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RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

United States
Department of
Agriculture

Forest
Service

Washington
Office

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

Reply to: 1800

Date: November 15, 1993

Subject: YCC Meeting in Tucson

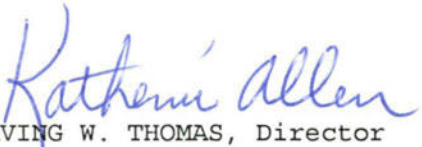
To: Joel Berg, Director
Public Liaison and National Service

Joel, we certainly do appreciate your taking the time to be in Tucson and present National Service concepts and USDA plans to our joint USDA/USDI meeting. It was the highlight. We trust the interaction with the operational staff in both agencies was insightful.

As promised, here is a copy of the notes taken at the afternoon session. These contain issues and concerns (and desires on funding) regarding implementation of the Public Lands Corps Title of the National Service Trust Act. At this time, we are uncertain about plans of the National Forest Foundation regarding expansion (numbers) of Forest Camps - extending the age to 25 now that we have this authority. We hope to get clarification soon.

As requested by Katherine Gibney, we are attaching the inventory of cooperative agreements that the FS currently has with State and Local Conservation Corps, etc. This is only a small segment of FS activity and the data is incomplete for Arizona and New Mexico, but hopefully it will be helpful.

We stand ready to assist and work with you on National Service Trust Act implementation.


IRVING W. THOMAS, Director
Human Resource Programs

Enclosures

Notes from National Service Corps discussion - 10/26/93
Tucson, AZ (Natl YCC Mtg)

The YCC Conference in 1993 included considerable dialog concerning the New National Community Service Trust Act of 1993. The YCC Act, in an effort to broaden the authorities of the YCC ACT and add an additional option to it has been amended by the National Service Trust Act of 1993. Title I of this Act covers YCC with amendments with Title II covering the new Public Lands Corps.

Policy and regulations are being written for implementation of this new legislation. Participants at the conference, with many years of experience in operating the YCC program have provided the following recommendations for the regulations of this new act.

General Recommendations:

1. DO NOT allow YCC to get lost in the development of new programs.
 2. Utilize our expertise in developing the new program.
 3. Agencies work together at the WO level. (USDA/USDI)
 4. Get line item appropriations for Title I and Title II in FY 95 budget.
-

TITLE I - Selection process will continue to be random selection with the stratification goal being for a 50-50 split of male and female applicants.

Age group for Title I should stay 15 through 18.

Title II - Selection process: Should include a resume and when feasible an interview process. The primary purpose of this is to provide youth with the experience of applying for a position.

Demographics of Title II camps - Shall include a cross section of youth from the economic, social, racial population of the recruitment community. Stratification of applicants should occur to provide a 50-50 split of male and female applicants if at all possible.

TYPES OF CAMPS

Residential & Non-Residential components

Both components are needed with a possible exchange program with Urban Corps.

Local options should allow both types of camps

Age groups: 15 - 18 YCC (Title I)
 18 - 25 PLC (Title II)

CONCERN: It is our recommendation based on our previous experience with the YACC that the broad base of age 16 thru 25 should not be included in any individual camp.

We recommend Age 15 - 18 focus on the summer YCC program Title I
With Title II PLC serving the ages 18 thru 25.

Title II Public Lands Corps says:

Age 16 - 25 (We recommend the Title I program serve the high school age group with the Title II program focusing on age 18 - 25 with the high school dropouts, ages 16 & 17 being the occasional exception in the program.

Length of PLC camps - can be seasonal or year round (local determination)
 Enrollee living allowance - Shall not exceed the poverty guideline for a family of 2.

Work on public lands only?? The language of the legislation appears to limit the PLC to Federal Lands only except for disasters. It would be helpful to be able to work on community projects (State, County, City lands) in other situations than disasters.

(Many of our partnerships are with state agencies and State Conservations Corps. The ability to work on their lands as a part of the partnership will be very helpful.)

ISSUE: No 25% match is required for the federal program operated solely by federal agencies. Partnerships encouraged. 25% match required with partnerships, but can come Federal funds and can be an in-kind match. This is our understanding.

ENROLLMENT -

1. Signup document - ONE PIECE OF PAPER (This document will need to cover the required demographic information, SSN, and other legal information)
2. Pay - Minimum wage (state or federal minimum wage, whichever is higher).
3. We must cover enrollees with workmans compensation act and tort claims act.
 (Problem - The current language in the Act does not cover OWCP or Tort Claims for the Public Lands Corps.)
4. Use regular agency payroll systems. (Forest Service, NFC, Park Service NPS/FWS - PAY/PERSS).
5. Develop a system for enrollees to set aside part of their income in a holding account to be paid at the time they successfully complete the program.

Slots approved by the National Commission will provide a \$4,725 education voucher for one year of service. This voucher will be paid directly by the National Commission to the student. Students are eligible for a maximum of 2 one-year vouchers of \$4,725.

There is a maximum of \$18 million available in FY 94 for all federal agencies for competitive grants as covered in the legislation.

Operational funds for the PLC can come from any of the following sources:

1. A competitive grant from the Corporation
2. Private funds
3. Agency funds
4. A combination of any of the above

The concern is that current operational funding is very limited. The \$18 million for all Federal Agencies is very small. Foundation funds are limited, and Agency funds are very limited due to severe budget reductions in the Federal agencies. Therefore, in order to implement a program of any significance to meet the needs of youth or the environment it will be necessary for Congress to fund the PLC with a line budget item in FY '95 to operate meaningful programs in Title Title II.

PROPOSAL SUBMISSIONS

We recommend guidelines be developed immediately for the submission of proposals for grant proposals for the PLC. We recommend that Agriculture & Interior work together, utilizing the same guidelines for proposals.

Education:

Title I - Continue the current environmental education component

Title II - Include an environmental education component similar to YCC. Participants without a High School diploma should be required to work toward a GED/diploma or High School diploma. Work with the educational community to obtain high school credit for participation in the PLC.

PARTICIPANTS AT THIS NATIONAL YCC CONFERENCE HELD IN TUCSON, AZ ON OCT 24-26, 1993 ARE WILLING TO PARTICIPATE IN THE DEVELOPMENT OF THE POLICY/REGULATIONS OF THE TITLE I AND TITLE II PROGRAMS.

Let WO Agency Coordinators know if additional information is needed on these issues.

REGION - 1 HOSTED PROGRAM AGREEMENTS

<u>STATE</u>	<u>AGREEMENT WITH</u>	<u>TYPE OF AGREEMENT</u>	<u>DATE OF AGREEMENT</u>
Montana	The Mont. Conservation Corps ✓ Montana State Prison Qua Qui Corporation Confederated Salish & Kootenai Tribes		October 1991 July 1992 July 1981 April 1983
Idaho	Idaho Dept. of Lands (on behalf of the Idaho Dept. of Corrections)		February 1988

REGION - 2 HOSTED PROGRAM AGREEMENTS

<u>STATE</u>	<u>AGREEMENT WITH</u>	<u>TYPE OF AGREEMENT</u>	<u>DATE OF AGREEMENT</u>
Colorado	Front Range Community College	College Work Study	December 1985
	Metropolitan State	" "	January 1993
	University of Colorado (Denver)	" "	May 1990
	Red Rocks Community College	" "	September 1987
	Denver Institute of Technology	" "	July 1990
	Barnes Business College	" "	July 1989
	Auraria Community Service Program (Denver)	" "	October 1989
	Emily Griffith Opportunity School	" "	March 1989
	Denver Business College	" "	February 1989
	Intervention Community Service Program		January 1989
	Jeffco JTPA		June 1984
	Vocational Rehabilitation		September 1982
	Colorado Trail		November 1978
	Colorado Department of Corrections		October 1988
	Student Conservation Association		February 1992
	National Council of Catholic Women		September 1991
	Collbran Job Corps Center		December 1988
	Colorado Archaeological Society		November 1978
	San Juan Basin VoTech School		September 1989

Talk to
me about
this
- JAL -

<u>STATE</u>	<u>AGREEMENT WITH</u>	<u>TYPE OF AGREEMENT</u>	<u>DATE OF AGREEMENT</u>
Colorado, cont.	Amerifish Corporation Fishing Has No Boundaries Volunteers for Outdoor Colorado (VOC) Federal Bureau of Prisons Shoshone and Arapahoe Tribes The Federal Bureau of Prisons-US Dept.of Justice Holiday Rambler Recreation-Vehicle Club Times Magazine		January 1991 April 1992 July 1992 March 1987 October 1991 October 1992 May 1993
Wyoming	Wyoming Forestry Division		August 1989
South Dakota	Western Dakota Vocational Technical Institute		April 1990

REGION - 3 HOSTED PROGRAM AGREEMENTS

<u>STATE</u>	<u>AGREEMENT WITH</u>	<u>TYPE OF AGREEMENT</u>	<u>DATE OF AGREEMENT</u>
Arizona New Mexico	No information furnished but agreements are in place in the listed states.		

REGION - 4 HOSTED PROGRAM AGREEMENTS

<u>STATE</u>	<u>AGREEMENT WITH</u>	<u>TYPE OF AGREEMENT</u>	<u>DATE OF AGREEMENT</u>
Utah	Ute Indian Tribe		February 1988 (Rev.93)
Idaho	Shoshone-Bannock 94-148 (Caribou NF) Shoshone-Bannock JTPA (Caribou NF) Northwest Youth Corps (Challis NF) Northwest Youth Corps (Payette NF) Nez Perce Tribe 94-148 (Payette NF) Shoshone-Bannock 94-148 (Payette NF) Shoshone-Bannock 94-148 (Sawtooth NF) Idaho State Youth Services Shoshone-Bannock 94-148 (Targhee NF)		April 1988 May 1989 May 1992 May 1991 June 1985 May 1985 February 1988 August 1988 November 1987
Nevada	California Conservation Corps (Toiyabe NF) Shoshone-Paiute 94-148 (Toiyabe NF)		December 1987 July 1990

REGION - 5 HOSTED PROGRAM AGREEMENTS

<u>STATE</u>	<u>AGREEMENT WITH</u>	<u>TYPE OF AGREEMENT</u>	<u>DATE OF AGREEMENT</u>
California	California Conservation Corps (CCC)	E/T (PL 94-148)	March 1988
	California Dept. Forestry & Fire Protection	E/T (PL 94-148)	April 1991
	California Indian Manpower Consortium	JTPA - E/T (PL 94-148)	September 1989
	*Private Industry Council of San Francisco	E/T (JTPA Summer Youth)	May 1993
	*Sub-Contractors: Careers Abound Inc.; Bernal Heights Neighborhood Center, Community Service; Potrero Hill Neighborhood House		
	*Private Industry Council of San Francisco (Potrero Hill Neighborhood House)	E/T (JTPA Summer Youth)	October 1992
	Sacramento Job Corps Center	E/T (PL 94-148)	June 1992
	Golden Sierra Job Training Agency	JTPA (Summer)	June 1993
	El Dorado County GAIN	Pre-Employment (PREP)	May 1993
	Yosemite National Park	Interagency	July 1993
	Cal Poly San Luis Obispo	Challenge Cost Share	April 1992
	NCIDC	E/T PL 94 148	July 1987
	Etna High School	ROP (Cooperative)	April 1992
	Discovery High School	ROP (Cooperative)	September 1991
	Butte Vally High School	ROP (Cooperative)	December 1990
	GAIN	E/T PL 94-148	December 1990
	Office of Education	YCC/ROP (Cooperative)	May 1992
	Office of Education (Cal Serve Program)	ROP (Cooperative)	October 1992
	Office of Education (In-School Program)	ROP	September 1990
	Para Los Ninas	Participating	July 1993
	East Bay CCC	Participating	April 1993
	Sis. Co. Sheriff	MOU	August 1987
	STEP	MOU (JTPA)	March 1993
	CDF	Host Agency (ROP)	March 1990
	Dept of Rehab.	Collection	April 1988
	JCCCC (Wolf Creek)	Work Experience (ROP)	June 1991
	Seiad Elementary School	Challenge Cost Share	March 1993
	Seiad 4-H	Challenge Cost Share	April 1993
	Klamath Elementary School	Challenge Cost Share	March 1993
	Butte Valley High School	ROP (Cooperative)	October 1990
	Etna High School	Challenge Cost Share	March 1993

<u>STATE</u>	<u>AGREEMENT WITH</u>	<u>TYPE OF AGREEMENT</u>	<u>DATE OF AGREEMENT</u>
California, cont.	Etna High School/Kidder Creek Camp	Master	June 1993
	Los Padres Interpretive Assn.	Interp. Assn. Coop.	1975
	Big Sur Natural History Assn.	Interp. Assn. Coop.	1980
	Cabrillo College	Volunteer	1993
	Ventana Trekkers	Volunteer	1991
	Mounted Assistance Group	Volunteer	1980
	Pinkola'm Trail Group	Volunteer	1991
	Ventana Clippers	Volunteer	1993
	Santa Maria Sportsmen's Assns	Volunteer	1985
	Los Padres Trail Riders	Volunteer	1985
	Santa Ynez Chumash Reservation	Volunteer	1992
	Santa Barbara Mountain Bike Assn.	Volunteer	1989
	Sierra Club	Volunteer	1985
	Calif. 4WD Assn.	Volunteer	1983
	Tree People	Volunteer	1991
	Plant It 2000	Volunteer	1993
	Chumash Tribal Elders	Volunteer	1992
	UCSB Internship Program	Volunteer	1984
	Community Access Network	Volunteer	1988
	Monterey County Youth Programs	SYETP	1993
	Santa Barbara County Schools	SYETP	1974
	Santa Barbara County Schools	ROP	1990
	Santa Barbara County Schools	Work Ability	1990
	Natural Resources School	JTPA	1989
	San Luis Obispo Cty.	PIC SYEPT	1988
	Cal Poly San Luis Obispo	Coop Ed.	1981
	Hartnell College	Coop Ed.	1980
	Kings River College	Coop Ed.	1988
	Compton College	Coop Ed.	1984
	UC Santa Barbara	Coop Ed.	1993
	UC Santa Cruz	Coop Ed.	1993
	Bakersfield College	Coop Ed.	1989
	John Hancock College	Coop Ed.	1981
	UC Santa Barbara College	Work Study	Annual
	Westmont College College	Work Study	Annual
	Santa Barbara Community College College	Work Study	Annual
	Oxnard Community College College	Work Study	Annual
	Southern California Nordic Ski Patrol	Coop Work	1976
	Southern California Nordic Ski Patrol	Volunteer	1983
	Santa Barbara Botanic Gardens	MOU	1989
	Quail Unlimited	MOU	1990
	Montecito Trail Foundation	Collection	1987
	Montecito Trail Foundation	Volunteer	1988

<u>STATE</u>	<u>AGREEMENT WITH</u>	<u>TYPE OF AGREEMENT</u>	<u>DATE OF AGREEMENT</u>
California, Cont.	AARP	MOU	1982
	State Department of Rehabilitation	Collection	1981
	Ventura County	Juvenile Restitution	1979
	Santa Barbara County	Community Service	1980
	Paul Starbard-THE CREW	Participating	1992
	Port Hueneme CB's	Volunteer	1992
	Ventura County Schools	SYETP	1988
	Ventura County Schools	Work Ability	1988
	Ventura County Schools	ROP	1988
	Santa Barbara City	Work Ability	1992
	Candalaria American Indian Council	JTPA	1988
	Kern High School District	SYETP	1993
	Santa Barbara Community College	EOPS	Annual
	Private Industry Council-Butte Co.	E/T JTPA Title C	April 1992
	Private Industry Council - Glenn Co.	E/T JTPA Title B	May 1993
	Private Industry Council - Colusa Co.	E/T JTPA Title B	June 1993
	County of Lake	Job Training	June 1993
	Private Industry Council - Mendocino Co.	E/T JTPA Title B	June 1993
	Plumas Job Taining Center- Plumas Co. PIC	Par. JTPA Title A,B,C	April 1993
	Plumas Co. Dept. of Social Services-GAIN	E/T GAIN PREP	May 1991
	Butte County PIC	E/T JTPA Title II & III	June 1993
	Student Conservation Association/Partners of the Americas	Participating (Nat'l) to host HS work crews through MUSCLE program	March 1990
	Butte Community College District	Participating Agreement for training & development of physically challenged students.	August 1991
	Plumas Corporation	Participating Agreement for education & training of Native American students in natural resources	November 1990
	S.M.A.R.T (Study Methods Applying Retentive Techniques)	Participating & Collection	June 1993
	Community Services & Employment Training	Participating (JTPA)	July 1993
	Community Services & Employment Training	Challenge Cost-Share (Sequoia SSTARs)	July 1987
	Kern High School District	E/T (JTPA)	May 1993
	Lost Arrow Corporation (Patagonia)	Challenge Cost-Share	June 1993
	PROTEUS Training and Employment, Inc.	E/T	January 1991
	Porterville Public Schools	E/T	February 1992
	Tulare County Department of Education	E/T (JTPA)	January 1992
			December 1989

<u>STATE</u>	<u>AGREEMENT WITH</u>	<u>TYPE OF AGREEMENT</u>	<u>DATE OF AGREEMENT</u>
California, cont	Porterville Public Schools	E/T (Sequoia SSTARS)	May 1992
	Student Conservation Association	National	February 1993
	Madera County PIC	Summer Youth Employment	June 1993
	Clovis Unified School Dist. & Fresno Co.	YCC & Summer Youth Emp	June 1993
		Trng Program Worksite agreement.	
	Community Services & Employment Trng. Inc.	Participating	July 1993
	Council On International Education Exchange	Agr. for Sponsored Voluntary Services	May 1990
		FS-1800-8 (5/88)	
	Student Conservation Association	Participating Agreement	April 1990
	County of Fresno Dept of Social Services	Mem. of Understanding	October 1988
	Fresno American Indian Council	Mem. of Understanding	June 1984
	California Indian Manpower Consortium, Inc.	Mem. of Understanding	March 1984
	California Dept. of Fish & Game	Host Agency Agreement	June 1988
	California Dept. of Forestry	Host Agency Agreement	June 1988
	Clovis Unified School District	Cooperative Agreement	July 1991
	Clovis Unified School District	Cooperative Agreement	October 1990
	Clovis Unified School District	Cooperative Agreement	June 1989
	California Conservation Corps	Cooperative Agreement	February 1987
	Madera County Welfare Department	Agr for Sponsored Voluntary Services	June 1987
		FS-1800-8 (7/73)	
	County of Fresno, Office of Education	Cooperative Agreement	July 1987
	GAIN	Short Term PREP	May 1993
	Job Training Agency (Golden Sierra)	Worksite Agreement	Yearly
	Student Conservation Association	Participating	February 1993
	Golden Sierra Job Training Agency	JTPA (Summer Youth)	Yearly

REGION 6 & PMW RESEARCH STATION HOSTED AGREEMENTS

<u>STATE</u>	<u>AGREEMENT WITH</u>	<u>PURPOSE OF AGREEMENT</u>	<u>DATE OF AGREEMENT</u>
Washington	Washington Dept of Natural Resources	Allows the use of Prison Inmates to work on FS lands & Fire Fighting	April 1985
	Washington Dept. Employment Security	Provides ability for Youth employed by Wash. to work on FS lands adjacent to State lands.	April 1984

<u>STATE</u>	<u>AGREEMENT WITH</u>	<u>PURPOSE OF AGREEMENT</u>	<u>DATE OF AGREEMENT</u>
Washington, cont.	Washington Parks/Recreation	Allows Washington Conservation Corps participants to assist FS	April 1984
Oregon	Klamath Tribe	Allows for the training and development of Tribal Members	Signature Pending
	Northwest Youth Conservation Corps	This is an agreement for youth that follows the YCC and old YACC concept.	
	Oregon State Dept. of Forestry	Designed to utilize inmates in fire emergencies throughout the state.	
	Stop Litter and Vandalism (SOLV)	To provide assistance to SOLV in keeping the Forest free from litter and vandalism.	
	Oregon Youth Development Alliance (OYDA)	To cooperate in furthering programs which will lead to youth involvement in programs that will promote attitudes of respect and persons and the environment	
	Oregon Bureau of Labor and Industries	To provide recruitment and employment opportunities.	
	Private Industry Councils (OR and WA)	To provide out of work youth, adults, disabled and senior citizens work experience and development skills.	

There are countless Hosted Agreements and Memorandum of Understanding negotiated at the Forest level. R6 policy is that if the cooperation between the parties does not involve more than one Forest or cross State boundaries the authority to enter an agreement rests with the Forest. New, unique and/or precedent setting endeavors must be submitted to the RO for review prior to signing.

REGION - 8 HOSTED PROGRAM AGREEMENTS

<u>STATE</u>	<u>AGREEMENT WITH</u>	<u>PURPOSE OF AGREEMENT</u>	<u>DATE OF AGREEMENT</u>
Georgia	Student Conservation Association Job Training Partnership Act State Dept. of Corrections Northeast District Probation Detention Center Fannin County School System Federal Probation Office U.S. Army Georgia Department of Family and Children's Services with the Peach Job Opportunities and Basic Skills Program	Rabun County State State Local Federal Federal State	
Kentucky	Dept. of Employment Services (1-3 months/Summer) Dept. of Employment Services (Summer Youth Program) Dept. of Employment Services (Summer Youth Program) (Community Work Experience) Federal Bureau of Prisons Dept. of Employment Services (Community Work Experience Prog/January (Summer Youth Employment Program /1-2 months Summer) Green Thumb TENCO Private Industry Council/ Dept. for Employment Services (2-3 Summer Months) Eckered Family Youth Alternative, Inc. Hurricane Island Outward Bound, separate agreements for each project worked on Scotsmore, Florida Trail Association Manatee Outward Bound Liz McGrath Circle Central Florida Doghunters Assn., Ocala Recreation and Parks Department	Clay County Clark County Laurel & Whitely County Clay County McCreary Menifee Rowan	 April 1993 April 1993 May 1993 January 1993 March 1991
Florida		Marion County Brevard County Alachua County Manatee County Marion County Lake County Marion County	April 1990 November 1989 September 1987 February 1993 June 1991 October 1990 January 1992

<u>STATE</u>	<u>AGREEMENT WITH</u>	<u>COUNTY/CITY</u>	<u>DATE OF AGREEMENT</u>
Florida, cont.	Walt Anderson Family	Volusia County	August 1991
	Vision Quest	Chester County	January 1993
	Robert Seblom	Baker County	May 1997
	Evert and Shirley Letchworth	Baker County	June 1993
	Inward Ventures Inc.	Leon County	January 1993
Virginia	Preferred Placements	Leon County	June 1993
	(Leon County Retarded Citizens)		
	New River Community Sentencing Inc.	Montgomery, Giles & Bland Counties	
	Virginia Tech University	Giles County	January 1993
	Federal Government Sentencing Program	Montgomery County	January 1993
		Giles County	February 1993
	College Summer Intern Program	Roanoke County	May 1993
	Montgomery County Youth Referral Program,	(same as above)	April 1993
	Wise County Sentencing Program,	(same as above)	June 1993
	Summer Youth Employment Program TAP,	Wise County	May 1993
	YCC	Botetourt, Bedford & Rockridge Counties	
	Natural Bridge Learning Center	(same as above)	June 1993
	Mount Rogers JTPA	(same as above)	April 1993
	Virginia Highlands Community College	Smyth County	June 1993
	Craig County Court Sentence	Smyth County	
	5th Planning District TAP	Craig & Botetourt Counties	May 1993
		Craig, Botetourt, Monroe & Roanoke Counties	June 1993
	Botetourt County Court Sentencing Program	Craig, Roanoke & Montgomery Counties	May 1993
		Bland, Wythe, Smyth & Pulaski Counties	June 1993
	Mountain Community Action Program JTPA,		
	Wytheville Community College	Pulaski County	
	Green Thumb Employment Training	Roanoke County	June 1993
	College Summer Intern Program	Roanoke County	April 1993
Mississippi	Gulf Coast Sandblasters	Harrison County	October 1992
	Bigfoot Horseriders	Harrison County	October 1992
	MS Gulf Cost Audubon Society	Harrison County	July 1993
	USDA Soil Conservation Service	Forrest County	June 1993
	Ms Band of Choctaw Indians	Neshoba County	August 1992
	MS Forestry Commission	Hinds County	August 1985
	MS Dept of Corrections	Jefferson County	February 1989
	MS Dept of Corrections	Yazoo County	March 1990
	MS Dept of WL, Fisheries & Parks	Stone County	March 1993
	MS Dept of WL, Fisheries & Parks	Stone County	March 1993
	MS Dept of WL, Fisheries & Parks	Stone County	August 1993
	MS Dept of WL, Fisheries & Parks	Stone County	June 1993

<u>STATE</u>	<u>AGREEMENT WITH</u>	<u>COUNTY/CITY</u>	<u>DATE OF AGREEMENT</u>
Mississippi, cont.	Scott County Bd of Supervisors Newton County BD of Supervisors	Stone County Newton County	Nov. 19976 March 1988
Louisiana	La. Dept. of Corrections Corrections Corporation of America	State	Nov. 1993 October 1991

REGION - 9 HOSTED PROGRAM AGREEMENTS

<u>STATE</u>	<u>AGREEMENT WITH</u>	<u>COUNTY/CITY</u>	<u>DATE OF AGREEMENT</u>
Indiana	Branchville Training Center, Ind. Corrections Dept. Ball State Univ., Fire History Reconstruction Indiana Bass, Sundance Lake Construction Wild Turkey Federation, Opening Maintenance Story Inn, Orienteering, Shirley Creek Trailriders, Trail/Road Maintenance Monroe Co. Parks & Recreation, Interpretation Sassafras Audubon Society, Adopt-A-Trail Hoosier Backpackers, Adopt-A-Trail Common Adventure Club, Adopt-A-Trail		October 1983 August 1993 July 1992 August 1993 June 1993 July 1993 March 1993 March 1993 March 1993 March 1993
Michigan	Blackwell Riding Assoc., Adopt-A-Trail Upper Peninsula Outdoors (includes 7 Intermediate School Districts in Delta and Schoolcraft counties involved in the Clear Lake Environmental Education Center) Michigan Dept. of Corrections Iosco County Board of Commissioners Parks and Recreation Brooks Corrections Facility TRV Corrections Facility, Camp Eagle Village Michigan Wildlife Habitat (2) Camp Pugsley State of Michigan Department of Corrections Youth Employment Training Program West Central Michigan Employment and Training Consortium (JTPA) Camp Lehman Corrections Facility Michigan State Summer Youth Education Program Michigan Department of Social Services Agreement		March 1993 May 1990 October 1992 July 1993 September 1992 February 1993 December 1985 April 1993 May 1993 November 1992 June 1989 April 1993
Minnesota	MN Department of Health (water sample collection) Ducks Unlimited (mtce of waterfall) MN State Historic Preservation Officer (site evaluation)		March 1983 September 1984 January 1986

<u>STATE</u>	<u>AGREEMENT WITH</u>	<u>COUNTY/CITY</u>	<u>DATE OF AGREEMENT</u>
Minnesota, cont	Ruffed Grouse Society		June 1987
	RJS Custom Woodworking (tree planting donations)		November 1987
	MN DNR / Northstar Sportsmans Club - boat access		May 1989
	Leech Lake Reservation - cultural res survey		April 1989
	Ruffed Grouse Society - Habitate Improvement		May 1990
	Blackduck Lion's Club *		March 1991
	Minnesota Deer Hunters Assoc. Deer Habitat		August 1990
	University of MN - Duluth bird monitoring		May 1991
	Northstar Sportmans Club *		June 1991
	U.S. West - accessability fishing project		March 1991
	Bemidji Rotary " " "		March 1991
	Telephone Pioneers of America " "		March 1991
	Hamline University - Archeology agreement field work		June 1991
	Minnesota Deer Hunters Assoc. - collection habitate info		June 1991
	Lofty Oaks Tree planting - private group donating money		January 1991
	Minnesota Deer Hunters Assoc., Itasca Chapter deer habit		May 1992
	Minnesota Deer Hunters Assoc. " "		June 1992
	Home Place Resort -mtce ski trainls		June 1992
	MN DNR / Itasca Community College / University of MN /		June 1992
	Bureau of Indian Affairs - (Native Amer. High School Studnts		
	University of Iowa- providing site for archology students stdy)		Sept 1992
	MN State Historic Preservation Office / Advisory Council on		March 1993
	Historic Preservation / Preservation Alliance of MN		
	Boy Scouts of America, Troop 40 - interpretive trail upkeep		October 1992
	Doug Marston of Bowstring Shores (resort) snow mobile trail mtc		January 1993
	Leech Lake Indian Reservation - cultura resources		January 1993
	MN DNR (Maintenance of Boat Landing & fishing sites)		January 1993
	MN DNR "		December 1976
	MN DNR "		September 1988
	MN DNR "		July 1989
	MN DNR "		June 1989
	MN DNR "		July 1989
	MN DNR "		July 1989
	MN DNR "		July 1989
	MN DNR "		January 1990
	MN DNR "		September 1989
	MN DNR "		March 1990
	MN DNR "		April 1990
	MN DNR "		September 1990
	MN DNR "		March 1992
	MN DNR "		August 1991
	MN DNR "		August 1991
	MN DNR "		July 1991

<u>STATE</u>	<u>AGREEMENT WITH</u>	<u>COUNTY/CITY</u>	<u>DATE OF AGREEMENT</u>
Minnesota, cont	MN DNR	"	March 1992
	MN DNR	"	May 1992
	MN DNR	"	January 1993
	MN DNR	"	June 1993
	MN DNR	"	June 1993
	Minnesota Conservation Corp		July 1993
	Arrowhead Economic Opportunity Agency		June 1993
	Nett Lake Reservation		July 1993
	University of Minnesota Duluth		1985
	Carlton College, Mpls, MN		July 1993
	Department of Justice (Bureau of Prisons)		1991
	Vermillion Community College		1984
	Telephone Associates		1992
	Telephone Pioneers		1992
Missouri	Sierra Club (Ozark Chapter)		January 1993
	Boy Scouts of America (Troop 69)		January 1993
	Noblett Pioneers		April 1993
	Ozark Action Incorporated (JTPA)		Agreement
			Pending
New Hampshire	Student Conservation Assoc.		April 1990
	Randolph Mountain Club		January 1993
	Appalachian Mountain Club		August 1993
	Appalachian Mountain Club		July 1992
	Appalachian Mountain Club		August 1993
	Appalachian Mountain Club		May 1989
	Appalachian Mountain Club		August 1993
	Coos County Sherriff Dept		November 1992
	Gorham Police Dept.		January 1992
	Stark Police Department		May 1993
	Berlin Police Department		January 1993
	Appalachian Mountain Club		July 1993
	NHCC Student Conserv.Corp		July 1993
	Twin Mt. Snowmobile Club		November 1992
	NHCC Student Conserv.Corp.(Kennett HS) (JTPA)		June 1993
	NH Job Training Council		June 1993
	Center of Hope		June 1993
	Odyssey House		February 1993
	Plymouth Diversion Program		March 1993
	Lincoln Youth Program		July 1993

<u>STATE</u>	<u>AGREEMENT WITH</u>	<u>COUNTY/CITY</u>	<u>DATE OF AGREEMENT</u>
Ohio	US Dept. of Veterans Affairs (Job Rehab.)		February 1993
	US Dept. of Justice (Corrections Crew)		January 1993
	Greater Opportunities(Lawrence Co. Workfare)		March 1993
	US Dept. of Labor (Ohio Appalachian Develop.)		June 1993
	Job Training & Partneryhip Act (JTPA)		1993
	Tri-County Community Action Program		1992
	Human Resource Agreement, Hocking Correctional Facility		
Pennsylvania	Pennsylvania Higher Education Assistance Agency		June 1993
	(Fed. Work-Study Off-Campus Program)		
	North Central PA Regional Planning & Development Commission		June 1993
	(Two agreements and both involve (JTPA)		May 1993
Vermont	Student Conservation Assn		April 1993
	State of Vermont - YCC		June 1988
West Virginia	Huttonsville Correctional Center		January 1991
	Anthony Correctional Center		March 1988
Wisconsin	Wis. Conservation Corps (WCC)		October 1993
	Red Cliff Tribe, USFS-Washburn RD		March 1993
	Big Bay State Park and Red Cliff Reservation		
	Bayfield CO., USFS-Washburn RD and		June 1992
	Iron River, WI Fairgrounds		
	City of Ashland, USFS-Washburn Rd. and		June 1992
	PTE-2 USFS,DNR, Red Cliff Reservation		July 1993
	Red Cliff Tribe, Chequamegon National Forest		
	Bayfield CO. JOBS		April 1992
	Job Opportunities & Basic Skills, USFS-Washburn Rd.		
WI Con Corp (WCC)	WI	October 1992	
Summer Youth Program (SYP)	(Five Agreements) WI	June 1993	
Concentrated Employ Prog (CEP)	WI	July 1993	

REGION - 10 HOSTED PROGRAM AGREEMENTS

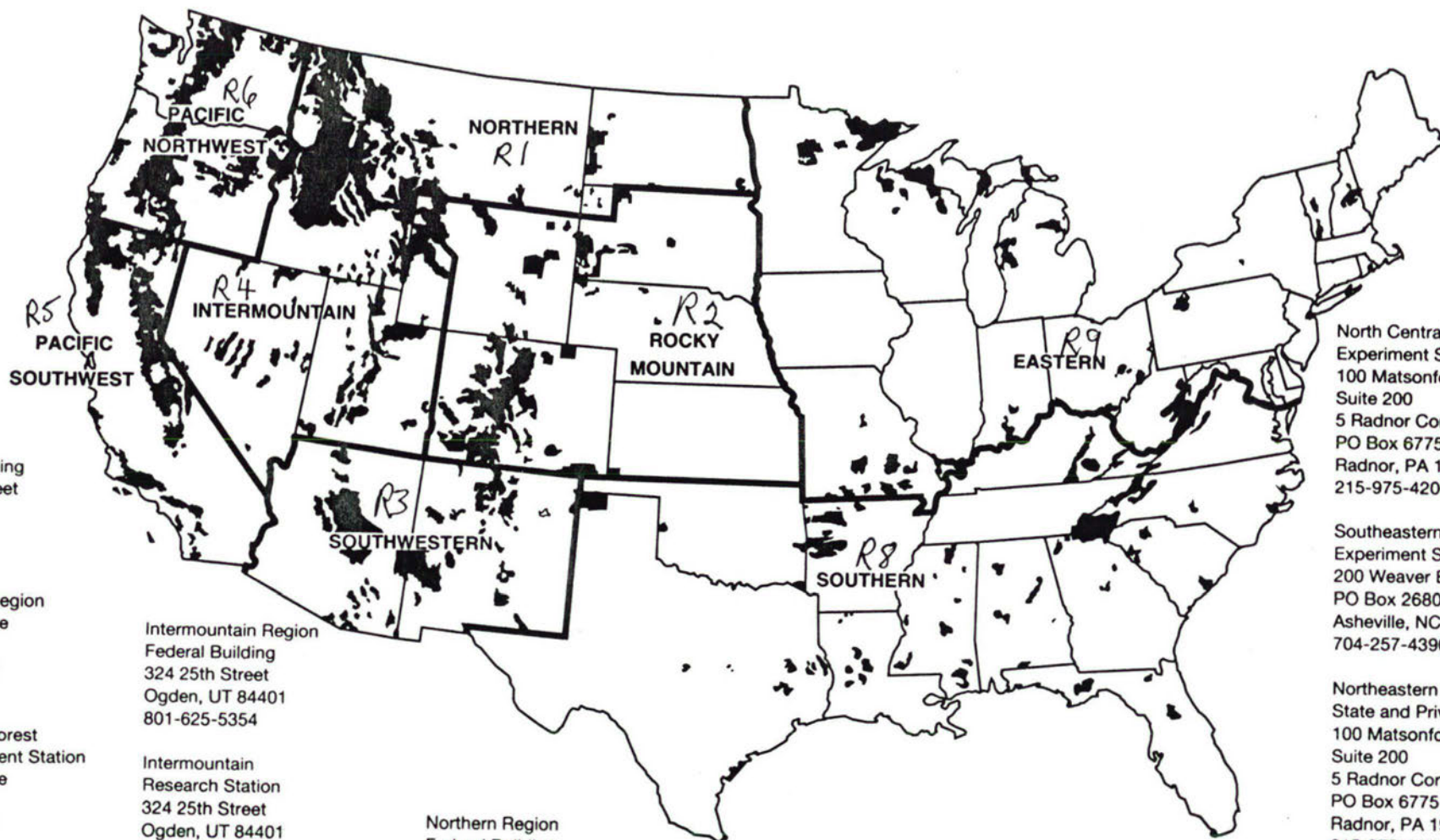
<u>STATE</u>	<u>AGREEMENT WITH</u>	<u>COUNTY/CITY</u>	<u>DATE OF AGREEMENT</u>
Alaska	Tlingit and Haida Central Council		April 1986
	Tanana Chiefs Conference, Inc.		October 1992
	Sitka Tribe of Alaska		May 1992
	Chugach Alaska Corporation		September 1987
			July 1989
			June 1990
	Kenaitze Indian Tribe		April 1993
Chugachmiut		May 1993	

NORTH CENTRAL FOREST EXPERIMENT STATION HOSTED PROGRAM AGREEMENTS

<u>STATE</u>	<u>AGREEMENT WITH</u>	<u>COUNTY/CITY</u>	<u>DATE OF AGREEMENT</u>
Minnesota	Arrowhead Economic Opportunity Agency Summer Youth Employment Program		April 1993

**NATIONAL FOREST IN NORTH CAROLINA & SOUTHEASTERN FOREST EXPERIMENT STATION
HOSTED PROGRAM AGREEMENTS**

<u>STATE</u>	<u>AGREEMENT WITH</u>	<u>COUNTY/CITY</u>	<u>DATE OF AGREEMENT</u>
North Carolina	Student Conservation Association		January 1993
	Community Service Agreement		July 16, 1993
	Job Training Partnership Act (Mountain Project)		June 10, 1993
	Job Training Partnership Act (Madison High School)		June, 1992
	Job Training Partnership Act (Eastern Band of Cherokee Indians)		June, 1993
	Employment Security Commission of North Carolina		June, 1993
	Macon Program for Progress		October 1985
	Job Training Partnership Act		
	(WAMY Comm. Action, Inc.)		April, 1993
	B.R.I.D.G.E. - Inmate Rehab. Program		
	(NC Forest Serv.)		May, 1993
	Cradle of Forestry Interpretative Association		May, 1993
	Job Training Partnership Act (NC Emp. Security Comm.)		May, 1993
	Job Training Partnership Act (Northeast Georgia Regional Development Center)		May, 1993



Alaska Region
Federal Office Building
709 West Ninth Street
PO Box 21628
Juneau, AK 99802
907-586-8863

Pacific Northwest Region
333 SW First Avenue
PO Box 3623
Portland, OR 97208
503-221-2877

Pacific Northwest Forest
and Range Experiment Station
333 SW First Avenue
PO Box 3890
Portland, OR 97208
503-326-5640

Pacific Southwest Region
330 Sansome Street
San Francisco, CA 94111
415-556-0122

Pacific Southwest Forest
and Range Experiment
Station
300 Buchanan Street
Albany, CA 94710
PO Box 245
Berkeley, CA 94701
510-559-6310

Intermountain Region
Federal Building
324 25th Street
Ogden, UT 84401
801-625-5354

Intermountain
Research Station
324 25th Street
Ogden, UT 84401
801-625-5412

Southwest Region
Federal Building
517 Gold Avenue SW
Albuquerque, NM 87102
505-842-3292

Northern Region
Federal Building
200 East Broadway Street
PO Box 7669
Missoula, MT 59807
406-329-3511

Rocky Mountain Region
704 Simms Street
PO Box 25127
Lakewood, CO 80225
303-275-5350

Rocky Mountain Forest
and Range Experiment
Station
240 West Prospect Road
Fort Collins, CO 80526
970-226-1100

Eastern Region
310 West Wisconsin Avenue
Room 500
Milwaukee, WI 53203
414-297-3693

Forest Products Laboratory
One Gifford Pinchot Drive
Madison, WI 53705
608-231-9200

Southern Region
1720 Peachtree Road NW
Atlanta, GA 30367
404-347-4191

Southern Forest
Experiment Station
U.S. Postal Service Building
701 Loyola Avenue
New Orleans, LA 70113
504-589-6800

North Central Forest
Experiment Station
100 Matsonford Road
Suite 200
5 Radnor Corporate Center
PO Box 6775
Radnor, PA 19087
215-975-4200

Southeastern Forest
Experiment Station
200 Weaver Boulevard
PO Box 2680
Asheville, NC 28802
704-257-4390

Northeastern Area
State and Private Forestry
100 Matsonford Road
Suite 200
5 Radnor Corporate Center
PO Box 6775
Radnor, PA 19087
215-975-4111

Partners for Youth Forest Camps



Your partnership can change the course of a young person's life.

From . . .

- High risk of failure
- Low self-esteem
- No skills, no hope

To . . .

- High chance of success
- Improved self-esteem
- Job skills, new hope for future jobs





Youth Forest Camps

Ever seen a group of teenage street-wise urban boys crying with joy and hugging each other after meeting only two weeks earlier?

Impossible you say? You can see this scene countless times when you visit graduation day at a privately sponsored outdoor camp in the Sequoia National Forest where inner city youth have rediscovered themselves, found pride in hard work, and learned new skills. These young people are crying because they have realized their potential; they have experienced opportunity!

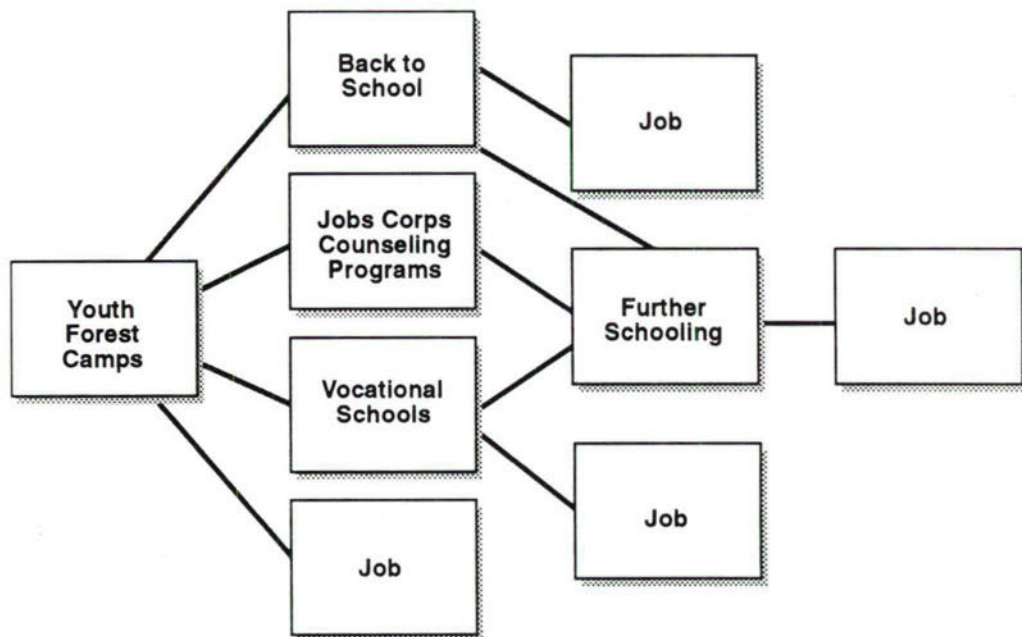
Overview of Youth Forest Camps:

- ▶ **Where are these youth camps?**
The Forest Service and the National Forest Foundation are setting up 3 Youth Forest Camps in the states of Washington, Oregon and Virginia.
- ▶ **Who qualifies?**
Youth at-risk, ages 15-18, males and females.
- ▶ **What will the young people receive?**
Job training, skills and pay for working in the outdoors; work ethics and basic social skill experiences; discipline and confidence; and learning about the environment.
- ▶ **What will these young people receive at graduation?**
Jobs and job skills; greater self esteem; and incentives to stay in school, gain further training, or enter a skilled profession.
- ▶ **Who will run the camps?**
Professional project leaders, teachers, counselors, mentors and volunteers from national and local companies and organizations, the Forest Service, and the National Forest Foundation. Not all camps will be the same. Each camp will be designed to address the local communities' needs with a flexible approach, much the same way the original 1930's Civilian Conservation Corps (CCC) programs operated. These camps will be different from past ones because of the partnership between the federal government, the National Forest Foundation, community leaders and the private sector. The Forest Service has 60 years of established success using these kinds of programs and is the government leader in developing partnerships. These are pilot camps that will continue as part of the Forest Service's ongoing youth programs.

Long Range Goal for Youth Forest Camps

The ultimate goal is for youth to learn marketable skills so that they are gainfully employed adults. All students that graduate from a Youth Forest Camp will be prepared for the next step – the skills and commitment to further their education at Job Corps Centers, the military, state technical and vocational schools, and career counseling centers — and ultimately, a job. They will also carry away a set of work ethics, self discipline, self esteem and other important life skills to help them continue as a productive contributor to society.

Future Opportunities for Youth Leaving Youth Forest Camps



The program will include a follow-up tracking and incentive package to move the youth through this process.

Partnerships are Needed for Youth Forest Camps

Why support Youth Forest Camps?

The vision of establishing Youth Forest Camps is based on the continuing need to provide training and jobs for thousands of unemployed youth, at-risk in urban and rural communities. The number of unemployed people in the United States during June 1992 reached 9.3 million or 7.8 percent. Unemployment rates have approached 50 percent among various ethnic neighborhoods in inner cities and on Indian Reservations. Labor Statistics from Department of Labor do not list those who no longer actively seek employment.

Why is the Forest Service interested?

A huge backlog exists of unfunded environmental and infrastructure work on public lands. American youth can work, learn and earn on jobs such as tree planting, carpentry, fence repair, fire fighting, stream restoration, surveying and mapping, data collection, trail building, and habitat restoration. For each dollar invested in these camps, nearly two dollars worth of work will be completed.

The National Forest Foundation

The **National Forest Foundation**, created by Congress, has a charter to:

- ▶ Encourage, accept and administer private gifts of money or other contributions-in-kind for the benefit of Forest Service activities.
 - ▶ Conduct activities that further the mission of the Forest Service.
 - ▶ Conduct educational, technical and other programs for Forest Service activities.
- With such a charter, the Youth Forest Camp program is tailor made for the National Forest Foundation.

Forest Service

The Forest Service has been practicing conservation of America's public lands for 100 years. The agency, located in the Department of Agriculture, balances uses such as wilderness, timber, wildlife, watershed, recreation and range on 191 million acres of land in 43 states. Six hundred million visits were made to National Forests last year, making the Forest Service the number one provider of outdoor recreation in the world. The Forest Service is internationally reknown for firefighting expertise; experience in timber management and research; the largest tree planting operation in the world; and a wide-variety of unlimited opportunities for recreation on 115,000 miles of trails; 4,200 campgrounds; and 33 million acres of wildemesses equal to the size of Arkansas.

The Forest Service has a long history of managing conservation work programs. The Forest Service was one of the leading agencies in the Civilian Conservation Corps (CCC) that employed thousands of workers in conservation work during the hard economic times of the 1930'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 (YCC) Camps. In 1992, the Forest Service operated 18 Job Corps Centers with over 9,000 enrollees.

Partnership Benefits

Youth Forest Camp

Youth	Forest Service	Public
Camp diploma	Repaired infrastructures	Improved recreation facilities
GED Preparation	Community support	Improved landscape
Work Ethics	Trained work force	Safer cities
Technical skills	Future employees	Trained & skilled workforce
On-the-job-training	Work done in outdoors	Lower unemployment
Compensation	Multicultural workforce	Environmentally aware publics
Self-respect	Improved landscape	Lower crime rate
Technical knowledge	Nearly \$2 million of unfunded work completed	Employees with work ethic
Team work skills		Culturally diverse workforce
Environmental awareness		Better Citizens
Future job prospects		Better environment

Youth Testimonials

Here's what campers say about Conservation Camps:

"My stay at camp has really changed my life! Just less than a week ago, some guys in my neighborhood offered me some drugs. I, of course, declined and I was thinking of you guys when I was about to decide not to. I have also started to pursue a career in one of the finest firefighting organizations in the nation—the LA F.D. When I was at camp, I learned to dream and to go out and take those dreams by the tail. I am trying really hard in school... Please, sirs, let me come back...It would mean so much to me. Humbly," **Anthony Fierro, 1992**



....."Camp taught me a lot, about how different people can be, and showed me places that I've never been to before. I learned how everybody has to cooperate and get along with each other to live in a place so long and so far away from home. Even on our job sites we had to study at least one hour or more about something in our environment. Camp is an experience that I think every kid should have and if I could, I would do it all over again; hopefully in the future I will get a chance to go back." **Shantel, 1992.**



....."I feel that the camp made a tremendous effect on me. It helped me to see that I can go beyond my limits I have set in my mind. I made friends with some very dear and special people, and I am very grateful for that. I would do the program 100 more times if I could. I'm grateful the program gave me the opportunities it did." **Margaret Barrett, 1992.**



....."I enjoyed my summer at Camp Cody last year. I believe that it was a very positive experience. It helped me learn how to cooperate with other people to make my work and my everyday living much more enjoyable. I hope the program is continued so that other youths can have the opportunity to experience it like I did." **Tim Hogenkamp, 1992.**



....."Camp was a great experience. I had fun throughout the summer. It is hard work and tiresome but the memories and things that you learn will last you a lifetime." **Jason LaFaver, 1992.**

....."I think camp is a great place to be. I would go back over and over again if that is possible. I learned a lot about the environment and to get along with those you dislike. The councillors (sic) are great, the work is hard but it is fun, and you feel good about it. People should go, you do good work for the forest and it makes you feel good to know you are doing something good for the future. I would recommend it to everyone and everyone to go and experience it. It is a once in a lifetime experience for everyone." **Shawna Edwards, 1992.**

Experts' Support of Youth Forest Camps

What experts say about the benefits of outdoor camps in changing negative behaviors of at-risk youth to positive ones:

The Camping Association defines organized camping as, "a sustained experience that provides a creative recreational and educational opportunity in group living out-of-doors. It utilizes trained leadership and the resources of natural surroundings to contribute to each camper's mental and physical, social and spiritual growth," (Kraus & Scanlin, 1983, *"Introduction to Camp Counseling"*, Englewood Cliffs Prentice-Hall, Inc.)

"The fact that camp claims the undivided attention of the camper day and night to an extent that neither home nor school, nor church nor gang can claim . . .

The fact that counselor-child relationships are often more natural and frank than the parent-child relationships . . .

The fact that the living situation is wholly natural with none of the artificiality of school. . . .

These factors combine to give great social potential to camping and eminence to its social role." (*Camping Magazine*, pp 23-24)

Everett Pigg, executive director of Camp Mountain Rest Drop-Out prevention program for youth at-risk, believes the camp setting is integral to their program's success. "We can put them in to a camp setting, hire a good sensitive staff who try to make learning fun, take away the threat of failure, give them job skills for life. It's amazing what improvements we see in such a short time... They're away from many of the influences that have gotten them where they are now." (*"Drop-Out Prevention, camp allows at-risk students to taste success"* by Kelly Gordon Moxley, *Camping Magazine*, Nov/Dec. 1992, page 29)

Recidivism is defined as a return to a juvenile or adult institution for a new offense. A study of juvenile offenders at an Outward Bound Camp before and afterwards revealed that, two years later, the group with the camp experience showed a significant decrease in recidivism compared to the control group who did not have the camping experience. "The Outward Bound group's rate remained at 20% while the control group's recidivism rate increased 42%. (*"Evaluating Outward Bound for Delinquent Youth"* by Theodore F. Wichmann, *Journal of Experimental Education*, Winter 1983, citing study by Kelley and Baer (1968))

David Charles Kolb, Director of an outdoor camp Discovery Program in Georgia concludes, "The overall self-esteem of the participants increased as did the personal perception of physical self and popularity . . . Similar to team sports, adventure activities engage the student physically as well as mentally and can influence self-esteem change. An important difference in adventure courses is that group and individual participation takes place in a "no-win, no-lose" context where the only feeling of competition is internal. A group living situation in a wilderness setting provides opportunities in which an individual can excel in a variety of areas: Overcoming fear, cooperating, organizing, showing compassion, demonstrating responsibility, following directions, solving problems, demonstrating leadership, as well as showing physical ability." (*"Self-Esteem Change and Mandatory Experimental Education"* by David Charles Kolb, the *Journal of Experiential Education*, Fall, 1988)

Another research article about the positive effects of a camping experience concludes that there is "strong evidence that therapeutic wilderness programs are effective." However, many "compare the impact of the wilderness experience to electricity; we know it works but we are not sure why" (Kimball, 1979). The author applied three tests to provide more quantitative data: the Wichmann-Andrew Behavior Intervention Scale, the Means-Ends Problem Solving Procedure, and the Instructor Checklist of Expectations for Youths at Risk. The conclusion from these tests proved that the program that was tested "significantly reduced asocial behavior Therapeutic wilderness programs increase self-esteem and reduce asocial behavior, and we are beginning to understand how and why." (*"Of Wilderness and Circles: Evaluating a Therapeutic Model for Wilderness Adventure Programs"* by Dr. Ted Wichmann, the *Journal of Experiential Education*, August, 1991.)

The Pilot Camps

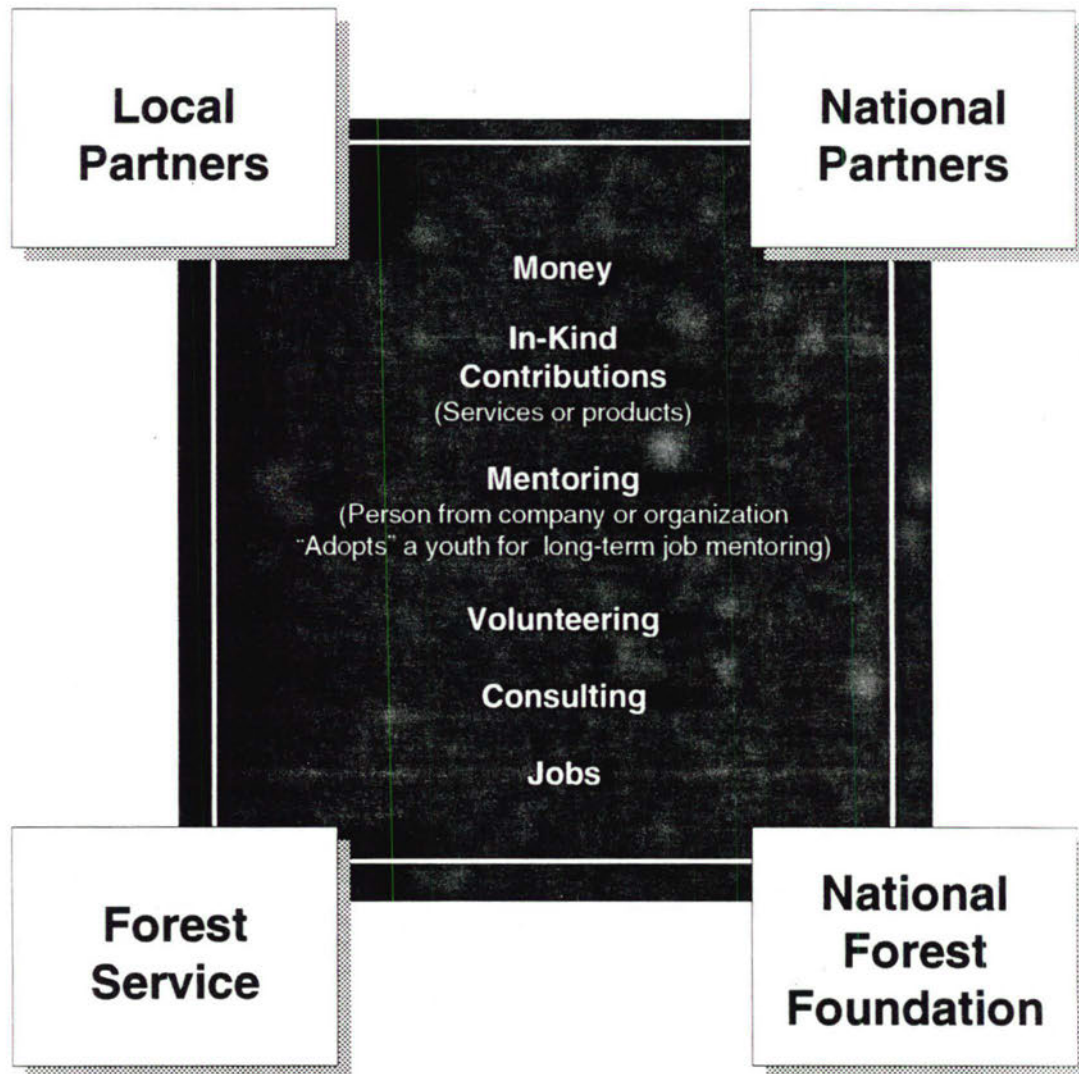
Name: Location: State:	Mt. Adams Gifford Pinchot NF Washington	Camp Cody Mt. Hood NF Oregon	Camp Augusta Springs George Washington NF Virginia
Positions; ages number	15-18 80 co-ed	15-18 72 co-ed	15-18 48 co-ed
Types of Work:	Trail building Improved Recreation Fence building Carpentry Map surveying	Riparian improvements Habitat Improvement Fence building Carpentry Tree planting	Environmental education Recreation improvement Erosion Control Carpentry Tree planting

Camp Basics

Duration of Camp	An 8 week session + a 10 week session for 18 weeks total.
Emphasis Programs:	Math and Science, Analytical skills, Team Work, Self-respect, Environmental Awareness, Social Stability.
Facilities:	Existing Forest Service Camps.
Skills Emphasis:	Life skills, Power tools, Financial skills, Partnerships, Work Ethics, Job Skills.
Life Skills:	Health, financial skills including cooking, checkbook balancing, frugal shopping, eating healthy, conflict resolution and living within a budget.
Camp Supervision:	Constant supervision by trained and certified counselors. Camps will offer health screening, counseling, job interview practice and application training, basic reading and writing skills, environmental education, evening and weekend activities, salaries, and work ethic training.

Partners for Youth Forest Camps

How Can Partners Be Involved?



Here's What Leaders Say About Youth Camps:

President Franklin Roosevelt, two days after his inauguration in 1933, announced, "I propose to create a Civilian Conservation Corps to be used in simple work, not interfering with normal employment, and confining itself to forestry, the prevention of soil erosion, flood control, and similar projects. More important, however, than the material gains, will be the moral and spiritual value of such work. The overwhelming majority of unemployed Americans, who are now walking the streets and receiving private or public relief would infinitely prefer to work. We can take a vast army of these unemployed out into healthful surroundings. We can eliminate to some extent at least the threat that enforced idleness brings to spiritual and moral stability. It is not a panacea for all the unemployment, but it is an essential step..." In 1932, 25% of young men between the ages of 15-24 were unemployed.

President Bill Clinton, quoted in an interview by Times Mirror Magazines, November, 1992, says, "I will also support a civilian conservation corps to raise environmental awareness among America's young people, to put young people to work on constructive projects, and to protect our natural resources. ...America's public land managers face a huge backlog of maintenance and repair—trails have eroded and camping facilities, picnic areas, and boat ramps have fallen into disrepair. I support a new civilian conservation corps as a low-cost way to restore infrastructure on public lands, while inspiring civic pride and responsibility."

Don Kendall, founder of PepsiCo and Chairman of the National Forest Foundation, says, "Youth Forest Camps are a great partnership for America's future. Your support will benefit American youth, American public land, and American cities and communities. The Forest Service and the National Forest Foundation have already committed time, people, money, and facilities to the Youth Forest Camps. The National Forest Foundation needs to raise \$1,000,000 to open the three pilot camps this spring, and give 200 young people an experience that will change their lives. Your contribution and your partnership will mean success for young people and a better trained and prepared American workforce. We need your help to begin a long and growing list of new camps, new beginning for young people, and new partnerships to make better citizens. These camps are a win-win arrangement for all involved. Your support is returned and can be measured in benefits to American youth, American public land, and our American cities."

Contributions Needed for 1993 Camps

- ▶ 200 youths
\$5,000 per youth*
\$1,000,000 from partners.
- ▶ The camps will need in-kind contributions of services and materials.
- ▶ The Forest Service has contributed \$150,000 for administrative costs such as insurance, supervision of work projects, and contracting. The agency will also provide the existing camp sites and facilities.
- ▶ Contributions for multiple year sponsorship of the camps are encouraged.

* Includes Educational Credit Voucher valued at \$500.00 for completion of the program. Student would submit a receipt for expenses incurred at Community College, Trade School, Tutorial Assistance, Adult Education Classes, etc., for reimbursement by the National Forest Foundation up to \$500.00 limit per position.

In-Kind Contributions Possible from Partners

Materials and Supplies:	Lumber, posts, fence wire, rip rap, hardware, campstoves, food
--------------------------------	--

Equipment:	Personal protective gear (hardhats, gloves, goggles), boots, clothing (T-shirts, jackets, jeans, socks), hand and power tools for field and shop projects
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Transportation:	Vehicles/buses, drivers, mileage/gas
------------------------	--------------------------------------

Education/Training:	Televisions/VCR's, instructional material, mentoring, volunteering, job training/internship, scholarships, testing and evaluation
----------------------------	---



United States
Department of
Agriculture

Forest
Service

Pacific
Northwest
Region

P.O. Box 3623
Portland, OR 97208-3623
333 S.W. First Avenue
Portland, OR 97204

*Youth Forest
Camp*

Reply To: 1870

Date: JUN 30 1993

Joel Berg
USDA Office of Communications
Administration Building, Room 213A
14th Independence SW
Washington, DC 20250

Dear Joel:

Your participation on the tour of the Youth Forest Camp at the Mt. Adams Ranger District was appreciated. We value your support as we move forward with our Youth Camps. Our hope is to develop a partnership with the National Forest Foundation Youth Camp and the national service concept to serve even more youth in the future.

We feel that a camp population of youth from both the inner city and the rural area, working together will result in their being better prepared for the world economy they will have to compute in.

Joel, I've enclosed our joint Oregon, Washington, USDA Forest Service and Western Rural Development Center proposal to subsection D of the National Community Service Act of 1993. As I explained, Michael Camunez was here on June 15 and reviewed it with us. We will be making a number of changes as a result of that meeting; however, this will give you a good idea of the concept.

If you have any questions, give me a call at (503) 326-3594. I'll be in our Washington Office the week of July 12 also.

Again, thanks for your participation and input last Sunday.

RONALD F. GREENWALD
Group Leader, Human Resource Programs

Enclosure

PHOTOCOPY
PRESERVATION



Caring For the Land and Serving People



Printed on Recycled Paper

*Youth Forest
Camps*



**USDA FOREST SERVICE
FINANCIAL ASSISTANCE ANNOUNCEMENT
FOR
SOUTHERN REGION
AUGUSTA SPRINGS YOUTH FOREST CAMP**

DESCRIPTION OF THE PROGRAM

The Augusta Springs Youth Forest Camp is a residential, co-educational, youth employment, training, and educational program for youth between 16 and 25 years of age. Youth Forest Camps are operated under the authority of Public Law 103-82, National and Community Service Trust Act of 1993.

The objective of this resident Youth Forest Camp is to provide training and employment for youth from urban as well as small rural, economically distressed communities. The camp will allow them to experience working in National Forests and on other Federal lands, develop strong work ethics, learn to work with others, and learn about the environment around them. The main project will include the construction of a natural resource related elevated walkway in a wetland ecosystem to be used for environmental education. The project specifications are available for review. Other projects in support of recreation, fisheries, wildlife, and general forest health programs are available to be accomplished on the Forest.

ELIGIBLE APPLICANTS

Eligible applicants are State or local governments, governing bodies of any Indian Tribes, or nonprofit organizations that are capable of coordinating and managing youth training programs in a natural or cultural resource setting for individuals between the ages of 16 and 25. Applicants must be able to provide a mix of work experience, basic social and life skills, education, and training.

A matching contribution of 25 percent or more for the proposed project is desirable. Matching contributions may take the form of cash, in-kind services, volunteer services, and non-cash contributions such as services, facilities, materials, or equipment.

CAMP MODEL

Location: The Augusta Springs Youth Forest Camp is located on the Deerfield Ranger District, George Washington National Forest, Augusta Springs, Virginia, which is 17 miles west of Staunton on State Route 42.

Length of Program: The program shall be an eight week, seven days a week residential program. The participants are required to work 40 hours a week and to participate in the total program.

Dates: The camp shall start June 19, 1994, and end on August 12, 1994.

Participant Profile: Participants shall be between the ages of 16 and 25, from urban and rural areas, and shall represent all social, economic, and ethnic backgrounds, including youth at risk. Participants must not have a history of serious criminal or other anti-social behavior that might jeopardize their safety or the safety of others.

Enrollment shall include an equal number of females and males and the total enrollment should include at least 40 percent minorities.

Recruiting Area: Emphasis will be on recruiting youth at risk from the Washington, D.C., Virginia, and Maryland areas, as well as local rural communities.

Number of Participants: 26

PROGRAM REQUIREMENTS

Following are program requirements that are expected of the applicant and the Forest Service.

The applicant will provide:

1. Recruitment of participants from the Virginia, Washington, D.C., and Maryland areas.
2. Qualified and ethnically diverse staff who meet the qualifications and goals of programs such as carpentry, vocational training, engineering, counseling, and recreation. All staff must have current Standard Red Cross cards or the equivalent. A certified lifeguard is recommended or desirable.
3. Liability and medical insurance coverage for all Youth Forest Camp participants as well as for applicant's employees.

4. Processing of a living allowance for participants.
5. Mid-program review of accomplishments which includes, but is not limited to, finances, student turnover rate, projects, etc.
6. Food service to participants. Meals furnished shall equal or exceed 3500 calories per day.
7. Qualified drivers and vehicles capable of safely transporting participants, tools, and equipment in support of all camp activities. Crews will be transported in accordance with state law. Separation must be maintained between tools and passengers.
8. A planned environmental education program of approximately 10 hours per week. The goal of the program will be to give participants a broad understanding of natural resources and their use and management. The program must provide potential school credit to participants.
9. A variety of planned and organized evening activities for participants. Activities can include such things as sports, games, crafts, reading groups, and presentations by outside guests and speakers. Weekend recreational activities need to be provided for the camp.
10. An on-the-ground representative who shall be available at all times and have authority to represent the applicant.
11. The completion of all assigned work projects in accordance with specifications provided by the Forest Service.
12. A final written report of the program operation no later than September 30, 1994. This report shall include an evaluation of staff, participants, camp/Forest Service relations, health and safety matters, food service, physical facilities, environmental education, work projects (including a summary of participants' time spent on each project), the evening programs, and vehicles. A format will be provided.
13. Develop and publish rules and procedures that Youth Forest Camp participants must adhere to. As a minimum, these rules and procedures shall prohibit the following:

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

Discipline must be consistent and in keeping with the overall Youth Forest Camp program. Prior to participants being discharged from the program for disciplinary, medical, or administrative reasons, the Forest Service as well as their parents or guardians must be notified.

14. A safety plan that covers all camp activities including off-site work and recreational activities.
15. Assurance of an enrollment of at least 20 participants.
16. A procedure for tracking participants for at least one year after the camp.
17. A final analysis of expenditures and obligations at the end of camp.
18. A copy of an approved disciplinary plan.
19. Program identity materials such as patches, decals, and tee-shirts with Forest Service provided insignia.
20. A pre-camp orientation for participants and parents.
21. A detailed outreach and recruitment plan based on desired participant profile.
22. A means of measuring the impact the program has on participants; for example, such things as knowledge gained and changes in behavior.

The Forest Service will provide:

1. Project materials and specifications; overall general supervision of projects as well as adequate tools, supplies, equipment, qualified operators, and special equipment needs.
2. Suitable work projects.
3. Suitable housing and camp site. These facilities are in a rustic setting. Tent-cabins with electrical hookups are available for the participants. Bunkhouse trailer facilities are available for staff. Shower, bathroom and laundry facilities are available.

4. Bedding, linens, pillows, etc.
5. Work clothes, boots, hardhats, and safety equipment.
6. Food services facilities.
7. Facility maintenance and utilities.
8. An on-the-ground Forest Service representative who shall be available at all times.
9. Forest Service radio communication.
10. Assistance and support in the environmental education program/component.

EVALUATION CRITERIA

1. Demonstrated experience and performance in managing youth residential programs.
2. Staffing.
3. Education Component/Model.
4. Matching contributions from Federal and non-Federal sources such as cash; non-cash contributions such as services, facilities, materials, or equipment; in-kind services; and volunteer services.
5. Overall cost effectiveness of proposal.
6. Outreach and recruitment plan.

SUBMISSION OF APPLICATIONS

APPLICATIONS MUST BE RECEIVED BY FEBRUARY 28, 1994. The application must include:

1. Standard Form 424, Application for Federal Assistance.
2. Standard Form 424a, Budget Information-Non-Construction Programs, sections A through D.
3. A detailed cost breakdown in support of the Standard Form 424a, using the enclosed budget sheet.

4. A narrative addressing the applicants organizational structure and pertinent professional experience that illustrates the ability of the applicant to fulfill or complete the proposed project; qualifications of key personnel; and proposed methodology, program requirements, recruitment plan, evaluation criteria, supplemental funding sources, and milestone schedule.

Narrative should be clear, concise and not exceeding ten pages.

5. Standard Form 424b, Assurances

6. Certifications

a. Form AD-1049, Drug-Free Workplace

b. Lobbying

c. Form AD-1047, Debarment, Suspension, and Other Responsibility Matters -- Primary Covered Transaction

The forms referenced above are enclosed for your use.

All applicable Office of Management and Budget circulars and other applicable financial assistance regulations shall apply to this announcement.

Applicants should ensure that all Standard Forms are signed by a properly authorized representative of organization.

Applications should be mailed to:

USDA Forest Service, George Washington National Forest
Attn: Mrs. Valerie K. Scott
P. O. Box 233, Harrison Plaza
Harrisonburg, Virginia 22801

The USDA Forest Service will evaluate the applications using the evaluation criteria above and anticipates the award of the cooperative agreement by April 1, 1994.

INQUIRIES

Questions regarding the application process, the Youth Forest Camp, and site visits should be directed to Mrs. Valerie Scott at (703) 564-8300. Site visits are highly recommended and can be scheduled with Valerie Scott prior to February 25, 1994.

RECEIVED:
HRP - 1010 RPE
DATE: 6/13/94

*send copy to VCLs
Hansen*

EMPOWERING VOLUNTEERS TO MANAGE PROGRAMS

**1994 NATIONAL COMMUNITY SERVICE CONFERENCE
POINTS OF LIGHT FOUNDATION
WASHINGTON, D.C.
JUNE 13, 1994**

**TRUDY SEITA ASSOCIATES
907 51ST STREET
VIENNA, WV 26105
304-295-6527**

CREATING A VOLUNTEER PROGRAM MANAGEMENT TEAM

If you want to "work smarter rather than harder," consider recruiting volunteers as members of a program management team. Effective team development requires time to identify key team members, empowerment with information and authority to do the work assigned and evaluation and recognition of the task accomplished. Consider the following as a guide for your "take-home" plan.

What is your vision of a volunteer program management team? If it is to be effective, what tasks could team members do for your program? How would you interact with them? What would the chain of command be? What support would the group need from you or your staff? Once the team is working what will your role be? How can you *empower* them for success?

What is the current volunteer program management system? What positions do you presently have? Who presently is working as a volunteer program manager? What are they doing? What support are you giving them?

What are the current or future needs for your program? Where do you want to expand existing programs or develop new ideas.

Identify 3 possible team members. These may be current volunteers who could take over the management of existing programs or develop their own team for the management of new programs. You may want to consider people with special skills not presently volunteering in your program but whom you have identified in the community as being potential leaders for special programs.

Name	Program/Project	Skills Have	Support Needed
1.			

2.

3.

What additional training, support, resources, recognition must you create to empower this volunteer management team (or individual members) and insure their success?

When will I begin implementation?

VOLUNTEER EMPOWERMENT

10 WAYS TO EMPOWER OTHERS

1. Set clear and simple objectives
2. Select a special person
3. Assign task and tell why selected
4. Train delegatee if needed - stretch, do not break the volunteer
5. Ask for input and ideas
6. Build in controls *but let go of control*
7. Make a volunteer "contract"
8. Provide needed support and feedback
9. Evaluate finished project
10. Evaluate your performance as a delegator and supervisor

TOOLS FOR EMPOWERING NEW VOLUNTEERS and/or BOARD MEMBERS

1. Current statement of organizational vision, mission and by-laws.
2. Narrative enlarging upon statement of purpose - details about agency's work.
3. Current organizational chart - both paid and unpaid staff.
4. Financial reports showing last year's budget, actual expenditures & current budget.
5. Most recent annual report.
6. Individualized job description of specific duties & assignments.
7. List of future meeting dates, times, locations.
8. Minutes from relevant meetings for the most recent quarter, past year if possible.
9. Copies of any special reports and/or studies made during past year.
10. Copies of local, state, or national newsletters or publications.
11. List of professional staff.
12. List of board members or key volunteers (if appropriate) showing position, dates of election/appointment, term of office/service, addresses and phone numbers.

Adapted from *The Determinative Team* by Andrew Swanson

CREATING EFFECTIVE POLICIES & PROCEDURES FOR NEW VOLUNTEERS

Prior to the recruitment of the first volunteer a complete policy statement and orientation program must be in place. The components of the program will help you clarify your needs, help recruit the right person, and create the necessary means for the effective hiring (and firing) of a volunteer and empowering those you recruit.

The Volunteer Program: The overall mission of the organization, utilization of volunteers within the organization, role of the volunteer department and its manager, types of volunteers, volunteer rights, responsibilities, and privileges.

Volunteer Management Procedures: The maintenance of records, confidentiality, worksite procedures, dress codes, representation of the agency, timesheets and record of work.

Volunteer Recruitment: Job descriptions, staff requests for volunteers, recruitment, interviewing, screening, acceptance of position, probationary period, re-assignment.

Volunteer Training & Development: Orientation required; job training, continuing education and training opportunities, conference attendance.

Volunteer Supervision and Evaluation: Requirements of supervisor, volunteers as supervisors, volunteer/staff relationships, staff involvement in volunteer evaluation, volunteer involvement in staff evaluation, lines of communication, absenteeism, substitution, standards of performance, evaluations, corrective action, dismissal of volunteer, grievance process, resignation, exit interviews, communication with volunteer department, evaluation of agency volunteer utilization.

Volunteer Support and Recognition: Reimbursement of expenses, access to agency properties and materials, insurance, recognition, informal on-going recognition, development of volunteer skills, staff recognition.

(Adapted from *Volunteer Management Policies and Volunteer Management Forms* by Steve McCurley, Heritage Arts Publishing, Downers Grove, IL)

Trudy Seita Associates, 907 51st Street Vienna, WV 26105 304-295-6527

VOLUNTEER LEADERSHIP SELF ASSESSMENT INVENTORY

PLACE AN X ON OR BETWEEN THE NUMBERS WHERE YOU ARE PRESENTLY

You may ask others with whom you work to rate you on another copy of the inventory. You could then transfer their ratings to your scale with an "O", "**", or other mark. This may give you a clearer picture of your strengths & weaknesses. (Note: The words staff/people may refer to volunteer and/or paid staff)

	I DO/KNOW WELL	I NEED TO IMPROVE	I DON'T DO WELL		
PERSONAL LEADERSHIP					
1. I feel a strong sense of personal responsibility for the success of my organization.	5	4	3	2	1
2. I believe that trained volunteers can do any job in the organization.	5	4	3	2	1
3. I adapt well to change.	5	4	3	2	1
4. I surround myself with people who have special talents that I may not have.	5	4	3	2	1
5. I am not threatened by those who do a job better than I	5	4	3	2	1
6. I learn from others.	5	4	3	2	1
7. I encourage others to offer new ideas.	5	4	3	2	1
8. I am tolerant of ideas that are different than mine.	5	4	3	2	1
9. I encourage creativity and innovation.	5	4	3	2	1
10. I respect those who are different than me.	5	4	3	2	1
11. I respect differences of opinion.	5	4	3	2	1
12. I recognize there is more than one way to do a job successfully.	5	4	3	2	1
13. I am a risk taker and will take appropriate risks for organizational growth.	5	4	3	2	1
14. I often speak up and share my ideas with others.	5	4	3	2	1
15. I will speak out even when my views are different.	5	4	3	2	1
16. I will "stand up" for what I believe.	5	4	3	2	1
17. I can bring consensus into a group discussion.	5	4	3	2	1
18. I recognize when change is needed and "let go" of those things (past practices, ideas) that prevent it.	5	4	3	2	1
19. I look for solutions rather than blaming others for problems.	5	4	3	2	1
20. I manage and organize my time effectively.	5	4	3	2	1
21. I act on ideas and suggestions from others in a timely manner.	5	4	3	2	1
22. I am willing to let go of control (of people & projects) and delegate to others.	5	4	3	2	1
23. I give credit and recognition to those who do the work.	5	4	3	2	1
24. I plan time for professional improvement through seminars, reading, and networking.	5	4	3	2	1
25. I have a personal philosophy of leadership and strive to live it.	5	4	3	2	1
26. I strive to keep my work, family, social, and personal life balanced in order to be effective to all.	5	4	3	2	1
PLANNING SKILLS					
27. I know the importance of the organization and its mission.	5	4	3	2	1
28. I have a clear vision of success for the organization (and/or specific project/program).	5	4	3	2	1
29. I can communicate this vision to others.	5	4	3	2	1
30. I can enlist others to follow this vision even though there may be roadblocks.	5	4	3	2	1
31. I ask others to share their dreams and visions for success.	5	4	3	2	1
32. I work to incorporate their ideas into the planning.	5	4	3	2	1

33. I can set priorities for the future growth of my program.	5	4	3	2	1
34. I set realistic goals for myself, co-workers, and the organization.	5	4	3	2	1
35. The objectives I set for attaining goals can be measured (specific numbers/dates/people).	5	4	3	2	1
36. I understand the importance of planning and set aside time for it.	5	4	3	2	1
37. I involve others in the planning process.	5	4	3	2	1
38. I understand the budget I am working within and can be responsible for it.	5	4	3	2	1
39. I make an effort to keep current with issues within the organization that may affect our programs/clients.	5	4	3	2	1
40. I make an effort to keep current with issues within the community that may affect our programs/clients.	5	4	3	2	1
41. I collect information that may deal with these issues.	5	4	3	2	1
42. I share information with others to help in their planning.	5	4	3	2	1
43. I set aside time for reading in order to stay current with issues affecting my organization.	5	4	3	2	1
44. I constantly search for new ideas where our organization can meet community needs.	5	4	3	2	1

STAFFING SKILLS

45. I understand I have been given a public trust in working with nonprofit organizations and I instill this in others.	5	4	3	2	1
46. I have clear written job descriptions for the positions within my organization.	5	4	3	2	1
47. I revise and/or create new job descriptions at regular intervals.	5	4	3	2	1
48. I understand the skills that are needed for a job before I begin recruitment.	5	4	3	2	1
49. I interview potential volunteers for an understanding of their skills, mission and needs.	5	4	3	2	1
50. I recognize the value of other's time and use it wisely.	5	4	3	2	1
51. I have a variety of jobs to offer volunteers in time committment and skill level.	5	4	3	2	1
52. I work to insure people are placed in jobs that utilize and enhance their skills.	5	4	3	2	1
53. I offer jobs that are challenging to individuals but not overwhelming.	5	4	3	2	1
54. I provide for or direct people to the technical support they need to do a job successfully.	5	4	3	2	1
55. I work to help people find the resources to do their job successfully.	5	4	3	2	1
56. I work to find the right "niches" for my staff/volunteers.	5	4	3	2	1
57. I encourage volunteers to "bring a friend" to help.	5	4	3	2	1
58. I work toward presenting a positive image of my organization in my community.	5	4	3	2	1
59. I work to build collaborations with other community agencies.	5	4	3	2	1
60. I represent my organization at community meetings.	5	4	3	2	1
61. I can inspire others to give time to my programs.	5	4	3	2	1
62. I can inspire others to give money to my organization.	5	4	3	2	1

DIRECTING SKILLS

63. I have a record keeping system for my volunteer program.	5	4	3	2	1
64. I keep my records up-to-date.	5	4	3	2	1
65. Our organization has a policy manual for staff/volunteers.	5	4	3	2	1
66. I understand the policies and procedures and work to insure new people understand them as well.	5	4	3	2	1

67. I work to insure people understand where they "fit" in the work of the total organization.	5	4	3	2	1
68. I provide adequate training and orientation for my staff/volunteers.	5	4	3	2	1
69. I provide specific directions when necessary.	5	4	3	2	1
70. I work to build people's confidence in their job.	5	4	3	2	1
71. I share information and work to build people's skill level.	5	4	3	2	1
72. I encourage people to make decisions for our programs.	5	4	3	2	1
73. I encourage others to take responsibility for our programs.	5	4	3	2	1
74. I am available as a resource for my staff/volunteers.	5	4	3	2	1
75. I encourage team building and allow teams self-direction.	5	4	3	2	1
76. I encourage teams to work together for the organization.	5	4	3	2	1
77. I feel comfortable in letting go of control by building in controls (directions, deadlines, policies, perimeters).	5	4	3	2	1
78. I can take corrective action in a caring way with staff/volunteers.	5	4	3	2	1
79. I work with others on problems that arise.	5	4	3	2	1
80. I seek to problem solve rather than blame.	5	4	3	2	1
81. I can focus on the <i>problem</i> rather than the <i>person</i> in resolving conflicts.	5	4	3	2	1
82. I give credit and recognition to others often.	5	4	3	2	1
83. I understand that giving recognition is one of the most important things I do in my job.	5	4	3	2	1
84. I plan recognition according to the needs of the individual.	5	4	3	2	1
85. I work to make everyone feel successful in their job.	5	4	3	2	1
86. I discourage negative comments that could affect morale of staff/volunteers.	5	4	3	2	1

EVALUATION SKILLS

87. I listen to my staff/volunteers and encourage their input.	5	4	3	2	1
88. I encourage others to listen and understand each other.	5	4	3	2	1
89. I have an evaluation process/form in place before the project/program begins.	5	4	3	2	1
90. I recognize that evaluation is an on-going process.	5	4	3	2	1
91. I encourage all members of the organization to constantly evaluate by <u>reflecting</u> on what it is they are doing.	5	4	3	2	1
92. I plan time for staff/volunteers to share their reflections with one another and key staff members.	5	4	3	2	1
93. I am good at giving feedback to individuals in a positive way.	5	4	3	2	1
94. I am good at receiving negative feedback and evaluating it for positive results.	5	4	3	2	1
95. I can take responsibility for my mistakes and failures.	5	4	3	2	1
96. I constantly look for new ways to improve and challenge my staff/volunteers.	5	4	3	2	1
97. I constantly look for new ways to improve my program.	5	4	3	2	1
98. I believe in the goodness of all people.	5	4	3	2	1
99. I encourage teams to evaluate themselves.	5	4	3	2	1
100. I conduct a formal evaluation of my key staff/volunteers annually.	5	4	3	2	1

Remember that this instrument is not meant to discourage you from taking a leadership role but should help you discover your strengths and weaknesses. It may also point out that your organization needs to strengthen some of its infrastructure in order to be more effective for staff and volunteers (i.e. leadership development training, written job descriptions, policy manuals, evaluation forms and recognition programs).

(Survey based in part on qualities identified in Excellent Community Leaders (ECL) in *A Study in Excellence* by Nat'l Assembly of Nat'l Voluntary. Health & Social Welfare Organizations, Inc.)

Trudy Seita, 907 51st St., Vienna, WV 26105, 304-295-6527

AGRICULTURE
The Honorable Mike Espy
Congressionally Authorized Programs of Volunteerism/Community Service

Chief of Staff: Ron Blackley, phone: 202-720-3631, fax: 202-720-5437
Agency Contact: Joel Berg, Office of Public Affairs, phone: 202-720-4623, fax 202-720-5043

Name of Program and Contact Person	Program Description	Time Line	FY 1993 Service Funding Level	Number of Participants	Stipend	Post Service Benefit	Summer 1993 Program	Agency Volunteer Recognition	External Employee Volunteers	Cooperative Program with other Federal Agencies
Touch America Project AGENCY: Forest Service (Contact Person: Irv Thomas)	During FY 1992 about 109,000 volunteers assisted in the management of the National Forest System. The Touch America Project (TAP) is a special component of the overall volunteer effort. It provides opportunities for youths ages, 14-17, to gain work experience and environmental awareness while working on the public lands. In FY 1992, private sector organizations sponsored over 4,600 youths in TAP. Projects included maintaining and building trails and constructing recreation areas. The FS and cooperating private sector entities provide tools, training, and supervision. The government assumes tort and workmen's compensation liability.	N/A--A Volunteer Program	N/A	4,700 Est.	N/A	Unknown	4,700 Est.	Certificates	N/A	1/

Name of Program and Contact Person	Program Description	Time Line	Service Funding Level	Number of Participants	Stipend	Post Service Benefit	Summer 1993 Program	Agency Volunteer Recognition	External Employee Volunteers	Program with other Federal Agencies
Youth Conservation Corps AGENCY: Forest Service (Contact Person: Irv Thomas)	The Youth Conservation Corps (YCC) provides 8 weeks of summer employment for 15 through 18-year olds from all strata of society. Youths earn minimum wage and learn while performing conservation work on the National Forest System. The enrollees are paid from Forest Service funds appropriated for resource activities. Each forest decides how much of its work to accomplish through a YCC program as opposed to hiring adult seasonal workers or private sector contracting. In FY 1992, 1,185 youth participated in the program.	8-10 week program	\$2.5 mil Est.	1,100 Est.	Minimum Wage	Unknown	1,000 Est.	Certificates	Unknown	N/A

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PRESERVATION

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Name of Program and Contact Person	Program Description	Time Line	Service Funding Level	Number of Participants	Stipend	Post Service Benefit	Summer 1993 Program	Agency Volunteer Recognition	External Employee Volunteers	Program with other Federal Agencies
Forest Youth Camps AGENCY: Forest Service (Contact Person: Jettie Wilds)	The National Forest Foundation is a nonprofit corporation established by statute. Its purpose is to raise funds from private sources for activities which support the programs administered by the Forest Service. The Foundation has just begun its activities. One of its first projects will be to finance the operation of three summer camps for youth at risk, ages 15-18, on the George Washington, Mt. Hood, and Gifford Pinchot National Forests. There will be a special emphasis on supplementing the work experience with social and remedial education skills with a goal of enrolling participants into Job Corps, training programs, schools, or jobs in the private sector employment.	8 and 10 weeks sessions	2/	200 Expected	Minimum Wage	3/	200	Unknown	Unknown	4/

1/ ACTION, Bureau of Land Management (USDI), Extension Service (USDA), Farmers Home Administration (USDA), Fish and Wildlife Service (USDI), Forest Service (USDA), National Park Service (USDI), Soil Conservation Service (USDA), and the U.S. Army Corps of Engineering (DOD)

2/ FS will incur some indirect costs. Most of the program will be financed by the National Forest Foundation.

3/ Educational credit voucher valued at \$500 for completion of the program.

4/ Federal--USDI-JTPA; other key partnerships are with the Opportunities Industrialization Centers (OIC) and Virginia, Oregon, and Washington state and local government agencies.



United States
Department of
Agriculture

Animal and
Plant Health
Inspection
Service

USDA
Volunteer
Program

Subject: The APHIS "Community Service" Program

Date: MAY - 5 1993

To: Joel Berg
Deputy Director
Public Affairs/Public Liaison

Several weeks ago you had asked John Duncan, Director of Legislative and Public Affairs, APHIS, for some information regarding our community service/public service program. I am enclosing some material as examples of what APHIS is doing in this area. Our program was previously under the "Points of Light" initiative but we have now changes that to "Community Service". We have had hundreds of employees participate in the program and they are still writing to tell us about their activities involving community service.

Attachment 1 is a brief synopsis of the types of activities our employees are involved in which are community based. Attachment 2 is a sample of the type of letter which is sent to each employee within two days of the receipt of their letter explaining their activities. Attachment 3 is a writeup on our adopt-a-school program which has been very successful. We have recognized all of the employees who have participated in the community service program either through letters, publishing their accomplishments in agency publications, or simply recognizing them in meetings in various program areas. Once a year we recognize several employees at the Administrator's Honor Awards program which is held in conjunction with the Departmental Honor Awards Program.

We are proud of the community service activities of our employees and will continue to support and promote the initiative in our Agency.

Please let me know if you need any additional information or assistance in this matter. I can be reached on (202) 720-3817.

Richard T. Certo

Richard T. Certo
Assistant Deputy Administrator
for Management and Budget

Enclosures



APHIS—Protecting American Agriculture

ANIMAL AND PLANT HEALTH INSPECTION SERVICE

POINTS OF LIGHT VOLUNTEERS

<u>Name & Address of Volunteer</u>	<u>Description of Volunteer Activity</u>
Steven S. Sato	Providing community service in child care, senior citizen service programs, continuing education programs, blood donor program, and coaching a girls' softball team.
Amaichai M. B. Heppner	Serves as a volunteer "eye witness to the Holocaust", giving talks and lectures about the attempt by Nazi Germany to kill the Jewish people. Works at the "Remember the Children" exhibit at the Childrens' Museum in Washington, DC, and serves on the speakers bureau of the Baltimore Jewish Council.
Christine Ross	Works in the "Baby Holding" program in the Greater Southeast Community Hospital in Washington, DC. Works with "border babies" born to drug-addicted mothers and older children by holding, feeding, playing with, or talking to these children.
Lorna Mae Tannahil	Participates in the Grandparent's Support Group at Bladensburg High School helping teen mothers work toward a better relationship at home and at school. The teens are encouraged to complete their education and become productive citizens.
Frederick E. "Rick" Rowe	Heavily involved with the Boy Scouts of America. Presently serves as a Scoutmaster with Troop 186. Serves as a volunteer trainer in scouting, is active in the school's PTA and serves as a Deacon in his church.

Rick George

Involved in community activities including the Park Board, the Linwood Days Parade Committee and "Paint-A-Thon '90" to see that senior citizens get their homes painted. He is also a "friend for a day" in the Special Olympics.

Shirley Tetreault

Volunteers at the Sacramento Children's Receiving Home which is a shelter for non-delinquent children between the ages of 2 and 18 who are deprived of parental care due to a family crisis.

Pete Gross

Works with the community service organization which involves projects such as free grocery pickup and delivery service to homebound persons who are unable to shop for themselves.

Jerilyn J. Peterson

Works in a program called "Partners Superstars" which provides support to youngsters who are in trouble by pairing them with adults who will listen, support and guide them. The organization sponsors an athletic event every year that challenges teams from local businesses, organizations and professions. The \$1,000 entry fee was raised by sponsoring bake sales, selling raffle tickets and other fund raising activities.

Carl Barnes

Provided classroom instruction to a high school class about the Federal Government and its employees. Also coordinated his office's participation in the Special Olympics Program. Also serves on the Federal Executive Board and is the Selective Placement Committee Chair on that Board.

Bonnie Smith

Volunteers in an organization that assists others who are going through a crisis in their lives to cope and get back on track.

Cindy Geariety

Has began her fourth year as a junior league bowling coach helping young people to develop their skills and style. Also participates as "Friend for a Day" in the Special Olympics.

Ray I. Miyamoto

Provides school supplies, toys and other materials to several communities in Jamaica. While working in Jamaica he could not ignore the extreme poverty these people were living in and worked with his church to help them.

Frances K. Jowyk

Serves as an Emergency Medical Technician on a rescue squad. She usually volunteers from 80 to 100 hours of work each month. Recently delivered a baby in the back of the ambulance.

Gary Wilson

Works in an organization known as "Habitat for Humanity". They build new homes for people who are in need due to hardship or tragedy such as a natural disaster.

Paul R. Whitby

Member of the Santa Cruz County Search and Rescue organization. Has been involved in many search and rescue efforts. Also helped facilitate the transfer of some confiscated material to the local schools for educational purposes.

Hung Vu

Teaches Vietnamese language and Bible studies to refugees. Also teaches them the importance of being a good citizen. He helps the homeless and dishes out food in the soup kitchens. Considers himself to be fortunate to be a U. S. Citizen. When he came from Vietnam he was scared to death. Today he is a pre-med student and works for VS.

Helena Gomez

Participates as a Bible School instructor in her church. Also does volunteer research on wildlife on the Island of Mona and is involved in the preservation of endangered species.

Delores Keller

Provides friendship and guidance to foreign students and their families who are attending the University of Utah. They are strangers in a foreign land and need help and encouragement while in this country.

Norma Jean Harlan

Participates as a Girl Scout Leader, a religion teacher, blood donor and fund raiser for the disabled. Works with the Autism Society to help children get the special education they need.

Alvin E. Melcher

Distributes Bibles to schools, delivers meals to the elderly and shut-ins, works with the Lions Club to furnish eye glasses and exams to those in need, fundraising for the Diabetes Association, bell-ringer for the Salvation Army, and volunteer at the Topeka State Hospital patient's Christmas party.

Diane Dillingham

Works as a volunteer at Saint Luke's Hospital. Assists families of patients who are in surgery. Also researches legislation being considered which would affect the hospital or its patients. Participated in a fundraising project for the American Cancer Society.

Calvin H. Shuler

Works as a volunteer fireman. Participates in fire suppression and working with hazardous materials.

Leslie Glass

Works with a legal assistance telephone program, assisting individuals who are in need and cannot afford legal advice. Coaches girls soccer in the local high school and in the Special Olympics.

Lou Whitehead
Elna Black
Carolyn Sandoval

Participated in "Earth Day" activities by planting trees provided by the city. Also participated in a "Paint the Town" Project helping to spruce up and paint homes of the elderly and the disadvantaged throughout the State.

Cornelius H. Clift

Works in search and rescue efforts using his skill as a backpacker, hiker and camper. He has participated in many rescue efforts and has also helped injured parties when he was the first to arrive at the scene of an accident.

Mark D. Zentner

Volunteer with the American Red Cross in Disaster Services and Emergency Care. Member of the volunteer fire department. Blood donor since 1974 and has donated 100+ units.

Robert J. Clemans

Active in the Boy Scouts of America, a shelter for battered women, forest and prairie restoration and church activities. Also received an instructor's permit to teach Hunter's Education. All the teachers are volunteers.

Mary Beth Tagliarino

Involved with the American Red Cross as a CPR/First Aid instructor. Teaches several classes and gives health seminars, public exhibits and speeches.

Brian Atkin

Volunteer in teen ministry in the church. Has started youth ministry, athletic ministry, and serves as a volunteer in the Harvest Festival, providing hundreds of children an alternative to "trick or treating". He has also improved the image of USDA by taking people in the church on tours of farms in the area.

Richard T. Certo

Volunteer for seven years at the Hospice of Northern Virginia. Provides care to patients with terminal illnesses. Feeds, bathes, clothes, reads to, listens to, talks with, and touches patients to provide a helping hand, support, comfort and friendship.

Charlotte I. Miller

Volunteer activities with the University Park Elementary School PTA, the Family Crisis Center of Prince George's County, the Housing Initiatives Project, and the PGC "Christmas in April" Project.

Steven Ebbert

Volunteer guide at the Willow Park Zoo, Emergency Medical Technician, and coordinator of a Hunters Safety Education Class.

Stephanie A. Miller

Serves as an advisor to the Kappa Alpha Theta sorority, fundraising activities for various needy organizations, and member of the Jr. Women's League.

Pat Dunnahoo

Volunteer fire fighter and blood donor. To date 6 gallons have been donated to the Red Cross.

Sheila Foster

Tutoring an individual who is on welfare so that she can pass her college entrance exam and get a degree and make something of her life.

Evelyn Vargas

Teaches religion and Bible studies, organized several choirs in the church, visits prisoners, counsels youth on family problems, drugs, homosexuality and learning disabilities, visits the sick, helps students with their English homework and various community activities.

Diane Chapman

Volunteer activities include PTA Board, classroom volunteer, speaker coordinator, plans and coordinates field trips and involved in Career Day.

Modesto Rivera

Serves as President of the Society to Help Children with Cardiac Problems. He and his wife created this organization to help other parents with children like his who needed open heart surgery.

Wilfredo Garcia Diaz

President of the Community Residents Association to provide care and assistance to people in the community. He has developed sports competitions, sports clinics, sports training seminars, and social activities.

Enrique L. Medina

Coaching soccer and baseball in the community and in the US Coast Guard Special Services Unit for children of all ages.

Robert Derner

Works as a telephone counselor for the Billy Graham Evangelistic Association. He takes calls from people with problems or that want to know more about the Bible and its teachings.

Linda Story

Does volunteer work at the Greenbelt Nursing Home. Spends time with the residents talking with them, writing letters home, folding laundry, or just watching TV.

Dario O. Prieto

Volunteer work includes being a board member of the Spanish Education Development Center for children whose parents don't speak English. Provides bi-lingual education and lunches to students of poor family backgrounds. Also a board member of the Mayor's Commission on Latino Community

Development. Serves as a committee member of Aspira of America to expand opportunities to Puerto Rican and Black students. Served as a volunteer on a funding panel for the United Way of Greater Washington.

Lieselotte L. Bloss

Volunteers with the "Unicorn Club" which is an organization that teaches horsebackriding to disabled children so that they gain self-confidence and motivation.

Seymour M. Brody

Coaches CYO and Boys Club basketball, active in Big Brothers of America, and is in a group that is committed to a drug and alcohol free community. Also active in the Lions Club and the Elks.

Mary Harris Freeman

Telephone volunteer for the FACT Hotline (Families and Children Together). This is a 24-hour crisis intervention hotline. Provides counseling, information and referrals to individuals in crisis.

Margaret McKinney

Margaret recently donated her kidney to her brother who has been under dialysis for many years. She volunteered to be this donor.

Betsy Sillers

Wanda Paris

Fran Shields

Created "Operation Desert Shield" to send gifts, presents, and necessities to the troops in Saudi Arabia.

Pamela Craytor

Paula Cecialiano

Betty Duncan

Gabriel Massiate

Carol D. Middleton

Sam Tobias

Phyllis Walker

Volunteers in the "Blue Santa" Project, which was founded by the Austin City Police Departments, to adopt less fortunate families in the local community and delivers gifts and donations during the holidays.

Amichai Heppner

Patricia Bickle

Participated in the Public Science Day, sponsored by the American Association for

Kerry Bryan
Thomas Wallenmaier
Joanne Garbe
Andrea Morgan
Larry Thomas
Katherine Joyce
Mary Neal
James Smith
Timothy Mandrell
Sean Altekruise
Karen James
Frank Kriewaldt
Althaea Langston
Denise Sofranko
Quentin Kubicek
Alwynelle Ahl

the Advancement of Science, to acquaint school children with the practical role science plays in our day-to-day lives.

Charlotte Burnett

Prepared a promotional act as "Tulip-the-Clown" at the Science Fair sponsored by the University of the District of Columbia to help children understand the import role science plays in our society today.

Letter of Appreciation

APR 1 1993

William I. Myers
PPQ
JFK International Airport

Dr. McCauley sent me a write-up on your excellent volunteer activities involving the Literacy Program, and the mentoring that you are doing. Your efforts are a prime example of the purpose and intent of the "Points of Light" initiative in APHIS. You must find it so rewarding to reach out to the community by sharing your love and time to help those people.

I could tell by the tone of the letter that this is something that you feel very strongly about. I am certain that the many young people who are benefiting from your unselfish sharing of time and love appreciate your efforts as much as we do in APHIS. You are commended for your efforts and I know you will continue to volunteer in the future.

Thank you for all you have done and continue to do. I am proud to know that there are others in the Agency who feel as strongly about helping others as I do, and have done something positive about it. Many people talk about wanting to do something to help others but somehow cannot find the time. Good intentions often fall flat, while kind deeds are never forgotten.

The Department has put our "Points of Light" Program on hold until this administration decides what type of similar program they will have. I feel that this type of activity is so important and that you are truly deserving of recognition.

I am enclosing a "Points of Light" pin which I hope you will wear proudly. Keep up the good work!

Richard T. Certo
Coordinator
Community Service Initiative

Enclosure

cc:
Arnold Fenimore, ARD, JFK Airport, Jamaica, NY
Curtis McCauley, PPQ, Hyattsville, MD

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001, letter	[Personally Identifiable Information] [partial] (1 page)	03/25/1993	b(6)

COLLECTION:

Clinton Presidential Records
AmeriCorps
General Files
OA/Box Number: 24224

FOLDER TITLE:

USDA [Department of Agriculture]/AmeriCorps-Clinton Library Copies-FY95 Youth
Conservation Corps [2]

2013-0661-F
rs3799

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

March 25, 1993

To Whom It May Concern:

I, William I. Myers have been a volunteer for the Brooklyn Public Library's Literacy Program since 1992. I work at the Bedford Learning Center, Bedford Library, 496 Franklin Avenue in Brooklyn, New York on Monday and Wednesday from 6:00-8:00 P.M. and Saturday from 12:00-3:00 P.M. under Mr. Sherman Jones' supervision. I tutor minority groups, new and old immigrants and high school dropouts, with reading skills and math skills. I also show them how to fill out forms ie., driver's license, social security, job applications and many other forms which will help them with their daily life. After working with students who are anxious learn and who attend every lesson, I encourage them to take the GED Exam.

As a volunteer, I receive great satisfaction when I see my students accomplish their goals in life and get good jobs. Also, I am as thrilled as my students when I see they can read a book or newspaper by themselves when before they entered the program they could not read anything.

William I. Myers

William I. Myers
Literacy Program Volunteer
S/S # (b)(6)

**BROOKLYN PUBLIC LIBRARY
LITERACY PROGRAM**

Mr. Sherman Jones
BEDFORD LEARNING CENTER
BEDFORD LIBRARY
496 FRANKLIN AVENUE
BROOKLYN, NEW YORK 11238

Site Supervisor
[Signature]

(718) 783-3010

ANIMAL AND PLANT HEALTH INSPECTION SERVICE

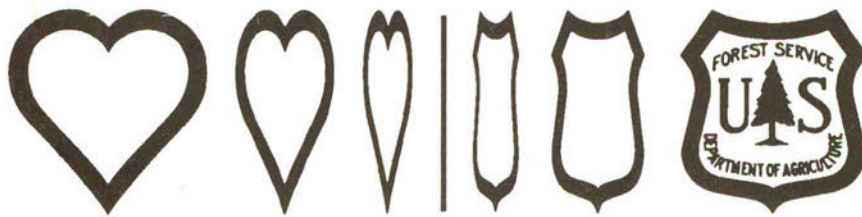
ADOPT-A-SCHOOL PROGRAM

With the Administrator's approval, Policy and Program Development has taken the lead, under the Partnership in Education initiative, in piloting two adopt-a-school projects. Under these projects, employees take up to two hours of administrative leave a week to tutor and mentor students at Hyattsville Middle School and Northwestern Senior High School. By participating in the adopt-a-school program the agency hopes to:

- o strengthen the quality and effectiveness of public education
- o Promote agriculture, conservation, environmental protection and food science education in the public school system
- o Raise student awareness of the important impact agriculture has in the everyday lives of all citizens.
- o Educate youth about career opportunities in USDA and APHIS

To accomplish these goals, employees meet at least once a week with one or more mentoring students from one of the schools. Employees have attended team meetings at the schools, chaperoned school field trips, and conducted tours of the APHIS Headquarters.

Going beyond the call of duty, many of the APHIS employees utilize their personal time in making themselves available to the students. We have about 25 mentors/tutors participating in the program. They have all been recognized as "Points of Light" in the Agency and have been given letters and pins for their untiring efforts.



Human Resource Programs

The "Heart" of the Forest Service • Building a Better Tomorrow

Joel -
This will be revised to
include the "urban volunteers"
that Brian works with.
However, in view of the
ness visit, etc. that you
might like it anyway.

Kathleen Selz is the new
Exec. Dir. at NASCC. Peg Rosenberg
was reviewing Grants for the
Commission last I heard.

Kathleen
Allen

Joel Berg
April 5, 1993

Volunteerism in the Forest Service

*USDA
Volunteer
Program*

The Forest Service entered into a partnership with Bailey's Elementary School for the Arts and Sciences in February 1993. A Memorandum of Understanding was signed with the Superintendent of Fairfax Schools to provide a framework for cooperation to promote agriculture, forestry, environmental and conservation education, and to encourage youth to consider careers in USDA.

Bailey's Elementary School is unique in that it epitomizes the concept of the United States as a "nation of nations," and includes students who come from 43 different countries and speak 22 languages in addition to English. The plan is for Bailey's to host enhanced instructional programs and technology facilities and to become a model for the country and the nation.

FS employees will provide guest lecturing, participate in Career Planning activities, do mentoring, tutoring, role model activities, coordinate tours on National Forests, and provide surplus materials and supplies, such as tree seedlings and office equipment.

A copy of the FS MOU and brochures on Bailey's are attached.

To help the FS celebrate "Earth Day" on April 20, about a hundred students will be sharing their cultural messages relating to the natural world and lead in a chorus "It's a Small World".

Volunteerism opportunities abound at Bailey's and other schools in the area.

* * *

All around the country, FS employees are very involved in providing community service. During the past 2 years, the Secretary and Chief of the Forest Service recognized 1029 Forest Service employees for their personal contributions of volunteer time to their community and fellow man. Some FS retirees have also been recognized. Recognition certificates and plaques were presented in local ceremonies, with meaningful publicity, on their contribution of community service.

A few examples of volunteerism by specific focus areas follow:

WORKING WITH YOUTH

--contributes time weekly as Tutor in reading, spelling and English at the Washington Literacy Council

--Coordinator and counselor for World Experience - a Foreign Exchange Program for High School students.

- Instructor and mentor at Van Ness (USDA's adopted school)
- Participate in drug awareness programs such as DARE
- Instructor for Presidential Classroom in Washington to provide leadership training for High School Seniors
- Organized Club Wild on Job Corps Center to stimulate interest in the environment. Money raised from recycling is used for Christmas presents for disadvantaged youth.
- Organizing baseball leagues for socially, economically or ethnically disadvantaged.
- Instructor at local Job Corps Center

ENVIRONMENT

- Organized Can-Do-Kids Recycling Program to teach recycling and provide a small business opportunity to make money and learn good work habits.
- Organized an abandoned car removal and trash clean-up for Earth Day.
- As president of local Audubon Society, works with scouts and other groups on environmental issues such as monitoring bluebird nest boxes and conducting old growth inventories.
- Develop and conduct environmental education programs in local schools
- Organized a Solid Waste Management Board and serves as volunteer Vice President
- Gives hour long programs in local school on how to enjoy the outdoors - how to camp, go on hikes, identify trees and animals, collect rocks and insects.
- Help with High School Nature Trail program
- Help with Project Learning Tree activities

COMMUNITY NEEDS

- Serve on Volunteer Fire Departments and as Emergency Medical Technicians
- Serve as First Aid and CPR Instructor for Red Cross.
- 25 years as coach with local Recreation Department, providing role model and counseling with 13-16 year olds.
- Work with local organizations such as Lions Clubs, Jaycees, Optimists, Kiwanis, veterans groups and senior citizens organizations.

--Organize Craft Bazaars, Fashion Shows and other activities to raise funds for college scholarships, battered women's shelters, Meals on Wheels, homeless organizations, etc.

--Serve as Reserve Peace Officers for County Sheriff's Department and on Search and Rescue organizations.

--work with local Town Council to identify and implement economic diversification projects due to changing timber base

--Coordination of work by local prison trustee unit and local youth forestry camp to provide meaningful project work.

--Serve on Hospital Boards, Town Councils,

--Teach Adult Education classes.

--Obtain grants for restoration work on Historical Society buildings

--Headed task force that successfully implemented 911 service in rural area

--Organized "Friends of the Day Care" that established standards, support group and services needed for child care in local area.

CONSERVATION

--Teach Natural Resource course on the Crow Reservation at the Little Bighorn College.

--Teach Adult Education classes on outdoor subjects.

--Founding President of State Interpretive Association

--Organize and help conduct week long resource career expo for Indian students to learn about forestry.

--Provided materials and developed publicity to organize local Adopt-A-Campground

HUMAN SERVICES

--Organized a Single Parent Support Group.

--Facilitator and leader for Marriage Encounter to improve communication in relationships.

--Advisory Council Member for RSVP

- On Citizens Advisory Board for local Mental Health Organization
- Outreach ministry to prisoners; speaker to groups of harm of drug addiction; works with So Others May Eat (SOME) - a local organization that feeds the hungry.
- Board of Directors for Family Service Center
- conducted "patterning" (physical therapy) for woman injured in a bicycle accident
- On Board of Directors for County Association for Retarded Citizens; responsible for planning and public relations to achieve legislative and financial support for halfway housing, day schooling and other services.
- Supplies transportation for Light House for the Blind and arranges for public services such as food stamps, meals-on-wheels
- Literacy tutor at local Native American Reservation
- Organized tax assistance service for seniors in 4-county area
- Actively work with local Habitat for Humanity

* * *

The Forest Service had about 109,000 volunteers helping with management of the National Forest System. The volunteer program is managed under provisions of the Volunteers in the National Forest Act of 1972.

The Touch America Project (TAP) is a special component of the overall volunteer program effort. It provides opportunities for youths ages, 14-17, to gain work experience and environmental awareness while working on the public lands. In FY 1992, private sector organizations sponsored over 4,600 youths in TAP. Projects included maintaining and building trails and constructing recreation areas. The FS and cooperating private sector entities provide tools, training, and supervision. The government assumes tort and workmen's compensation liability.

* * *

The FS actively participates in USDI's Take Pride in America program. On the average about six national winners come to Washington to participate in the Awards Ceremony in the summer.

Prepared by:
Katherine Allen
703-235-8840

POINTS OF LIGHT NOMINATIONS
thru MARCH 30, 1993

	<u>INDIVIDUAL</u>	<u>GROUP</u>	<u>TOTAL</u>
REGION 1	74	7 = 130	204
REGION 2	79	1 = 25	104
REGION 3	37		37
REGION 4	18		18
REGION 5	34	2 = 55	89
REGION 6	205	1 = 30	235
REGION 8	23	2 = 86	109
REGION 9	64	1 = 32	96
REGION 10	18		18
STATIONS:			
RM	4		4
SO	6		6
SE	5		5
NE/NA	33		33
PSW	3		3
FPL		1 = 14	14
WASHINGTON OFFICE	54		54
<u>TOTAL</u>			1029

MEMORANDUM OF UNDERSTANDING

between

BAILEY'S ELEMENTARY SCHOOL
FOR THE ARTS AND SCIENCES

and

THE UNITED STATES DEPARTMENT OF AGRICULTURE,
FOREST SERVICE

This Memorandum of Understanding (MOU) is made and entered into between the Bailey's Elementary School for the Arts and Sciences, hereinafter referred to as Bailey's Elementary School, and the U.S. Department of Agriculture, Forest Service, hereinafter referred to as the Forest Service.

I. PURPOSE

The purpose of this MOU is to provide a framework for cooperation to promote agriculture, forestry, environmental and conservation education, and to encourage youth to consider careers in the U.S. Department of Agriculture. This cooperation serves mutual interests of the parties.

II. STATEMENT OF MUTUAL INTEREST & BENEFITS

The Forest Service protects and manages the resources on the 191 million acres that comprise the National Forests and Grasslands. In carrying out its mission, the Forest Service is responsible for increasing the knowledge, awareness and appreciation of the Nation's natural resources for all the diverse publics that it serves.

Bailey's Elementary School is a public school in the local community of eastern Fairfax County, Virginia. It is committed to providing high quality educational programs within the pluralistic community that it serves.

In entering into this MOU, both the Bailey's Elementary School and the Forest Service recognize that we have certain common interests and responsibilities, which include, but are not limited to:

1. Assisting in the development of the character, intellect, and stamina for a generation of young people from a diversity of backgrounds who will be the workforce of the future;
2. Pursuing an enriching relationship that will positively affect the lives and future of the School, the Agency and the community that we both serve.

In consideration of the above premises, the parties agree as follows:

III. BAILEY'S ELEMENTARY SCHOOL SHALL:

1. Provide input on educational materials that the Forest Service is preparing.
2. Offer presentations on Multiculturalism.
3. Provide student presentations for special functions.
4. Provide the use of school facilities for community outreach functions, such as Job Fairs, and Program Information events.
5. Assume the responsibility and liability of its students in regard to transportation for field trips or other purposes, and the wellbeing of the students while attending such activities performed as a result of this MOU.

IV. THE FOREST SERVICE SHALL:

1. Provide guest lecturing on various topics.
2. Participate in Career Planning activities.
3. Participate in student support programs, such as mentoring, career shadowing, tutoring, and role model discussions.
4. Coordinate tours of the National Forests and Forest Service facilities. (See Part III, Item 5 regarding liability and Part V, Item 1 regarding funding.)
5. Offer access to surplus materials and supplies, such as tree seedlings, office equipment, etc.

V. IT IS MUTUALLY AGREED AND UNDERSTOOD BY AND BETWEEN THE SAID PARTIES THAT:

1. Specific work projects or activities which involve the transfer of money, services, or property between the parties to this MOU will require execution of separate agreements or contracts. Each subsequent agreement or arrangement involving the transfer of money, services, or property between the parties to this MOU must comply with all applicable statutes and regulations, including those statutes and regulations applicable to procurement activities, and must be independently authorized by appropriate statutory authority.
2. This MOU in no way restricts the Forest Service from participating in similar activities or arrangements with other public or private agencies, organizations, or individuals.
3. No member of, or Delegate to, Congress shall be admitted to any share or part of this MOU, or any benefits that may arise therefrom; but this provision shall not be construed to extend to this MOU if made with a corporation for its general benefit.

4. Nothing in this memorandum shall obligate the Forest Service to the Bailey's Elementary School to expend appropriations or to enter in any contract or other obligations.

5. This MOU may be modified or amended upon written consent of both parties or may be terminated with 30-day written notice of either party.

6. The parties agree to review and assess the effectiveness of the program and the MOU annually.

7. In carrying out the terms of this Agreement, there shall be no discrimination against any persons because of race, color, national origin, age, religion, sex, or disability.

8. The principle contacts for this agreement are:

Elda Inoue
USDA Forest Service
Civil Rights Staff
P.O. Box 96090
Washington, DC 20090-6090
(703) 235-2935

Carol Franz, Principal
Bailey's Elementary School
6111 Knollwood Dr.
Falls Church, VA 22041
(703) 820-1863

IN WITNESS WHEREOF, the parties hereto have executed this MOU as of the last date written below.

/S/ J. Lamar Beasley
J. LAMAR BEASLEY
Deputy Chief, Forest Service
U.S. Department of Agriculture

/S/ Robert R. Spillane
ROBERT R. SPILLANE
Superintendent
Fairfax County Public Schools

/S/ Luther Burse
LUTHER BURSE
Director of Civil Rights, Forest Service
U.S. Department of Agriculture

/S/ Carol Franz
CAROL FRANZ
Principal
Bailey's Elementary School

Date: February 4, 1993

**INVENTORY OF ALREADY-EXISTING YOUTH SERVICE
AND VOLUNTEER PROGRAMS WITHIN USDA**

To: White House Office of National Service

From: Joel Berg, Department of Agriculture

Date: April 11, 1993

RE: USDA Departmental Service Initiatives Report (Summary Memo)

A. Agency Sponsored Programs -- Highlights

While USDA runs many excellent youth service and adult volunteer programs, I have summarized four particularly outstanding ones below:

- * **The Expanded Food and Nutrition Program (EFNEP).** Managed by the Cooperative Extensive system, EFNEP operates in all fifty states and Puerto Rico. EFNEP volunteers assist low-income families in acquiring the knowledge, skills, attitudes, and changed behavior to dramatically improve their diets and nutritional well-being. In 1991, 54,163 EFNEP volunteers worked a total of 466,018 hours, providing an estimated \$2.3 million worth of service.
- * **Earth Team.** A conservation program run by the Soil Conservation Service, the Earth Team engaged 10,000 volunteers in 500,000 hours of service at 1,800 sites throughout the nation. The volunteers helped staff Soil Conservation Service offices, planted trees, surveyed land, designed and constructed grass waterways, developed environmental education materials, and created computer databases of local soils.
- * **American Indian Youth Practicum.** This program engages 25-50 youths for a week each summer in service and learning in national forests in Montana and the Dakotas. It brings together youths from still warring tribes and teaches community cooperation, environmental conservation principles, and the need for youths to stay in school. This program was created by a Girard, a ranger on the Custer Forrest in Montana. The program is paid for entirely out of normal Custer Forrest operating funds and is managed by Girard primarily on his personal time.
- * **Youth Forest Camps.** Run by the non-profit National Forest Foundation which has been chartered by Congress, the camps program will begin this summer at two sites in Washington State and one in Virginia. The camps will each operate an eight week and ten week session this summer for about 200 people. The participants will be paid the minimum wage and perform conservation work in national forests.

B. Employee Voluntary Programs -- Highlights

USDA employees volunteer in many ways in Washington and around the country. The largest program is the one in which around 100 employees volunteer at the Van Ness School in Southeast DC as part of a "Partners in Education" program. The employees tutor students, run field trips, raise money to purchase computers, and buy gifts and deliver them to each child during the Christmas season.

C. Total Amount Spent on Service Initiatives

Not including the Jobs Corps Funding and 4-H Funding -- and also not counting some overhead costs which are impossible for us to estimate that this time -- USDA spent about \$13.1 million on its volunteer and youth service programs in 1992. Over \$65 million in federal formula funds were spent on 4-H programs in 1992. The Labor Department allocated \$75 million to the Forrest Service for the Job Corps programs in 1993. Thus, total spending for USDA would be about \$153.1 million.

D. Ideas for Program Development

Over 30 different USDA-affiliated Extension Offices submitted Summer of Service proposals. The proposals include a peer educators program in rural Southeast Colorado, a child care project in Hartford, Connecticut, a nutrition program state-wide in Mississippi, and a drug awareness project in Kansas City.

With Secretary Espy's full support, I am chairing a USDA working group on ways to incorporate USDA into President Clinton's long-term national service program. We are currently developing plans for two separate youth corps to be run by USDA:

1) A modern-day Civilian Conservation Corps run by the National Forrest Service and the Soil Conservation Service. The Forest Service already runs the Youth Conservation Corps Program and the Youth Forest Camps; the Soil Conservation service already runs the Earth Team. This new CCC would focus on the unique environmental problems of the 1990's, such as protecting our drinking water supplies and helping communities recycle.

2) A national anti-hunger and nutrition corps. Somewhat similar to the EFNEP program described above, this corps could be run by the Cooperative Extension system and the two USDA agencies that deal directly with food stamps and nutrition programs. Corps members would work in urban and rural areas to help families and individuals apply for food stamps and WIC, overhaul their diets, and prevent food poisoning; corps members could also help teach families about some of the new anti-poverty measures advocated by President Clinton such as microenterprise loans, the expanded Earned Income Tax Credit, and community development banks.



February 10, 1993

M E M O R A N D U M

TO: Joel Berg
Acting Director
Office of Public Affairs

FROM: Larry Wachs
Associate Director *Larry Wachs*

SUBJECT: Inventory of Volunteer/Service Programs

As requested here is an inventory of USDA volunteer/service programs. The attachment includes the name of the program, the sponsoring organization, a short description, and funding information.

Since we did not know the ultimate purpose for the inventory, we are simply providing you with the list. If you need additional help, please let us know.

Attachment

[Handwritten signature]

USDA
YOUTH/VOLUNTEER/SERVICE PROGRAMS

NAME OF PROGRAM	DESCRIPTION/PARTICIPATION/STATUS OF PROGRAM	FY 1993 FUNDING LEVEL
Earth Team Volunteer Program AGENCY: Soil Conservation Service	The Earth Team was established in the Soil Conservation Service (SCS) in 1981. Volunteers work in SCS field offices performing an assortment of duties in administration, technical support, information, and education. They also work on farms and ranches helping landowners deal with a variety of conservation problems. The Earth Team works with schools and communities, developing outdoor classrooms and related community education projects. The Earth Team has memoranda of understanding with national organizations that help encourage conservation projects at the local level. In FY 1992, \$5 million worth of time was donated to SCS by Earth Team volunteers who contributed over 460,000 hours. About 20 percent of these volunteers are under 21 years of age. Since 1985, over 57,000 volunteers have worked with SCS.	\$100,000

USDA
YOUTH/VOLUNTEER/SERVICE PROGRAMS

NAME OF PROGRAM	DESCRIPTION/PARTICIPATION/STATUS OF PROGRAM	FY 1993 FUNDING LEVEL
Summer Employee's Program AGENCY: Office of International Cooperation and Development	OICD's Summer Employee's Program is sponsored in concert with the Cooperative State Research Service (CSRS) and the Agricultural Marketing Service (AMS). The program provides professional on-the-job (OJT) experience for both college and high school students. The program is tailored like an "Internship" in that the OJT experience can be used for academic credit by the students. Once a week a group seminar is conducted by the three agencies to review the work experience and obtain feedback from the participants. Also, the students are exposed to guest speakers that cover an array of subjects from agriculture to transportation. Additionally, their OJT experience is enhanced by field trips that include such activities as: (a) the Congress and its function, (b) Embassy visits with emphasis on their role and interaction with Government, and the National Association of State Departments of Agriculture and their role and interaction with USDA/Government.	Minimal amount -- absorbed by agencies.

USDA
YOUTH/VOLUNTEER/SERVICE PROGRAMS

NAME OF PROGRAM	DESCRIPTION/PARTICIPATION/STATUS OF PROGRAM	FY 1993 FUNDING LEVEL
Job Corps Civilian Conservation Centers AGENCY: Forest Service	The Job Corps Program is funded by the Department of Labor. The FS currently operates 18 centers. The program enrolls youth aged 14 through 24. The FS Civilian Conservation Centers provide vocational training in carpentry, painting, welding, electrical work, masonry, heavy equipment operation, building and apartment maintenance, landscaping, as well as computer operation, typing, culinary arts, and pre-forestry. Students learn practical work skills and social orientation working in teams to complete conservation or construction projects on National Forests and for local communities to enhance or upgrade public facilities. National business and labor organizations are key partners who provide vocational training, participate in curriculum development, and provide apprenticeship placement assistance. They also supervise work projects, and certify apprentice training. The current enrollment capacity of the FS centers is 3,900. Since some courses may be completed in as little as 60 days, the number of participants in a year is much higher. In 1992, nearly 9,900 individuals participated in the FS program. The enrollees receive an initial allowance of \$40 per week which can increase to as much as \$100 per week based on incentive pay linked to specific accomplishments such as length of stay and completion of GED or trade skills.	Funding for the Job Corps Program follows the July 1 to June 30 fiscal year. The 1993 allocation to FS by the Department of Labor is \$75 million.
National Forest Foundation Youth Camps AGENCY: Forest Service	The National Forest Foundation is a nonprofit corporation established by statute. Its purpose is to raise funds from private sources for activities which support the programs administered by the FS. The Foundation has just begun its activities. One of its first projects will be to finance the operation of three summer camps for youth at risk on the George Washington, Mt. Hood, and Gifford Pinchot National Forests. The camps will each operate an eight week and a ten week session this summer, and about 200 young people are expected to participate. The enrollees will be paid the minimum wage and participate in a program of conservation work similar to the Youth Conservation Corps described above. There will be a special emphasis on supplementing the work experience with social and remedial education skills with a goal of feeding participants into the job corps or private sector employment.	The FS will incur some minimal administrative costs. Most of the program will be financed by the National Forest Foundation.

USDA
YOUTH/VOLUNTEER/SERVICE PROGRAMS

NAME OF PROGRAM	DESCRIPTION/PARTICIPATION/STATUS OF PROGRAM	FY 1993 FUNDING LEVEL
Research Apprenticeship Program AGENCY: Agricultural Research Service & Cooperative State Research Service	The Research Apprenticeship Program (RAP) provides volunteer and paid opportunities for high school students, particularly minority and female students, to work in labs of the Agricultural Research Service and at universities. Students work with scientists on research projects in the biological and physical sciences and engineering fields. The program is designed to increase awareness of opportunities in food and agricultural sciences and ultimately increase the pool of applicants for employment. About 400-500 students participate each year.	ARS provides \$500,000 to support the program, of which \$250,000 is transferred to CSRS to fund the program at universities.
Volunteer Programs AGENCY: Agricultural Research Service	A number of ARS locations nationwide accept volunteer services for a wide variety of administrative and research support functions. The U.S. National Arboretum in Washington, D.C. relies on volunteers to perform a number of services, including serving as tour guides, providing assistance in the library, assisting in the maintenance of plant collections and working with researchers in the herbarium. Volunteers are provided with training and are asked to work at least four hours per week. Over 100 volunteers provide assistance at ARS locations.	ARS estimates that a portion of one staff year, less than \$50,000, is required to support the program.
4-H Program AGENCY: Extension Service	4-H provides informal educational, community service and leadership development opportunities for youth ages 6 to 19. 4-H programs are organized through local extension services and use adult and youth volunteers. Programs are operated in urban and rural areas and are supported through 1862 and the historically black 1890 land-grant institutions. About 5.5 million youth participate in 4-H.	Extension Service estimates that over \$65 million in Federal formula funds are devoted to 4-H and youth development programs.

USDA
YOUTH/VOLUNTEER/SERVICE PROGRAMS

NAME OF PROGRAM	DESCRIPTION/PARTICIPATION/STATUS OF PROGRAM	FY 1993 FUNDING LEVEL
Youth at Risk Program AGENCY: Extension Service	The Youth at Risk program provides funding for community-based programs to address the needs of at risk youth. Programs provide after school educational programs, programs to improve reading and science literacy and programs to address teen pregnancy, drug abuse, depression and other problems. Opportunities are available for youth to receive training and to assist with program delivery. In addition to Federal funding, local and private matching funds are provided. 1890 institutions serve as partners for several projects. Extension estimates that over 100,000 youth participate in these programs.	\$10,000,000
National Agricultural Library Volunteer Program AGENCY: National Agricultural Library	NAL provides opportunities for adult and youth volunteers. Depending on skills of the individual, volunteers provide clerical, technical, or professional assistance to NAL in operating its library and database programs. NAL currently has about 20 regular volunteers.	N/A

USDA
YOUTH/VOLUNTEER/SERVICE PROGRAMS

NAME OF PROGRAM	DESCRIPTION/PARTICIPATION/STATUS OF PROGRAM	FY 1993 FUNDING LEVEL
Special Supplemental Food Program for Women, Infants and Children (WIC) AGENCY: Food and Nutrition Service	Transport to and from clinics and grocery stores, watch children during clinic visits, and help with client applications, etc.	Unpaid volunteers. Some States pay for specific reimbursement costs, e.g., transportation costs.
Commodity Supplemental Food Program (CSFP) AGENCY: Food and Nutrition Service	Transport clients to and from the distribution site, help distribute commodities, give out nutrition information, etc.	Unpaid volunteers. Some sites may reimburse certain costs, e.g., transportation costs.
Summer Food Service Program AGENCY: Food and Nutrition Service	Help organize summer activities at site, help distribute lunches, beverages, eating utensils, etc.	Unpaid volunteer. Sites may reimburse certain costs.

USDA
YOUTH/VOLUNTEER/SERVICE PROGRAMS

NAME OF PROGRAM	DESCRIPTION/PARTICIPATION/STATUS OF PROGRAM	FY 1993 FUNDING LEVEL
Food Stamp Program AGENCY: Food and Nutrition Service	Outreach activities (i.e., explaining program rules, helping people apply and fill out forms, etc.). More outreach grants are coming up. Trying for 8-10 grants in FY 1993. (Private-Public partnership). Nutrition plans - help give information about proper nutrition to FS clients.	Volunteers are unpaid. Reimbursements can be made for specific costs incurred in volunteer activities. Only 11 States have outreach plans: NY, VT, MA, KY, TN, MO, MT, WA, AZ, CA, TX Only 9 States have nutrition education plans: NH, ME, NY, OH, MN, WI, OK, OR, WA.
TEFAP - The Emergency Food Assistance Program (donated commodities) AGENCY: Food and Nutrition Service	Unload trucks, hand out food at donation sites, help with applications, etc.	Unpaid volunteers. Reimbursements allowed for specific costs incurred, e.g., transportation costs.
Nutrition Education and Training Program AGENCY: Food and Nutrition Service	Provide nutrition education information in school meal programs and child care centers, help with distribution of materials, and in teaching principles of nutrition education. Example - High school and college students in costume (Nutrisaurus Rex) to teach nutrition education.	Unpaid; small program - no funds for reimbursement

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[Legal Barriers to Volunteer
Service] [booklet]

Legal Barriers to Volunteer Service



**A Community Service Brief from the
Nonprofit Risk Management Center**

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[The Earth Needs You - Join
Our Team Volunteers for Soil
and Water Conservation September 1990]
[booklet]



United States
Department of
Agriculture

Soil
Conservation
Service

Program Aid
No. 1451



The Earth Needs You— Join Our Team

Volunteers for Soil and Water Conservation



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[The Earth Needs You - Join Our Team
Volunteers for Soil and Water Conservation
February 1992] [booklet]



United States
Department of
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Soil
Conservation
Service

Program Aid
No. 1451



The Earth Needs You— Join Our Team

Volunteers for Soil and Water Conservation



**INVENTORY OF ALREADY-EXISTING YOUTH SERVICE
AND VOLUNTEER PROGRAMS WITHIN USDA**

To: White House Office of National Service

From: Joel Berg, Department of Agriculture

Date: April 11, 1993

RE: USDA Departmental Service Initiatives Report (Summary Memo)

A. Agency Sponsored Programs -- Highlights

While USDA runs many excellent youth service and adult volunteer programs, I have summarized four particularly outstanding ones below:

* **The Expanded Food and Nutrition Program (EFNEP).** Managed by the Cooperative Extensive system, EFNEP operates in all fifty states and Puerto Rico. EFNEP volunteers assist low-income families in acquiring the knowledge, skills, attitudes, and changed behavior to dramatically improve their diets and nutritional well-being. In 1991, 54,163 EFNEP volunteers worked a total of 466,018 hours, providing an estimated \$2.3 million worth of service.

* **Earth Team.** A conservation program run by the Soil Conservation Service, the Earth Team engaged 10,000 volunteers in 500,000 hours of service at 1,800 sites throughout the nation. The volunteers helped staff Soil Conservation Service offices, planted trees, surveyed land, designed and constructed grass waterways, developed environmental education materials, and created computer databases of local soils.

* **American Indian Youth Practicum.** This program engages 25-50 youths for a week each summer in service and learning in national forests in Montana and the Dakotas. It brings together youths from still warring tribes and teaches community cooperation, environmental conservation principles, and the need for youths to stay in school. This program was created by a Girard, a ranger on the Custer Forrest in Montana. The program is paid for entirely out of normal Custer Forrest operating funds and is managed by Girard primarily on his personal time.

* **Youth Forest Camps.** Run by the non-profit National Forest Foundation which has been chartered by Congress, the camps program will begin this summer at two sites in Washington State and one in Virginia. The camps will each operate an eight week and ten week session this summer for about 200 people. The participants will be paid the minimum wage and perform conservation work in national forests.

B. Employee Voluntary Programs -- Highlights

USDA employees volunteer in many ways in Washington and around the country. The largest program is the one in which around 100 employees volunteer at the Van Ness School in Southeast DC as part of a "Partners in Education" program. The employees tutor students, run field trips, raise money to purchase computers, and buy gifts and deliver them to each child during the Christmas season.

C. Total Amount Spent on Service Initiatives

Not including the Jobs Corps Funding and 4-H Funding -- and also not counting some overhead costs which are impossible for us to estimate that this time -- USDA spent about \$13.1 million on its volunteer and youth service programs in 1992. Over \$65 million in federal formula funds were spent on 4-H programs in 1992. The Labor Department allocated \$75 million to the Forrest Service for the Job Corps programs in 1993. Thus, total spending for USDA would be about \$153.1 million.

D. Ideas for Program Development

Over 30 different USDA-affiliated Extension Offices submitted Summer of Service proposals. The proposals include a peer educators program in rural Southeast Colorado, a child care project in Hartford, Connecticut, a nutrition program state-wide in Mississippi, and a drug awareness project in Kansas City.

With Secretary Espy's full support, I am chairing a USDA working group on ways to incorporate USDA into President Clinton's long-term national service program. We are currently developing plans for two separate youth corps to be run by USDA:

1) A modern-day Civilian Conservation Corps run by the National Forrest Service and the Soil Conservation Service. The Forest Service already runs the Youth Conservation Corps Program and the Youth Forest Camps; the Soil Conservation service already runs the Earth Team. This new CCC would focus on the unique environmental problems of the 1990's, such as protecting our drinking water supplies and helping communities recycle.

2) A national anti-hunger and nutrition corps. Somewhat similar to the EFNEP program described above, this corps could be run by the Cooperative Extension system and the two USDA agencies that deal directly with food stamps and nutrition programs. Corps members would work in urban and rural areas to help families and individuals apply for food stamps and WIC, overhaul their diets, and prevent food poisoning; corps members could also help teach families about some of the new anti-poverty measures advocated by President Clinton such as microenterprise loans, the expanded Earned Income Tax Credit, and community development banks.



February 10, 1993

M E M O R A N D U M

TO: Joel Berg
Acting Director
Office of Public Affairs

FROM: Larry Wachs
Associate Director *Larry Wachs*

SUBJECT: Inventory of Volunteer/Service Programs

As requested here is an inventory of USDA volunteer/service programs. The attachment includes the name of the program, the sponsoring organization, a short description, and funding information.

Since we did not know the ultimate purpose for the inventory, we are simply providing you with the list. If you need additional help, please let us know.

Attachment

[Handwritten signature]

USDA
YOUTH/VOLUNTEER/SERVICE PROGRAMS

NAME OF PROGRAM	DESCRIPTION/PARTICIPATION/STATUS OF PROGRAM	FY 1993 FUNDING LEVEL
Earth Team Volunteer Program AGENCY: Soil Conservation Service	The Earth Team was established in the Soil Conservation Service (SCS) in 1981. Volunteers work in SCS field offices performing an assortment of duties in administration, technical support, information, and education. They also work on farms and ranches helping landowners deal with a variety of conservation problems. The Earth Team works with schools and communities, developing outdoor classrooms and related community education projects. The Earth Team has memoranda of understanding with national organizations that help encourage conservation projects at the local level. In FY 1992, \$5 million worth of time was donated to SCS by Earth Team volunteers who contributed over 460,000 hours. About 20 percent of these volunteers are under 21 years of age. Since 1985, over 57,000 volunteers have worked with SCS.	\$100,000

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USDA
YOUTH/VOLUNTEER/SERVICE PROGRAMS

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Touch America Project AGENCY: Forest Service	During FY 1992 about 109,000 volunteers assisted in the management of the National Forest System. The Touch America Project (TAP) is a special component of the overall volunteer effort. It provides opportunities for youths, ages 14-17, to gain work experience and environmental awareness while working on the public lands. In FY 1992, private sector organizations sponsored over 4,600 youths in TAP. Projects included maintaining and building trails and constructing recreation areas. The FS and cooperating private sector entities provide tools, training, and supervision. The government assumes tort and workmen's compensation liability.	No funding is specifically earmarked in the FS budget for the administrative costs of volunteer work. It is anticipated that the FY 1993 program will continue the recent history of increasing enrollment by 8 - 10 percent from the prior year.
Youth Conservation Corps AGENCY: Forest Service	The Youth Conservation Corps (YCC) provides 8 weeks of summer employment for 15 through 18-year-olds from all strata of society. Youths earn minimum wage and learn while performing conservation work on the National Forest System. The enrollees are paid from Forest Service funds appropriated for resource activities. Each forest decides how much of its work to accomplish through a YCC program as opposed to hiring adult seasonal workers or private sector contracting. In FY 1992 1,185 youth participated in the program.	Recent Interior Appropriations Acts have required the use of not less than \$1.0 million of the funds appropriated to FS for a YCC program. The agency has usually chosen to run a larger program in the \$2.5 million range, and anticipates about that level for FY 1993.

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YOUTH/VOLUNTEER/SERVICE PROGRAMS

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NAME OF PROGRAM	DESCRIPTION/PARTICIPATION/STATUS OF PROGRAM	FY 1993 FUNDING LEVEL
Special Supplemental Food Program for Women, Infants and Children (WIC) AGENCY: Food and Nutrition Service	Transport to and from clinics and grocery stores, watch children during clinic visits, and help with client applications, etc.	Unpaid volunteers. Some States pay for specific reimbursement costs, e.g., transportation costs.
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YOUTH/VOLUNTEER/SERVICE PROGRAMS

NAME OF PROGRAM	DESCRIPTION/PARTICIPATION/STATUS OF PROGRAM	FY 1993 FUNDING LEVEL
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TEFAP - The Emergency Food Assistance Program (donated commodities) AGENCY: Food and Nutrition Service	Unload trucks, hand out food at donation sites, help with applications, etc.	Unpaid volunteers. Reimbursements allowed for specific costs incurred, e.g., transportation costs.
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USDA AMERICORPS
AGREEMENT FOR SPONSORED VOLUNTARY SERVICES

NAME OF SPONSOR ORGANIZATION (PRINT)

ADDRESS (Street, City, State, Zip Code)

NAME OF USDA ORGANIZATION IMPLEMENTING THE COMPONENT OF THE USDA AMERICORPS PROGRAM TO BE SUPPORTED

PRIVACY ACT STATEMENT

The following information is provided to comply with the Privacy Act (PL 93-579). U.S.C. 301 and 7 CFR 260 authorize acceptance of the information requested on this form. The data will be used to contact applicants and to interview, screen, and select them for volunteer assignments. Furnishing this data is voluntary.

1. Description of volunteer service to be performed:

2. The above-described volunteer service will be contributed to the USDA organization implementing the particular component of the USDA AmeriCorps program to be supported by the volunteer service. Except as provided below, the volunteer service performed by the volunteers will not confer on them or on employees or officers of the sponsoring non-USDA organization the status of federal employees.

3. We will provide the USDA organization implementing the particular component of the USDA AmeriCorps program to be supported by the volunteer service with a listing of participants and person-hours or person-days contributed to accomplish the work in item 1 above, as well as any other specific information requested relating to quantity and quality measurements.

4. We will obtain parental or guardian consent of each individual under 18 years of age and will comply with child labor laws.

5. _____ is hereby designated to serve as our liaison with the USDA Organization implementing the particular component of the USDA AmeriCorps program to be supported by the volunteer service in day-to-day operations under this agreement.

6. We understand that either the USDA AmeriCorps organization implementing the USDA AmeriCorps program, or we, may cancel this agreement at any time by notifying the other party in writing.

SIGNATURE

DATE

ACCEPTANCE FOR THE USDA ORGANIZATION

The _____ agrees, while this agreement is in effect, to:

1. Provide such materials, equipment, and facilities as are available and needed in performing the work described above as described in the accompanying project plan/budget.

2. Finance necessary incidental expenses of sponsored participants to the extent such expenses cannot be borne by the sponsor, and to the extent that _____ funds are available. The maximum funding of such incidental expenses shall be set forth in the accompanying project plan/budget for each fiscal year or portion of a fiscal year.

3. Consider sponsored participants as federal employees for the purpose of tort claims and compensation for work injuries, to the extent not covered by the sponsor. Authorization by PL 97-98.

4. Authorize non-minor sponsored participants to operate federal motor vehicles when necessary provided that the individual holds a valid drivers license.

Signature	Title	Unit	Date
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TERMINATION OF THE AGREEMENT

AGREEMENT TERMINATED ON (Month, Day, Year)

Signature of USDA Representative

Remarks:

We desire to make available the volunteer services of the following person(s) to assist with the Natural Resources Conservation Service work.

NAME		NAME	
ADDRESS		ADDRESS	
SOCIAL SECURITY NUMBER		SOCIAL SECURITY NUMBER	
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TELEPHONE NUMBER	DATE OF BIRTH	TELEPHONE NUMBER	DATE OF BIRTH

OMB DISCLOSURE STATEMENT

Public reporting burden for this collection of information is approximately (45) 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 No.), Washington, D.C. 20503.

USDA AMERICORPS
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NAME OF SPONSOR ORGANIZATION (PRINT)

ADDRESS (Street, City, State, Zip Code)

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SIGNATURE

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TERMINATION OF THE AGREEMENT

AGREEMENT TERMINATED ON (Month, Day, Year)

Signature of USDA Representative

Remarks:

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USDA AMERICORPS
AGREEMENT FOR SPONSORED VOLUNTARY SERVICES

NAME OF SPONSOR ORGANIZATION (PRINT)

ADDRESS (Street, City, State, Zip Code)

NAME OF USDA ORGANIZATION IMPLEMENTING THE COMPONENT OF THE USDA AMERICORPS PROGRAM TO BE SUPPORTED

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NAME OF USDA ORGANIZATION IMPLEMENTING THE COMPONENT OF THE USDA AMERICORPS PROGRAM TO BE SUPPORTED

PRIVACY ACT STATEMENT

The following information is provided to comply with the Privacy Act (PL 93-579). U.S.C. 301 and 7 CFR 260 authorize acceptance of the information requested on this form. The data will be used to contact applicants and to interview, screen, and select them for volunteer assignments. Furnishing this data is voluntary.

1. Description of volunteer service to be performed:

2. The above-described volunteer service will be contributed to the USDA organization implementing the particular component of the USDA AmeriCorps program to be supported by the volunteer service. Except as provided below, the volunteer service performed by the volunteers will not confer on them or on employees or officers of the sponsoring non-USDA organization the status of federal employees.

3. We will provide the USDA organization implementing the particular component of the USDA AmeriCorps program to be supported by the volunteer service with a listing of participants and person-hours or person-days contributed to accomplish the work in item 1 above, as well as any other specific information requested relating to quantity and quality measurements.

4. We will obtain parental or guardian consent of each individual under 18 years of age and will comply with child labor laws.

5. _____ is hereby designated to serve as our liaison with the USDA Organization implementing the particular component of the USDA AmeriCorps program to be supported by the volunteer service in day-to-day operations under this agreement.

6. We understand that either the USDA AmeriCorps organization implementing the USDA AmeriCorps program, or we, may cancel this agreement at any time by notifying the other party in writing.

SIGNATURE

DATE

ACCEPTANCE FOR THE USDA ORGANIZATION

The _____ agrees, while this agreement is in effect, to:

1. Provide such materials, equipment, and facilities as are available and needed in performing the work described above as described in the accompanying project plan/budget.

2. Finance necessary incidental expenses of sponsored participants to the extent such expenses cannot be borne by the sponsor, and to the extent that _____ funds are available. The maximum funding of such incidental expenses shall be set forth in the accompanying project plan/budget for each fiscal year or portion of a fiscal year.

3. Consider sponsored participants as federal employees for the purpose of tort claims and compensation for work injuries, to the extent not covered by the sponsor. Authorization by PL 97-98.

4. Authorize non-minor sponsored participants to operate federal motor vehicles when necessary provided that the individual holds a valid drivers license.

Signature	Title	Unit	Date
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TERMINATION OF THE AGREEMENT

AGREEMENT TERMINATED ON (Month, Day, Year)

Signature of USDA Representative

Remarks:

We desire to make available the volunteer services of the following person(s) to assist with the Natural Resources Conservation Service work.

NAME		NAME	
ADDRESS		ADDRESS	
SOCIAL SECURITY NUMBER		SOCIAL SECURITY NUMBER	
TELEPHONE NUMBER	DATE OF BIRTH	TELEPHONE NUMBER	DATE OF BIRTH
NAME		NAME	
ADDRESS		ADDRESS	
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OMB DISCLOSURE STATEMENT

Public reporting burden for this collection of information is approximately (45) 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 No.), Washington, D.C. 20503.

U.S. DEPARTMENT OF AGRICULTURE
WASHINGTON, D.C. 20250

DEPARTMENTAL REGULATION		Number: 3100-1
SUBJECT: USDA National Service Programs	Date: October 15, 199	
	OPI: Office of Communications	

1 PURPOSE

This regulation prescribes the policies, responsibilities, and procedures for USDA agencies to plan, propose, implement or coordinate National Service programs.

2 BACKGROUND

The National and Community Service Trust Act of 1993 established the Corporation for National and Community Service CNCS (AmeriCorps). The intent of the legislation is to engage Americans of varied ages and backgrounds in community-based service. This service addresses the Nation's educational, public safety, human and environmental needs to achieve direct and demonstrable results. In doing so, national service will foster civic responsibility, strengthen the ties that bind us together as a people, and provide educational opportunity for those who make a substantial commitment to service. The Act authorizes the CNCS to provide assistance to private organizations, States and Federal departments to conduct national service programs. The Act further authorizes Federal Departments to run national service programs directly or in partnership with others.

3 POLICY

As the People's Department, it is the responsibility of all USDA agencies to strive for the maximum allowable participation by the Department in the area of national service. By identifying existing programs that can be used to support national service initiatives or proposing new programs or projects, agencies will strive to the fullest extent possible to use AmeriCorps grants, services, and educational awards to leverage existing resources and to integrate the national service concept more fully into agencies' programs and activities. USDA will run programs in which both the AmeriCorps members and managers at every project site will represent a socio-economically diverse group of Americans. The Director of National Service will manage the Department's national service program.

DISTRIBUTION:

DRAFT

3 DEFINITIONS

- a National Service Program. The term program, unless the context otherwise requires, and except when used as part of the term academic program, means an activity carried out with assistance provided by the National and Community Service Trust Act of 1993.
- b Project. An activity carried out through a national service program that receives assistance under the National and Community Service Trust Act of 1993, that results in a specific identifiable service or improvement that otherwise would not be done with existing funds and does not duplicate the routine services or functions of the employer to whom participants are assigned.
- c Participant. The term participant means an individual enrolled in an AmeriCorps approved program that receives assistance under the National and Community Service Trust Act of 1993. Participants are not Federal employees.
- d Member. The term member is synonymous with the term participant. The term member is the term preferred for use in the Department's program.
- e Education Award. The sum of money which is granted to a participant after a term of service is completed. For a full-time member this award is \$4,725. For a part-time member this award is \$2,363. This money be used to pay for vocational training, job training, college tuition, graduate school or to repay qualified educational loans.
- f Americorps. The Corporation established by the National and Community Service Trust Act of 1993. The Corporation establishes the rules for national service activities including but not limited to application procedures, criteria for application and participant approval, granting of sub-grants, and payment of educational awards.

4 RESPONSIBILITIES

- a Secretary of Agriculture will:
 - (1) Prioritize the national service programs contained in the Department's application for AmeriCorps funds; and,
- b Under and Assistant Secretaries will:
 - (1) Prioritize their agencies' national service initiatives; and,

DRAFT

- (2) Appoint a national service coordinator within each appropriate agency to participate in the National Service Interagency Work Group to work with the Director of National Service;

c Director of National Service will:

- (1) Manage and coordinate the Department's national service initiatives; and establish procedures and guidelines for integration of national service within the Department;
- (2) Develop Department-wide national service initiatives involving one or more agency;
- (3) Prepare the Department's application for AmeriCorp funds for review by the Secretary;
- (4) Act as the Department's liaison with AmeriCorps, other Departments' and agencies' national service personnel, public and private organizations, and individuals involved in national service;
- (5) Establish procedures and guidelines for implementation and management of national service within the Department; and,
- (6) Execute on behalf of the Department agreements with CNCS and other entities concerning the Department's National Service Program.

d Interagency Group will:

- (1) Develop national service projects that can be funded using existing funds;
- (2) Develop national service projects to funded through succeeding years' budget request; and,
- (3) At the Direction of the Director of National Service, prepare the appropriate sections of the Americorp application for particular national service projects;

Hathine

THIS IS THE PUBLIC CALLING

Remember, you may be the only live contact they have with national service for months. You may not know, until it's too late, whom the caller represents. For instance, he or she may be a local business person who wants to make a donation, or the staff of an elected official doing a little research, a potential participant, or even a reporter.

Corporation for National Service May I help you?

VOLUNTEER CALLER - heard about our programs and wants more information.

List the three main program areas

1. AmeriCorps
2. National Senior Service Corps
3. Learn and Serve America

Briefly describe

AmeriCorps --- the new domestic Peace Corps --- more than 20,000 Americans are now serving in communities all across the country. In exchange for full-time service for one year, AmeriCorps Members receive education awards to help pay for college or to pay back student loans.

For more information call 800-94ACORPS
TDD 800-833-3722

National Senior Service Corps -- utilizes the skills, talents, and experience of older Americans. We have three major programs. The **Foster Grandparent Program** offers low-income persons an opportunity to serve one-on-one with children and young people who have special needs, including teen parents, boarder babies, and those who are abused and neglected. The **Senior Companion program** volunteers are low-income men and women who help the homebound and the elderly achieve their highest level of independent living. The **Retired and Senior Volunteer Program (RSVP)** enlists over 400,000 volunteers who perform a wide range of community services.

For more information call 800-424-8867
TDD: 800-833-3722

Learn and Serve America supports school-based and community-based service-learning programs that involved school-aged youth in community service that addresses local needs. Service-learning is a teaching method that ingrates community service into the school curriculum. Over 375,000 young people are already involved in programs in all fifty states.

For more information, call the Corporation (202) 606-5000, ext. 136
TDD (202) 606-5256
or the National Service Learning Cooperative at 800-808-SERVE

NEEDS SERVICES FROM OUR PROGRAMS CALLER

AmeriCorps?

a competitive grants program. For more information call the Corporation at 606-5000 ext. 474 for grants information.

National Senior Service Corps?

Share local program contact and congratulate them on their choice

Learn and Serve America?

run through the State and Local Education Agencies. Call the Corporation at (202) 606-5000 ext. 136.

HEARD OF A PROGRAM TO HELP WITH COLLEGE EXPENSES CALLER

Easy. Call 1-800-94ACORPS.

ANGRY, ANGRY CALLER

FOG

LISTEN I can see why you're angry about that
PERFORM AT LEAST ONE ACT OF SUPPORT

GENERAL COMPLAINTS OR SUGGESTIONS THAT NEED MORE ATTENTION THAN AN 800 # THINK EXTERNAL AFFAIRS

- **PUBLIC AFFAIRS** if media or publications. EXT. 284
- **CONGRESSIONAL AND INTERGOVERNMENTAL AFFAIRS** if it concerns Members of Congress (House or Senate), Governors, Mayors and other elected officials. EXT. 235
- **PUBLIC LIAISON** if it's a money issue (corporations and foundations), meetings, and constituencies (i.e. veterans, people of color, unions, disability community, etc.), materials. EXT. 260

AN ELECTED OFFICIAL HAS SOMETHING TO SAY...

1. Take notes first: What was said, when, to whom, where did you see it. Precise context is important in politics.

2. Check in with Congressional and Intergovernmental Relations in Washington.

Why? Congressional and Intergovernmental Relations is the primary liaison for all Corporation programs to their primary source of funding, Congress, and to its chief governmental partners, state and local governments. The office is actively seeking support for a range of Corporation needs vis-a-vis the budget, appropriations, policy issues, reauthorization. They may have recently had contact with that Member's staff or may be planning to arrange a visit and that will influence how the response is handled.

Gene Sofer

Director, Congressional and Intergovernmental Relations, ext. 246

Herbert Block

Deputy Director, Intergovernmental Relations, ext. 247

(Governors, mayors and other elected officials)

Sylvia Hacaj, Deputy Director, Congressional Relations, ext. 279

Patty Purdue, Executive Assistant, ext. 235

Patty will be joining the staff on Monday, January 3rd.

Stephan Tibbs, Legislative Aide, ext. 191

Stephan is responsible for responses to routine Congressional correspondence and inquiries.

3. Investigate the charge and provide us with accurate information. If the charge is unfounded, contact Congressional and Intergovernmental Relations to coordinate a site visit for that official to the program and work with the program to make sure it is a great visit. We can also get a packet of complete program, press, private partnership information about Corporation-wide activities in the area in question (Congressional District, city, state) to the official in question (Representative, Mayor, Governor, Senator).

If there is any basis for the charge, let us and the appropriate people responsible for that program at the Corporation know. With your help, appropriate action and responses will be decided upon.

4. Let us know of any relationships between that official and the Corporation's programs and supporters that you think may be helpful to us as we frame our issues to that official.

5. The Corporation will be under increasingly high levels of scrutiny--from the U.S. General Accounting Office (GAO), Congress, the press--so it is very important that you consult and coordinate with us.

6. As a reminder, you cannot contact a program and suggest that they contact their Member of Congress to express a particular point of view. That is lobbying and it is strictly prohibited. Nor can you encourage or tolerate advocacy.

1. Catch your breath.....say something like "This is great. I'll be happy to help you, but I'm in the middle of something right and will have to call you back. What's your deadline?" (However, if your conversation has reached the point where she's asked for the spelling of your name, this stall is probably too late.....!) It will be incredibly helpful to you to have someone in PA to talk to first -- make your mistakes with us, not with the reporter.

2. Get some guidance. Call Public Affairs in Washington. If it's a major paper, chances are that someone in PA has a relationship with someone there. The reporter may also have already contacted the Corporation. Whether it is a big city paper or a local weekly, it will have a large audience -- including Congress, governors, and decision makers throughout the country, so need to know about it.

Who to call: J. Toscano (ext. 277)
Wendy Grassi (x262)
Bill Barrett (ext. 267)

3. Assess your assets.

- a. Determine your best two or three programs, i.e. best from a press point of view (good visuals, teamwork, direction)
- b. Identify who should be your program's spokesperson with the press.
- c. Identify AmeriCorps members who clearly understand the program and its purpose and can be good spokespeople.
- d. Does your program have any measurable results at this point that you can relay to the press (getting things done!).
- e. Can you show good community support? Partnerships?

4. Define your message. Give good quote. Don't talk program. What are the two or three most important things you want the public to know about your program? Imagine yourself talking to your brother-in-law. If you can stick to several key points, you can control the story. Remember that reporters usually don't have time to get into the intricacies of a program, they must be able to "get it" immediately. Repeat your messages often so there can be no doubt what they are. Don't give her an hour of wide ranging remarks from which she can pull any 1 line out of context.

Hotline

Hello, is ____ there? My name is Denise Bennett and I'm calling from the United States Department of Agriculture. Your name was referred to us by the Corporation for National and Community Service as someone who might be interested in joining the AmeriCorps national service program. Is there still someone in your household interested in performing full-time national service?

(If no, thank them and hang up)

(If yes, continue:)

Well, starting just this Monday, USDA will be helping run a summer national service program for District of Columbia residents. Participants will work on environmental projects, renovate the US Arboretum, and help increase participation in anti-hunger projects. Participants will earn \$147 a week for full-time work for ten weeks, and then receive an educational scholarship worth \$1,000 for college, job training, or student loan repayment. Are you potentially interested in this program?

(If no, thank them for their time)

(If yes, ask them if they would mind filling out the application over the phone. Then tell them they will be hearing from us in some way in the next two days)

USDA/AMERICORPS PROJECT MANAGERS
HOTLINE EVALUATION SURVEY

(EDITOR'S NOTE: I am trying to evaluate the USDA/AmeriCorps hotline to determine its effectiveness as part of planning for next year. I would appreciate if you would take five minutes and fill out the following one-page survey. You can mail it to me, USDA, Room 541-A, 14th and Independence Aves. SW, Washington, DC 20250, or fax it to (202) 720-4614. Thanks in advance, Katherine Gibney, coordinator of recruitment.)

1. Were you aware of the 1-800 USDA/AmeriCorps recruitment hotline in Washington? YES ☐ NO ☐ (This hotline was separate from a 1-800 hotline sponsored by the Corporation for National and Community Service.)

2. Were you aware that we mailed out brochures, applications, and a list of sites and the names, addresses, and telephone numbers of directors to anyone who called the line? YES ☐
NO ☐

3. Were you aware that callers throughout the country sent back response forms from the brochures we mailed out and we kept them on file by state here in the Washington office? YES ☐ NO ☐

4. Did you receive any calls from people who got your name from the site list mailed from this office? YES ☐ NO ☐ If yes, how many?
Did you end up hiring anyone who called? YES ☐ NO ☐ If yes, how many?

5. Did you receive response forms generated by our hotline during the August USDA/AmeriCorps training in Washington? YES ☐ NO ☐
If so, did you interview any of these people? YES ☐ NO ☐ If yes, approximately how many? Did you hire any of these people? YES ☐ NO ☐ If yes, how many?

6. Did you request at any time the names of possible recruits whose response forms were on file here? YES ☐ NO ☐ If yes, did you interview any of these people? YES ☐ NO ☐ If yes, approximately how many? Did hire any people from the names you were sent from the USDA hotline? YES ☐ NO ☐ If yes, how many?

7. Did you request at any time the names of possible recruits obtained through the hotline sponsored by the Corporation for National and Community Service? YES ☐ NO ☐ If yes, did you hire any people from the names you were sent from the Corporation? YES ☐ NO ☐ If yes, how many?

8. Whether you used the USDA hotline or not, do you think a centralized hotline for USDA programs only is useful? YES ☐ NO ☐
Any suggestions about how the hotline could be improved to better assist the field in recruiting?

9. Any suggestions about how the Washington office could be helpful to you with regard to recruiting in general, especially in relation to diversity?