in the national forests that have been leftover from the YCC, the YAC, or even the original CCC?

We also want to ensure that we run pilot projects in a wide variety of different ecosystems, such as old growth forests, cities, coastal areas, new growth forests, suburbs, wetlands, tundra, and grasslands.

For the Corporation for National Service Proposal, we need a description of the criteria and process through which our grantee programs were selected.

The proposal to the Corporation for National and Community Service will need a description of the type and number of positions that will receive awards and a description of how approved national service positions will be apportioned by the applicant.

For each pilot location, how will we consult with participants and potential participants, representatives of the communities served, community-based agencies with demonstrated record of experience in providing services, and local labor organizations?

How will our pilots help priority areas affected adversely by federal policies?

Where are recently closed military installations that we might be able to use to house participants?

l. Growth scenarios

Where, and how quickly, should the program grow? Should we grow by expanding our pilot projects or by creating new ones?

How will we create a program so effective and so popular that will grow on its own regardless of the Administration in power?

m. Management structure needed

How much of the programs should we run ourselves and how much should we contract out entirely or partially to existing groups?

The proposal to the Corporation for National and Community Service will need a detailed description of key members of the management team.

How will we absolutely, positively ensure that we don't create yet another cumbersome Washington bureaucracy?

We need to devise a legal system in which funds can be delivered directly to national service programs run by USDA agencies without going through a bureaucracy to charge administrative overhead. For example, if certain Forest Service employees are running a pilot project, we need for the funds to go from the USDA Office of National Service directly to the pilot program, without going through either the national, regional, or local offices of the Forest Service. Can the USDA Office of National Service issue payment vouchers directly?

We need to investigate how we can produce payroll checks for less than the \$5-per-check fee now charged by the National Finance Center.

We need to produce one single enrollment form, including a code of conduct and a performance contract, instead of the seven-to-twelve different forms now required for entry into the YCC.

How can our program utilize the latest communications technologies?

n. Staff needed

How many USDA employees will be needed to manage the program? Will outside consultants also be required?

Possible staff for Team:

Director

Recruitment and Training Coordinator

Internal and External Communications Coordinator

Pilot Project Liaison

Monitoring and Evaluation Coordinator

Support Staff

o. Costs

If most servers in the Environmental Corps are residential, then our estimated cost is about \$20,000 per server. Thus a pilot program with 1,000 servers would cost \$20 million. This would allow us five rural sites of 100 each, and ten urban or suburban sites of 250.

How will health care be provided to participants?

What percentage of participants will need child care? How will we provide it to them?

What kind of support will disabled participants need?

p. Outreach needed for stakeholders

We need to gain support from existing youth service corps, from environmental and conservation groups, from the National Forest Foundation, from labor unions, and from farming and commodity groups.

q. Funding sources

The National and Community Trust Acts mandates that 25% of all funds used to contract out work to non-federal conservation corps be obtained from non-federal sources.

What states, municipalities, non-profit groups, corporations, individuals, and/or foundations might be willing to help fund this?

What types of project might the team be able to complete on a fee-for-service basis?

r. Partnerships

What kind of partnerships can we form with other federal agencies? How would we run the Public Lands Corps in partnership with the Department of Interior? How can we revise our Memorandum of Understanding with the Department of Interior that we already have to jointly run the YCC?

Could we run urban farming projects at public housing units in tandem with HUD? Could we run weatherization projects in tandem with the Department of Energy? Could we run environmental education programs in tandem with the Environmental Protection Agency or the Department of Education? Could we run a program in tandem with the Department of Transportation in which team members would perform conservation and planting projects on highway right-of-ways? Could the team work with the Army Corps of Engineers to repair levees?

We have already discussed with the Department of Interior the idea of jointly running a "Greater Everglades Recovery Team" that would partner up farmers, National Park Service employees, and youth volunteers in replacing seagrass and taking other steps to save the fragile ecosystem of the Everglades.

p. Residential and non-residential

Most of the rural programs will be residential and most of the urban programs will be non-residential. How many residential facilities does the Forest Service now have? What is their capacity and how much money and time would it take to renovate them for year-round use?

Our partnership programs will be hampered by the lack of residential facilities owned by the Department of Interior. How can we work with the Department of Defense to use their residential facilities?

We will try to develop an exchange program so that young people in each type of program can experience at least a few weeks of the other. Where will rural residents be housed when visiting urban areas? Can we get local residents to put them up in their homes, as if they were exchange students from Europe? How will we transport participants between urban and rural areas?

What kinds of work will have to be performed and what kind of funds will have to be spent ensure adequate residential facilities for participants in rural areas?

VI. HOW AMERICORPS/USDA PROGRAMS WILL INTERACT

In one rural Empowerment Community, we might want to test placing a Empowerment and Anti-Hunger Team program, a Public Lands and Environment Team, AND a Rural Development Team program. How will each of our three programs interact with each other? In one urban community, we might want to test placing a Empowerment and Anti-Hunger Team program AND a Public Lands and Environment Team. We should test how programs in the same area can trade staff, cross-train participants, and maybe even exchange participants in order to maximize benefits to the community.

In some rural areas, we might want to place both a Rural Development Team and a Public Lands and Environment Team; the Rural Development Team could actually plan projects for the Public Lands and Environment Team. For instance, after studying a local rural economy, members of a Rural Development Team might determine that the best way to help the area is to upgrade recreation facilities at a nearby National Forest; they would then design that upgrade and then direct local members of the Public Lands and Environment Team to actually perform the construction work.

How will we build a national identity for disparate pilot programs? How will we tie the identity of the USDA programs to the larger national initiative? Will these programs have joint training either before or during the period of service? Will we have a joint training session for all three corps? If so, where will it be held and who will manage it? We need to build this cost into the budget. Can they have caravans from around the country while performing service?

VII. FUNDRAISING

We need clear guidelines from our Office of General Counsel on how we can raise money. Can we raise it directly? Can we funnel it through the Corporation of National Service? Can we funnel it through the National Forest Foundation? How can we avoid even the appearance of impropriety in raising money from interests that might be regulated or affected by the Department of Agriculture?

Can various funders sponsor all or part of pilot projects? Can we get an exemption from the Combined Federal Campaign monopoly in raising money from federal employees?

Can we hold a national employees serve-a-thon in which USDA employees perform a day of service and get sponsored to do so by friends? If each of our 114,000 employees raises or personally donates an average of \$10, we will have raised over \$1 million.

Could we institute an employee check-off program in which our employees can donate weekly or yearly to our national service programs? Could we find a way to match those contributions with private contributions?

VIII. YOUTH DEVELOPMENT

We need to study a wide variety of ways to boost the upward mobility of youth who participate in our programs. We need to discuss our service-learning, national service transcripts, guidance counselor centers, peer discussion groups and self-management, to help in obtaining other forms of federal student aid, and help in job placement. Can private money that we raise be used to supplement the national service voucher be given to participants?

IX. DIVERSITY

How can we make diversity -- by race, age, religion, class, gender, and orientation -- a reality in both our management team and our participants? Diversity must be a key consideration during recruitment, curriculum design, project development, and training.

How can we use a national recruitment pool to boost diversity? How can we incorporate physically disabled participants and program managers?

X. INTERACTING WITH ENTERPRISE ZONES AND COMMUNITIES

As much as possible, our programs will be placed in empowerment zones and enterprise communities.

Each Empowerment Zone gets two HHS Title XX grants totalling \$40 million. Each Enterprise Community gets one HHS Title XX grant of up to \$3 million.

Employer tax credits to Eligible Enterprise Zone employers equal to 20% of the first 415,000 of wages or training expenses for qualified Enterprise zone employees. Can host organizations that hire Rural development corps participants obtain this benefit? Are there other deductions that may be available?

XI. TIMELINE FOR RUNNING AMERICORPS/USDA

By March 1, 1994: Work with USDA budget and legal offices to develop tentative FY95 budget

By March 5, 1993: Identify possible pilot project locations and partnerships

By March 10, 1994: Sign memorandums of understanding with other agencies with whom we will jointly make proposals

By March 30, 1993: Preliminary proposal completed for submission to Corporation for National Service

April, 19, 1994 - NATIONAL YOUTH SERVICE DAY, (Possible national Serve-A-thon)

By May 15, 1994: Start-up plans finalized for projects approved by the Corporation for National Service

By May 20, 1994: Project personnel interviewed and placed

By May 30, 1994: Recruitment of participants for fall programs begin

By June 1994: Summer training starts for project managers and crew leaders

By September 1, 1994: Pilot projects begin

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