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MESSAGE DISPLAY FOR C. R. HARTGRAVES

To S.DEITEMEYER
To L.LAVERY
CC B.BOTTS
CC J.ABBOTT:R03A
To R.HARTGRAVES

From: Bob Cron Host: W01C
Postmark: Jan 23,94 9:04 AM Delivered: Jan 23,94 9:07 AM
Status: Previously read Urgent
Subject: Forwarded: Reply to: ARIZONA DREAM TREK

Comments:

From: Bob Cron:WO
Date: Jan 23,94 9:04 AM
This is the response I received concerning coordination work with the Arizona Dream Trek.
A key point is that much of this trail crosses other than National Forest and much of the non-NF does not exist on the ground. Another key point is the multiple jurisdictions involved. While determined people can make their way along the proposed Arizona Trail, a constructed public trail is many years away. Thanks Bob

Previous comments:

From: JIM SCHMID:R03F05A
Date: Jan 19,94 9:28 AM
I spoke with Thadd and Chris over the weekend. They say the Charity must have sent the letter. They think it is information letter only. They think everything is going fine. What's the problem? In the last two months I've spoken with them by phone 4 times and in person once. I've provided them all the AZ Trail info we have. I'm the acting AZ Trail Steward. This is two young guys who want to hike the trail, not a big event. Less than 30% of the trail is on the ground and signed. They know that. But still want to do it. So I gave them my contacts to get local maps from State, counties, BLM, NPS, etc. So they can plan their trip. This sure has generated a lot of WO phone calls out here. Perhaps you could fax the letter 602-670-4567 and I can handle it. Since office is closed back there I've mailed you an AZ Trail packet. Let me know if I can be of further service. I will be talking with Thadd and Chris again this week to help with their planning as planned. I can't think of any help we'd need from WO at this time.

-----X-----



The Arizona Dream Trek is a proposal to bring together people and organizations that would normally not work together. The primary goal is to complete the proposed route of the Arizona Trail, in one push, with minimal support. Secondly, we hope to raise funds for the Arizona Special Olympics (ASO) and the Arizona Department of Youth Treatment and Rehabilitation (DYTR). We hope to bring these organizations together with local businesses and the private sector.

The Arizona Trail is a proposed non-mecanized trail from the Arizona/Mexico border to the Arizona/Utah border. We hope to take the existing trail notes and put them together to make one trail. Along with our route notes we plan to keep written and photo journals of the hike. We will also take water samples of all available water supplies to be tested for purity. When completed, the Arizona Trail will boast one of the most diverse trails in the world. This will bring enjoyment for the People of Arizona and draw people from all over the world.

With the publicity generated by the trek, we hope to raise a substantial amount of funds to be split between the ASO and DYTR. Some of the funds will also be donated to the development and completion of the Arizona Trail. The funds will be used to start new internal programs and programs with each other. The funds will come from corporate donations and donations from the private sector.

The publicity the Arizona Dream Trek will generate, will also bring together different groups of people. Hikers and other outdoor enthusiasts will be helping the children of the city. The people that wish to help the children will help the trail. Everyone can benefit from the Arizona Dream Trek in some small way.

The Arizona Dream Trek will fulfill many dreams. Our dreams to complete a long distance hike. The dreams of those responsible for the development of the Arizona Trail. The dreams of the athletes of the ASO and the troubled youth of the DYTR. These dreams are not going to be short lived, but will last a lifetime and longer.

Thank you for your time and consideration.

Thadd Hollis and Chris Carpenter
616 S. Hardy #224
Tempe, AZ 85281
(602) 967-7138

guaranteed fraud IG

basically fraud

Sam
Barone

Andrew Moss

IG

OIG

|
7,75

ARIZONA TRAIL

GENERAL INFORMATION



IF THERE ARE ANY ADDITIONAL INFORMATION NEEDED CONCERNING THE ARIZONA TRAIL,
WE ASK THAT YOU DIRECT YOUR GENERAL QUESTIONS TO:

Arizona State Park
Attn: AZ Trail Steward
1300 West Washington
Phoenix AZ 85007
602/542-4662

DIRECT QUESTIONS ABOUT SPECIFIC AREAS TO:

(KAIBAB PLATEAU AREA)

Kaibab National Forest
North Kaibab Ranger District
Attn: Sue Spear
PO Box 248
Fredonia AZ 86022
602/643-7395

(TUSAYAN/GRAND CANYON AREA)

Kaibab National Forest
Tusayan Ranger District
Attn: Joel McCurry/Ken Olsen
PO Box 3088
Tusayan AZ 86023
602/638-2443

(FLAGSTAFF AREA)

Coconino National Forest
Peaks Ranger District
Attn: Connie Birkland
5075 North Highway 89
Flagstaff AZ 86004
602/527-3630

(EAST OF FLAGSTAFF)

Coconino National Forest
Blue Ridge Ranger Office
Attn: AZ Trail Coordinator
HC 31 Box 300
Happy Jack AZ 86024
602/527-3670

(SOUTHERN ARIZONA AREA)

Coronado National Forest
Supervisors Office
Attn: Patricia Spoerl
300 West Congress
Tucson AZ 85701
602/670-4552

(CENTRAL ARIZONA AREA)

Tonto National Forest
Supervisors Office
Attn: Carl Taylor
PO Box 5348
Phoenix AZ 85010
602/225-5200

Mike Bora

Jim Abbott

602-670-4552



ARIZONA TRAIL



GENERAL INFORMATION

The Arizona Trail will be a continuous, non-motorized trail that traverses the State from the Arizona-Mexican border to the Arizona-Utah border. The primary users of the over 700 mile long route will be hikers and equestrians. The Trail will be open to back-country bicyclists along segments outside Wilderness or other specially managed areas. Where appropriate, parts of the Arizona Trail will be used by cross-country skiers. In certain areas, existing trails are being connected by low volume "back roads". New trails are already being built away from these roaded, interim trail links in order to meet our non-motorized goal.

GOVERNMENT AGENCY INVOLVEMENT:

Over ninety-five per cent of the Trail will pass through federal, state, or locally-administered lands. The Arizona Trail is currently coordinated by the U.S. Forest Service, with nearly 75 per cent of the route on U.S.D.A. Forest Service administered lands. This includes four national forests: the Kaibab, Coconino, Tonto, and Coronado. Several smaller units of these Forests, the ranger districts, will administer portions of the Arizona Trail. They include: the Sierra Vista, Nogales, and Santa Catalina Ranger Districts on the Coronado NF; the Globe, Mesa, Tonto Basin, Cave Creek, and Payson Ranger Districts on the Tonto NF; the Blue Ridge, Mormon Lake, and Peaks Ranger Districts on the Coconino NF; and the Tusayan and North Kaibab Ranger Districts on the Kaibab National Forest. The District Rangers and Recreation Staff Officers on each of the ranger districts are the ultimate contact for work to be done on the Forests.

The Arizona State Parks Trail Coordinator and AHETC (Arizona Hiking & Equestrian Trails Committee), a sub-committee to the State Parks Board, have provided crucial support at several levels of Arizona Trail development since 1985.

The U.S. Department of Interior National Park Service is involved with the Trail in three areas: the Coronado National Memorial, Saguaro National Monument, and Grand Canyon National Park. The Coronado NM and Saguaro NM have cooperated with the Forest Service to open the Trail segments in their areas. Work remains to be done to link Kaibab NF portions of the Trail with the North Kaibab and Bright Angel Trails in Grand Canyon National Park.

The U.S. Department of Interior Bureau of Land Management will be involved with the project in three areas: the Empire-Cienega area southeast of Tucson, the Box and White Canyon area near the Gila River, and the Arizona Strip-Buckskin Mountain area at the Utah border. National Environmental Policy Act (NEPA) planning is being done for the Empire Cienega area. The permanent Trail route in the other areas will also require NEPA work.

Currently, over 100 miles of the Trail on the Kaibab and Coronado National Forests, Saguaro National Monument, and Coronado National Memorial have been officially dedicated, while the Trail planning and construction process continues elsewhere. In areas where existing trails will be a part of the State-long route much of the planning involves development of local trailheads. These are important because most people will use portions of the Trail for a day, weekend, or week. Trail guide sheets will direct users to specific segments of the Trail.

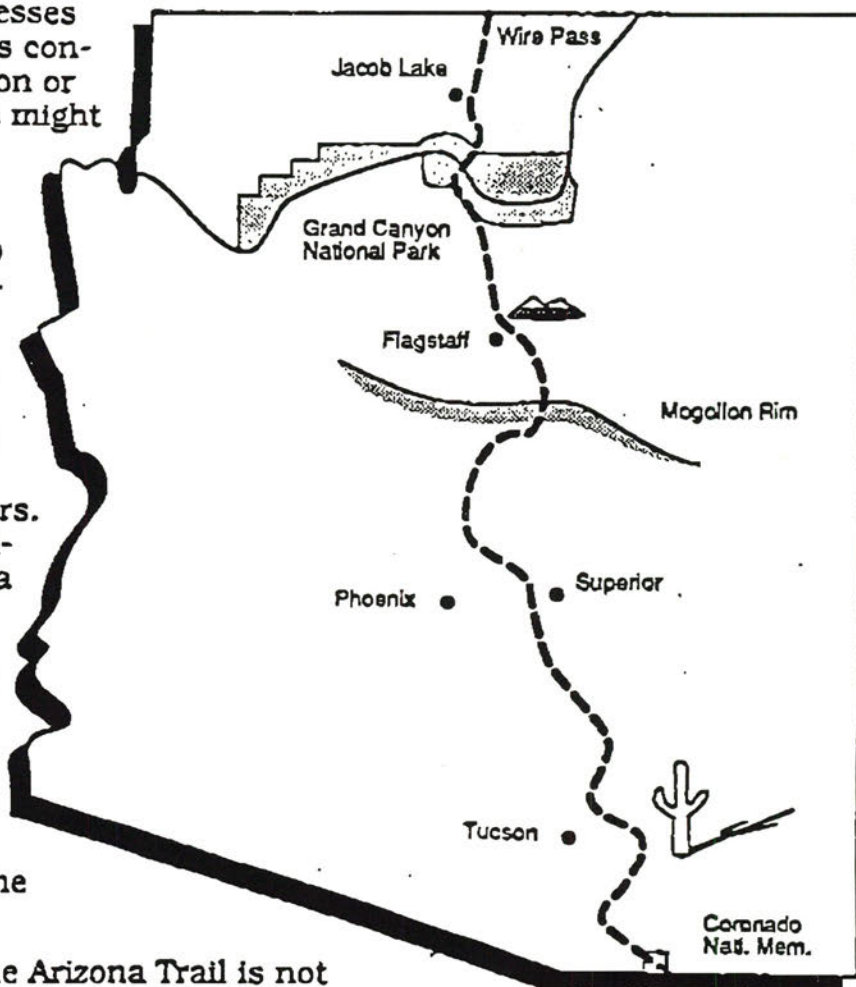
PRIVATE SECTOR INVOLVEMENT:

Maintenance and operation of the Arizona Trail will be through a partnership between government agencies, volunteers, and the private sector. Integral to the project will be a network of volunteers. The commitment from volunteers and contributions from businesses and organizations will vary. Individuals and groups may choose to work one day on a segment of the Trail or a local trailhead. More likely, volunteers will adopt a portion of the Trail for a year or more as a symbol of ownership in the eventual 700 plus mile pathway. The work may include construction and/or maintenance of the treadway, water bars (erosion control), gates, interpretive signs, etc. Arizona State Parks and the AHETC have developed an Adopt-a-Trail Handbook that lists trails throughout the State that have been or need to be adopted. Also included are guidelines and a sample volunteer agreement form for U.S. Forest Service trails. The handbook is available from AZ State Parks, Trails Coordinator, 800 W. Washington, Suite 415, Phoenix, AZ 85007.

Organizations and businesses may make monetary or supplies contributions for a particular section or trailhead. Supply contributions might include building materials, tools, signs, or food for volunteers. An effort will be made at trailheads and in trail guides to acknowledge adoption and contributions.

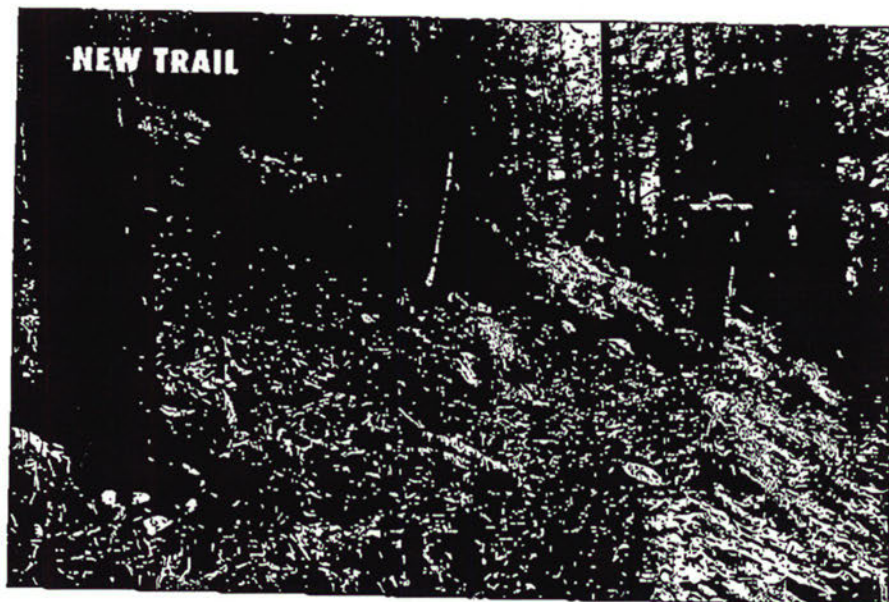
Some very special people will be crucial to the project - the Trail Stewards. They will be the local liaison between the agency, sponsors, and volunteers. They may help coordinate development of a trailhead or adopt a segment of the Trail. People and materials management skills are essential for this type of volunteer position. To date, active stewards are working north and south of Tucson, and on the Kaibab Plateau. Many more of these volunteers are needed to help coordinate the work along the Trail.

It is now apparent that the Arizona Trail is not only linking the diverse Arizona landscape, but also individuals, families, groups, businesses, and agencies. These people, from widely varied backgrounds, with or without trail work experience, share the vision of a non-motorized pathway across Arizona. Please consider carefully the hard physical and organizational work necessary for this project. The rewards will be as varied as our volunteers, but will be based upon a lasting contribution to our Arizona recreation environment.



TRAIL NOTES

BORDER TO BORDER IN ARIZONA



The Canyon State's New 750-Mile Route

When Dale Shewalter left the Midwest and moved to Arizona 15 years ago he found himself in the most beautiful land he'd ever seen. But he had problems hiking. He'd follow a trail to the top of one mountain, soak up the breathtaking scenery, then wish for a connecting trail to another mountain in the distance. This quandary, along with his impassioned zeal for the landscape, evolved into the Arizona Trail, a 750-mile route that when complete will stretch from the Utah border to the Mexican line.

Since Shewalter started plotting the Arizona Trail seven years ago, plenty of regional trail groups have become involved, as have the Forest Service (75 percent of the trail goes through four national forests), the Bureau of Land Management and the Park Service. About 95 percent of the route will be on public land, with much of it following existing trails. So far, more than 100 trail miles have been dedicated, primarily in the far northern and southern sections of the state (in the Kaibab and Coronado

National Forests, Saguaro National Monument, and Coronado National Memorial). Shewalter predicts half the project will be finished in two years.

"We're designing it so people can hike in sections over a week or weekend," Shewalter says. "This trail is outstanding because of the geographic diversity and history you encounter. In just a few hours, you go from stark desert to high alpine life zones." Traces of previous civilizations, from prehistoric Native Americans to Spanish conquistadors to western frontiersmen, add to the mystique.

Although the trail is off-limits to motorized vehicles, certain non-wilderness sections will be open to equestrians and mountain bikers. Shewalter says most of the trail is "primitive," although some sections pass near towns. Water isn't a problem, though, since the trail passes near natural springs.

An Arizona Trail Association is in the works but until then, it's up to a hodgepodge group of volunteers to see the project through. For more information or to volunteer, contact: Dale Shewalter, Arizona Trail Coordinator, Kaibab National Forest, 800 S. Sixth St., Williams, AZ 86046; (602) 779-4320.

—Annette Wysocki

- Backcountry crowds in national parks have increased slightly from previous years, according to an annual survey by the American Hiking Society. Survey figures, obtained by dividing the number of backcountry overnight stays counted in a park by the amount of acreage in that park, show that in 1990, backcountry overnight stays in national parks, monuments and recreational areas reached 1.6 million. This is a two percent increase over 1988 and about the same as 1986 levels. The overall trend is still down, however, since current backcountry use lags behind record-setting 1976, when the Park Service recorded 2.6 million overnight stays. The most congested backcountry continues to be in Shenandoah National Park, with 19.5 campers per 100 acres.

- Trails funding weathered the 1992 budget debates fairly well, no thanks to the Bush Administration. Congress appropriated nearly \$53 million for Forest Service trails maintenance and construction, an increase of \$3 million over 1991 and nearly \$8 million over the Administration's proposal. (Current estimates show almost \$250 million is needed just to deal with the Forest Service's trail maintenance and reconstruction backlog.) Several Park Service trails programs also benefited from a modest boost in funding. Specific trails projects allocated funds, include the Bay Area Ridge Trail in California and the New Jersey Coastlands Trail.

- News from the Appalachian Trail:

The Appalachian Trail Conference needs volunteers from June through October. Projects include trail and shelter construction and rehabilitation, and open-area maintenance. No experience required. Contact: Crews, ATC, P.O. Box 807, Harpers Ferry, WV 25425.

Attention hikers: No rabble rousing allowed in New Hampshire's White Mountains, unless you're prepared to deal with the law. Under New Hampshire state law, engaging in reckless activity (endangering yourself or others) while hiking that state's portion of the

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USDA NEWS

Volume 54 No. 1

March-April 1995



The swearing-in makes it official, as Dan Glickman (right) becomes our 26th Secretary...page 1.

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USDA's FY96 budget calls for a \$2.1 billion gain, cut of 841 staff years	P2
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Community Development

Research Briefs & Case Studies

Cornell Community and Rural Development Institute

Reports

Volume 4, No. 2, Spring 1996

Perspectives on Multi-party Collaboration

Joan Sinclair, Jack Salo, Ron Dougherty

Edited by Diane Crews

Innovation and Collective Action: A Department Administrator's View

by Joan Sinclair

When we shed our "do-it-yourself" tendencies, and operate collectively, our perspectives are broadened and creativity is expanded. Collaborators form non-traditional alliances. They assess needs and set priorities together. They design collective responses, pool their expertise and resources, set up integrated operations and begin to demand that the funding sources measure their success as if they were a single entity. Collaborators find ways to make technological and administrative systems flexible and responsive. They are ideal leaders.

It would be virtual sacrilege to denounce any of the "c" words (coordinate, cooperate, collaborate, or co-about anything) these days, with good reason. They describe necessity now, when once we could afford to settle for less. My favorite "c" word has become collective; as in collective decision-making, collective responsibility, or collective outcomes and measurements. Collaboration which produces collective results moves beyond the elementary achievement of "playing well with others" into the challenging realm of tangible accomplishment.

It has been a long-established mode to pursue initiatives on the basis of internal priorities, or by the priorities set by some far away funding source. The old "do-it-yourselfer" drafts the plan or writes the grant, and then distributes it, in the spirit of cooperation, to other interested parties whose support is needed. The collaborator, however, makes phone calls as soon as the light bulb glows, to see what others think and, if there is apparent interest, invites everyone s(he) can think of (including the clientele) to the collective decision-making table. All who participate gain ownership, and collective responsibility for assuring outcomes are achieved. The "do-it-yourselfer" in us will not be able to dominate in a world of limited, although consolidated and more flexible, resources. It will be critical that client-based, community-level service planning be done in a manner which

transcends customary program and agency divisions. Communities lacking resources to fill some identified needs, should collectively determine priorities, based upon fact, versus supposition or belief, develop cooperative strategies, and objectively evaluate the results.

How is it that we begin to make the adjustments needed? What are the key elements in a successful collaborative effort? The first critical adjustment needs to be attitudinal. The new environment will mark the beginning of the end for sole proprietorship over one or more areas of expertise, both at the agency and individual levels. The narrowly focused specialties which have developed in a segmented human services system must be integrated to eliminate the elitism spawned by past practices. When resources are pooled successfully, one's own expertise is generously shared and that of others respected. Leaders cannot expect this to happen automatically. The message must be clear that investment in the "whole" is more valued than investment in the "sole" and opportunities must be made available for new tenets to be put into action.

Once the partners have reached consensus on priorities based upon data sources, client, staff and public input, or other agreed-upon means, an operational configuration must be established. Innovation may take many forms. One model of collaborative service provision will require that the partners, save one, give up operational authority, while retaining an equal share of responsibility for problem resolution and ultimate outcomes. Combined staff are not necessarily housed together, or assigned to the integrated effort full time, but they do need the clarity provided by one operational leader. The designee receives authority through delegation from the decision-making partners, and reports to them as a group, much like the relationship between a chief executive officer (CEO) and a board of directors.

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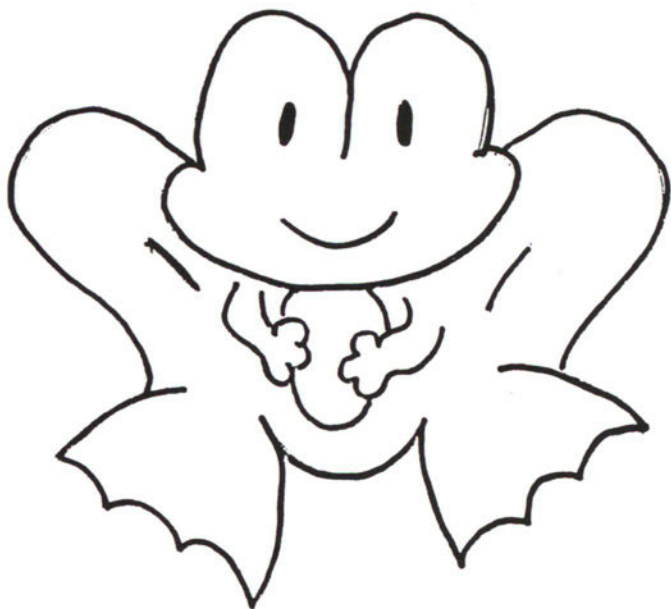
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Kid Activity booklet

I, _____, WILL TRY
(your name)

MY BEST TO CONSERVE WATER AND TO KEEP OUR
WATERS CLEAN.



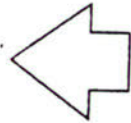
"I'M SO HOPPY YOU CAN HELP!"

Raymond Rain's Clean Water Game



1. Each player needs a marker.
2. Taking turns each child draws a card.
3. Move ahead as many spaces as card indicates.
4. Read messages and follow instructions.

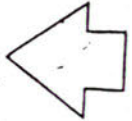
START



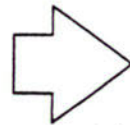
You let the water run while brushing your teeth.
BACK 2

You wash a few clothes everyday
BACK 5

You mulch your garden and use less water.
AHEAD 4



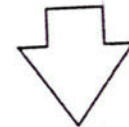
You told your parents about the toilet needing fixing.
AHEAD 3



You collected rain water to water your plants.
AHEAD 3

You over fertilize your lawn with chemicals.
BACK 5

You water your lawn all day even during the hottest part.
BACK 3

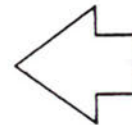


You conserve water by recycling.
AHEAD 1

You install a water saving device in the shower.
AHEAD 3

You disposed of hazardous household chemicals down the drain.
BACK 3

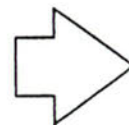
When doing laundry you waited until you had a full load.
AHEAD 4



You let the hose run while washing the car.
BACK 3

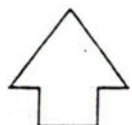
You take long showers.
BACK 2

You fixed a leaky faucet.
AHEAD 4



You dumped your dirtied cleaning fluid down the drain after painting.
BACK 6

You changed the oil in your car and disposed of the oil at the service station.
AHEAD 4



1

2

3

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3

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2

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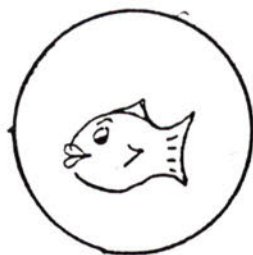
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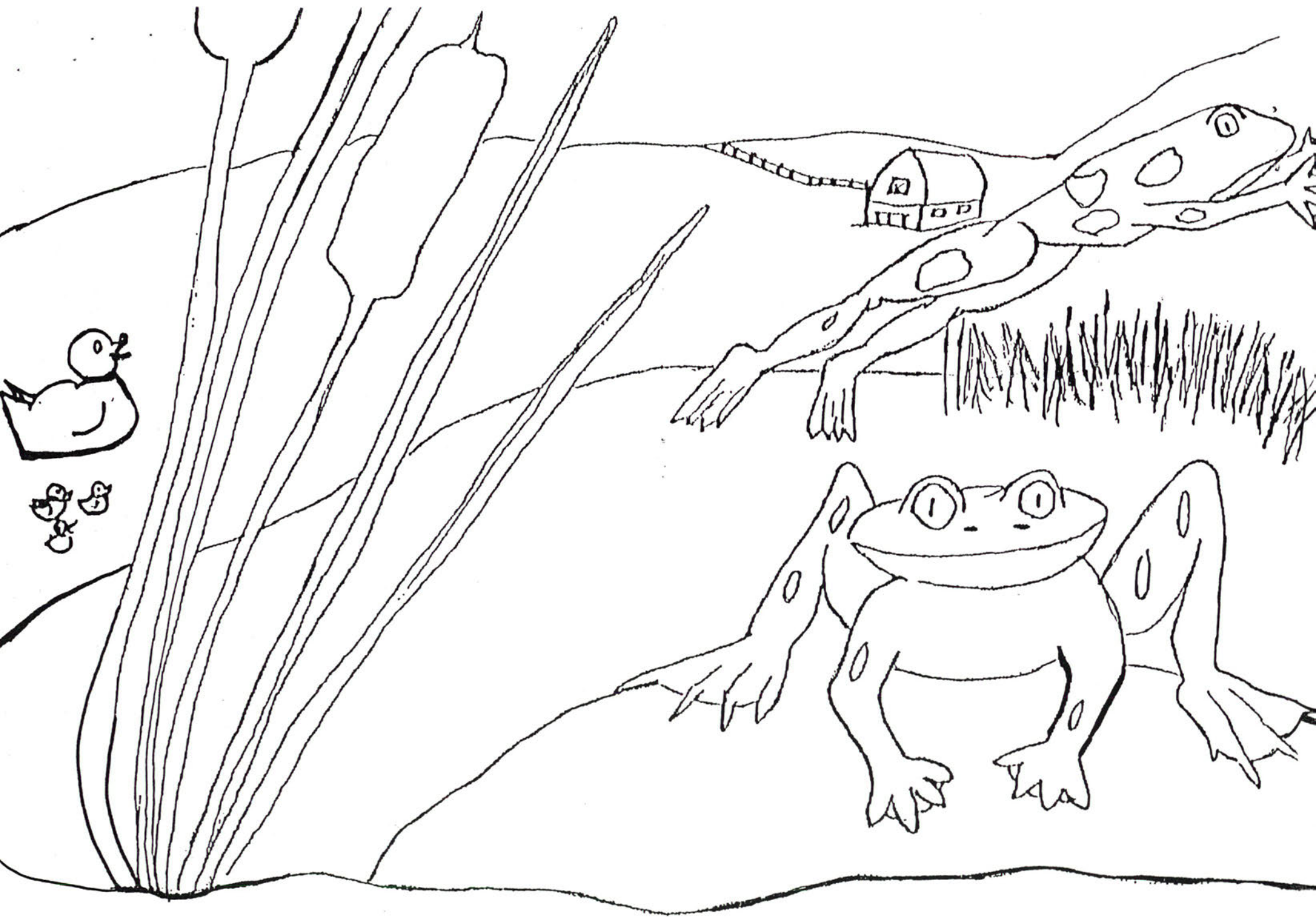
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Paul Swaim asked me to
send this to you.

RyTx

RUY A. TEIXEIRA

SOCIOLOGIST

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Chapter 23:
Human Capital Issues in Rural America

Ruy A. Teixeira

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Economic Research Service
1301 NY Avenue, Washington, DC 20005
U.S. Department of Agriculture

March 8, 1994

Prepared for The American Countryside: Rural People and Places, Emery
Castle, ed., University Press of Kansas, forthcoming

Table of Contents

This chapter provides an overview of human capital issues facing rural America, where human capital is defined as the productivity-enhancing skills acquired by individuals through education, training and other means. The purpose is not to be comprehensive, but rather to stimulate discussion on how rural human capital development can best serve the overall goal of rural economic development. I divide my overview into three sections: (1) basic facts on human capital levels in rural America and how these levels have been changing over time; (2) the relationship of human capital levels to the development prospects of rural areas; and (3) key research and policy issues for the 1990's that emerge from (1) and (2).

Basic Facts on Human Capital Levels in Rural America

Human capital levels are generally assumed--correctly--to be lower in rural (nonmetro)¹ America than in urban (metro) America. However, close scrutiny of the data reveals that the magnitude of these differences is less than usually supposed.

Educational Attainment. I turn first to a comparison of rural and urban workers by levels of educational attainment. This comparison can be conducted in several ways. The most obvious way is to look at summary measures of educational attainment across the two geographical designations and assess the magnitude of the differences between them. This information provides an important baseline for comparison and I provide such information in considerable detail.

Another way of comparing educational attainment across rural and urban

¹ The terms "rural" and "nonmetro", as well as "urban" and "metro", will be used interchangeably.

areas is to consider the usefulness of a given level of education to individuals in those areas. It may be the case that a level of education relatively low by urban standards suits many rural individuals well, due to demand and other considerations. Because of this, I accompany the following presentation of the basic data on educational attainment (and other aspects of human capital) with a consideration of variations in demand for skill across rural and urban areas.

1990 Census data indicate that nonmetropolitan (nonmetro) adults have somewhat lower educational attainment levels than their metropolitan (metro) counterparts (Table 23.1). In contrast to earlier historical periods, however, the metro and nonmetro distributions have some important similarities. In both areas, a typical worker has a high school diploma but not a bachelor's degree. This broad middle of the education distribution comprises 55 percent of the metro workforce and a nearly identical 56 percent of the nonmetro labor force. By contrast, in 1960, the median rural education attainment was only 9.3 years, compared to 11.1 in urban areas.

(Table 23.1 about here)

Still, a rural gap in educational attainment remains, both at the top and at the bottom of the distribution. In 1990, 31 percent of the nonmetro population age 25 and older had not finished high school compared to 23 percent of the metro population. A rural gap in educational attainment is also evident at the top end of the distribution. Forty-eight percent of metro adults attended at least some college, 23 percent earned a bachelor's degree, and 8 percent a professional or graduate degree. The corresponding nonmetro

shares were significantly lower at 35, 13, and 5 percent.

It is important to emphasize, however, that the long-term trend has been for the educational attainment gap between rural and urban areas to close, a convergence illustrated by calculation of high school completion rates for younger cohorts. As shown in Table 23.2, the nonmetro gap in high school graduation rates among these cohorts was halved between 1971 and 1991.

(Table 23.2 about here)

On the upper-end of the distribution, though, the rural-urban gap in completing a bachelor's or more advanced degree actually increased after 1971. Specifically, the share of the metro population, ages 25-44, with at least four years of college increased by 10.8 percentage points between 1971 and 1991, while the nonmetro increase was a smaller 5.4 points. But note that this divergence exaggerates actual rural-urban differences in school continuation, because it reflects, at least in part, an intensified rural brain-drain (rural youth attending college increasingly migrated to urban areas where the economic returns to their education were higher). Note also that, given the existence of this differential in returns to education, some of the rural-urban gap in college completion rates--whatever its true magnitude--may simply reflect a rational approach to investment in education by rural individuals.

On balance, then, these rural-urban comparisons of educational attainment indicate some grounds for concern (particularly in terms of college completion rates), but do not suggest a massive human capital deficit in rural America. Instead, the bulk of the rural workforce appears to match up fairly

well with their counterparts in urban areas.

Educational Achievement. The data in the previous section suggest that the educational attainment levels of average rural workers are less of a problem than generally supposed. However, it could be objected that the attainment levels of these rural workers are not the issue, achievement levels are. In other words, the typical rural student may now be staying in school and getting a diploma, but, due to the poor quality of rural schools, he or she may be learning much less than his or her urban counterpart.

By this logic, the current abundance (by historical standards) of rural high school graduates could be deceptive: these graduates may not know enough to be good workers. A related concern is that rural high schools may not adequately prepare their best students for the most challenging colleges and universities. Thus, the skills acquired by rural students could still be a severe problem despite the historical upgrading in terms of years of schooling.

To measure levels of student achievement, it is necessary to turn to the National Assessment of Educational Progress (NAEP), a nationwide, representative survey of the cognitive achievement levels of students across the United States. The NAEP was started in 1969 as an annual survey of 9, 13 and 17 year olds. (Since 1980 it has been done biennially.) The NAEP is the only existing data set which allows statistically valid comparisons of achievement levels of students in the United States. Up to 100,000 students are tested during each survey year, distributed so that 4000-6500 students are tested in a given subject at each of the three age/grade levels. Because the main interest here is in the quality of the rural workforce, I will focus my analysis on the 12th graders in the data set -- the next cohort to be entering

the workforce.

The NAEP usually tests each subject area only every other test year. Therefore, to look at a full range of subjects, it was necessary to look at two, rather than just one, recent assessments--1988 and 1990. The 1988 NAEP tested students in reading, history, civics, geography and writing. The 1990 NAEP tested student knowledge of math and science, and also tested reading, the only subject repeated from 1988.

The mean achievement scores of 12th graders broken down into metro-nonmetro categories are remarkably similar (table 23.3). The only overall subject in which there is a statistically significant difference at the 95 percent level of confidence is reading in 1988. Note, however, that even this modest difference disappears in the 1990 data. This is because metro 12th graders improved only slightly in reading from 1988 to 1990, while nonmetro 12th graders had a much larger increase in achievement levels.

(Table 23.3 about here)

Statistically significant, though small, differences also exist in two subfields of mathematics, algebra/functions and measurement. However, the mathematics composite, which measures overall achievement across all fields of mathematics, shows no significant difference between metro and nonmetro students.

Although the general pattern of results in Table 23.3 does indicate a very slight metro advantage, the data clearly do not suggest that the average

rural student is being shortchanged by inferior schools². All the differences in the table are less than 5 points on a scale that theoretically ranges from 0 to 500. (Over 90 percent of 12th graders actually score between 225 and 375, still a large range.) And, there is even one subject (writing) where nonmetro students score a little higher than their urban counterparts.

Now, it could still be argued that a comparison of metro and nonmetro 12th graders is misleading because of higher nonmetro dropout rates. These high nonmetro dropout rates mean, the argument runs, that the worst students are filtered out of nonmetro school systems before the 12th grade test is even administered. Hence the deceptive equivalence between metro and nonmetro students: nonmetro schools are worse, but the creaming phenomenon gives them better kids to work with, propping up the average nonmetro score.

This hypothesis can be tested by looking at the scores of 8th graders in the three key subjects of math, science and reading. Very few students have dropped out of school before 8th grade, so if the similarities between metro and non-metro scores are caused by the greater number of non-metro drop-outs, we would expect greater metro/non-metro differences among 8th graders than among 12th graders.

As the data in Table 23.4 show, there is nothing in the 8th grade data to support the hypothesis that metro/non-metro score equivalence is driven by the relatively high non-metro drop-out rate. In science, for example, 8th grade non-metro students actually do marginally better than metro students

² Based on time trend data from the NAEP (Greenberg and Teixeira, 1993), there may have been slightly more basis for such a viewpoint in the past. These data show that the metro-nonmetro achievement gap was slightly larger in the mid-1970's, but has diminished in the intervening years. It is interesting to note that this convergence of achievement scores parallels the convergence of attainment levels documented in the previous section.

(although the difference is not statistically significant). And, while metro 8th graders do score slightly higher than non-metro 8th graders in math and reading, only the math difference--less than five points on a 500 point scale--is statistically significant.

(Table 23.4 about here)

Because differences in the United States are often regional in character, it is useful to further disaggregate the data into four geographic regions (table 23.5). Across most regions, these data confirm the previously-observed pattern of only small differences between metro and nonmetro average achievement levels. Note, however, that in the South substantially larger nonmetro/metro differences can be observed. But even here the differences are not large--no more than 9 points in any one subject.

(Table 23. 5 about here)

The most surprising finding from this table is that in the Northeastern and Midwestern states nonmetro students generally score higher than metro students. This is particularly noticeable for nonmetro science students in the Midwest, whose average science score is a statistically significant 12 points higher than metro science students. Thus, with the possible exception of the South, it does not appear that nonmetro students are learning less in school than metro students. Indeed, in some areas of the country they appear to be learning more.

Table 23.6 presents a further disaggregation of the data by the

commonly-used Beale system of detailed urban/rural categories. In reading, the population size of the county does not seem to have any obvious direct effect on students' test scores. That is, scores fluctuate with county size but not in any easily definable pattern and only over a range of seven points.

(Table 23.6 about here)

Mathematics and science scores look somewhat different. Here, it is interesting that larger nonmetro counties do quite well, better than almost all the metro categories, while there is a drop in scores of over ten points when county urban population goes below 20,000. This is still not a very large drop in a 500 point scale, but it does suggest that the very smallest nonmetro counties may not be able to offer their students the same educational opportunities in subjects which involve advanced facilities and/or teacher education as the larger counties. (Because reading scores are probably more dependent on the general quality of the student's school, rather than particular subject offerings, they would be less likely to reflect a school district's inability to provide advanced courses.)

Although most rural twelfth graders, even those in the smallest counties and the smallest schools, are achieving at levels equal to or only slightly worse than their urban counterparts, the fact remains that fewer rural than urban twelfth graders go on to college, as described in the previous section. Part of the explanation for this may be that rural schools on average offer fewer advanced courses than urban schools (table 23.7). The differences here are quite substantial.

(Table 23.7 about here)

For example, only 48.6 percent of nonmetro students attend schools that offer calculus, compared to 90.4 percent of metro students. And only 7.5 percent of nonmetro students have the opportunity to take second year physics, compared to 32.9 percent of metro students.

These data can be further broken down by Beale categories (data not shown). These data reveal that the smallest nonmetro counties offer their students fewer advanced courses than the larger ones. This suggests that students in rural areas, particularly the most remote ones, may not be well prepared to go on to do college level work or even to meet the minimum entrance requirements for some colleges.

The fact that nonmetro schools offer fewer advanced classes than metro schools (table 23.7) may also provide an explanation for why metro students are slightly more likely than nonmetro students to reach advanced levels of achievement. Table 23.8 presents calculations of the percentage of students, metro and nonmetro, who score 20 percent or more above the mean in each subject area. Although the differences are not statistically significant in any of the subjects, the data do display a uniform pattern: more metro than nonmetro students score at advanced levels.

(Table 23.8 about here)

To summarize, the message conveyed by these data on educational achievement could not be clearer. Rural students are not receiving inferior quality education and the general public presumption that this is so is simply

wrong. Indeed, when rural students stay in school--and there is still some room for improvement here--the general education they receive is roughly on a par with that in other areas of the country.

That said, there is obviously a need to improve the access of rural students to advanced courses that facilitate access to higher education. There is a genuine gap between metro and nonmetro areas in this regard. But this is quite different from the standard assumption that the average rural worker suffers severely from poor educational preparation.

Vocational Training. Of course, a discussion of educational attainment and achievement does not exhaust the issue of human capital development. Indeed, for much of workforce outside of professional and managerial occupations, post-school vocational training--formal company training programs, informal on-the-job instruction, etc.--is as important (or more important) for skill development as attending school. In addition, a large (though declining) portion of the rural workforce was educated when average educational attainment levels in rural areas were quite low, making skill development through training particularly important for these workers. A basic assessment of human capital development in rural areas must therefore encompass the area of post-school vocational training.

Do rural workers have adequate training opportunities after joining the labor force? Data for 1991 suggest that rural workers do not have as many opportunities to improve their job skills as urban workers (Table 23.9), though the magnitude this deficit is fairly small (40 percent of nonmetro as compared to 43 percent of metro workers had received training on their current job).

(Table 23.9 about here)

That said, it is worrisome that this gap in training rates opened up between 1983 and 1991. Although some U.S. employers appear to have concluded that their long-run competitiveness requires increased investment in workforce training, this trend was markedly weaker in rural areas.

A related concern is that enterprise-based training may be least available to those rural workers in greatest need of improved vocational skills. This illustrated by the data in Table 23.9, which shows workers with low levels of formal education receiving much less post-school training. Obviously, the coincidence of low educational attainment and a paucity of job training provides undesirable reinforcement for those stuck in low-skill, dead-end jobs.

Training rates are also low for racial and ethnic minorities. Only about one in four rural Blacks and Hispanics report any training on their job as compared to over 41 percent of other (predominantly White) rural workers. In addition, training rates are quite low in the rural South, where educational attainment is lowest and most nonmetro Blacks and Hispanics live.

The training provided to rural workers also differs in several respects from that provided to urban workers (Table 23.10). One difference is that nonmetro workers receive less training in managerial and computer skills than metro workers. A second is that nonmetro workers are less likely to participate in formal company training programs.

(Table 23.10 about here)

The latter tendency is probably due, at least in part, to the smaller size of rural firms. Most small firms can not afford to establish formal training programs and must instead rely on either informal instruction from co-workers or external training providers.

Finally, among external providers, nonmetro firms differ from metropolitan employers by relying more on private vocational schools and less on four-year colleges. This reflects the fact that many rural firms are not located near public or private schools that can provide specialized vocational training for their workforce.

In sum, these data suggest that there are grounds for concern about the training opportunities accorded rural workers. But the data do not indicate a massive shortfall in rural human capital development, any more than the education data did. We must conclude that the common perception of rural workers as suffering mightily from human capital deficits is incorrect. In many ways, in fact, rural workers match up surprisingly well with their urban counterparts. This suggests that, if rural workers are faring poorly--and they are--the primary causes may lie elsewhere, outside of the realm of human capital development.

How Important Are Human Capital Levels to Rural Areas?

This brings us to the question of just how important human capital levels really are to rural America. Obviously, they are of some importance--but the real issue here is: how much? This is not clear, despite the claims of many who see higher rural educational levels as a panacea for rural problems.

In fact, there are a number of grounds for questioning the efficacy of more education as a strategy for rural development. To begin with, rural areas, as mentioned at the beginning of this chapter, have upgraded human capital levels dramatically from their very low levels of 30 years ago (when the median rural resident had only a 9th grade education). But the years since 1980 have seen a troubling divergence of economic outcomes between metro and nonmetro areas, despite this enriched stock of rural human capital. This divergence includes slower employment growth, higher unemployment, relative and absolute earnings deterioration, higher levels of underemployment, relative decline in nonmetro per capita income and higher poverty rates (Lichter, 1991).

Can all this really be due to the fact that, despite dramatic upgrading in rural educational levels, a rural-urban human capital gap--albeit smaller than generally believed (see previous section)--still exists? This seems implausible given other indicators like the relative decline in nonmetro returns to education and the outmigration of a substantial percentage of the better educated nonmetro population to metro areas³. Such indicators speak to a relative lack of demand for high-skill workers in rural areas in the 1980's.

In fact, skill demand was quite weak in rural areas in the 1980's, both relative to urban areas and relative to nonmetro trends in the 1970's. This relationship holds no matter what measure of job skill requirements is used (i.e., the educational levels of job incumbents or direct ratings of job skill

³ See McGranahan and Ghelfi (1991) for data and discussion.

levels taken from the Dictionary of Occupational Titles⁴ [DOT]).

In the 1970s, the decade of the "rural turnaround", job mix analyses show that rural growth rates in skill requirements of jobs were close to those in urban areas. In fact, in some cases the skill growth rates in rural areas were even a little bit higher. For example, general educational development (GED) required--a DOT measure--grew at a ten year rate of 2.9 percent in rural areas, compared to 2.2 percent in urban areas⁵. Similarly, average years of education required grew at a ten year rate of 1.9 percent in rural areas in the 1970s, compared to 1.3 percent growth in urban areas.

In the 1980's, both rural and urban areas experienced slowdowns in the rate of growth of job skill levels⁶. But rural areas experienced a much more dramatic slowdown in skill level growth--rates only about one-third to one-

⁴ The Dictionary of Occupational Titles (DOT) is a compendium of occupational titles in common use in civilian U.S. labor markets. The compendium is based on survey information collected at irregular intervals by job analysts for the U.S. Employment Service. A variety of information about each occupational title is contained in the DOT, including ratings of the educational development, training time, physical capabilities, temperaments and aptitudes necessary for the job. There have been four editions of the DOT: 1939, 1949, 1965 and 1977, plus a substantial revision of the fourth (1977) edition, issued in 1991. The fourth edition contains information on well over 12,000 different occupations.

⁵ For technical details on how this analysis was performed, see appendix to Teixeira and Mishel (1992).

⁶ Note that these findings contradict the conventional wisdom that the 1980's was marked by an explosive growth in the skill levels of jobs. Of course, it could be argued that these findings, since they are based on analyses of job mix (changes in the distribution of jobs in the economy), fail to capture the tremendous changes taking place within jobs. In other words, the distribution of jobs may not have changed much, but the content of the work that individuals do within particular jobs has radically shifted.

Data on the changing content of work within occupations does not support this proposition, however. Indeed, these data show the same sluggish growth in job skill requirements revealed by analysis of job mix changes. See Teixeira and Mishel (1993) and Teixeira and Mishel (forthcoming) for specific figures and discussion.

tenth of those in the previous decade, For example, growth in handling data skill requirements (DOT measure) in rural areas fell from a ten year rate of 4.8 percent in the 1970s to .7 percent in the 1980s, growth in verbal aptitude requirements from 2.9 percent to .4 percent and growth in GED requirements from 2.9 percent to just .3 percent.

Nor do the optimistic scenarios of a skills explosion in the economy, due to rapid movement into a high skill economy in the 1990's, presage high skill demand in rural areas (pace Workforce 2000, Johnston and Packer, 1987). Even under an optimistic assumption of equal occupational growth rates across rural and urban areas, rural areas are projected to emulate their poor performance of the 1980's. For example, from 1990-2005, verbal aptitude skill requirements are projected to rise at a 10 year rate of .8 percent in rural areas and GED skill requirements at a rate of .9 percent. Other skill measures show a similar pattern.

Further food for thought is provided by estimates of the relationship between educational levels and local economic growth in rural areas. The relationship is not a strong one, to say the least, as shown by two recent analyses based on county data, aggregated into "commuting zones"⁷. The first one, conducted by Killian and Parker (1991), was not able to find a significant effect of local educational levels on employment growth in rural areas in either the 1970's or 1980's. The second, by McGranahan (1993), shows that average years of education have had no significant effect on the growth of relatively high-skill or "complex" manufacturing jobs in rural areas in the

⁷ There are 763 commuting zones in the United States (excluding Alaska), of which about 508 may be considered nonmetro. See Killian and Parker (1991), Appendix A for technical details.

last two decades⁸. Together, these studies provide strong support for the contention that growth in skill demand has been weak in rural areas and that, therefore, inadequate human capital cannot be the main bottleneck to rural development.

Key Research and Policy Issues for the 1990's

This discussion of rural human capital suggests several areas of concern for the future. First, given the exceptional labor market disadvantages suffered by high school dropouts, continued progress is needed in reducing the proportion of dropouts in the rural workforce⁹. This recommendation seems particularly sensible in light of the perfectly decent education provided by the average¹⁰ rural school to those who do stay in school.

A second area of concern is the relatively low proportion of the rural workforce with a four year college degree. The gap here is significant and has even increased in recent years (though some of this is clearly due to outmigration of the well-educated to urban areas). One way to help remedy

⁸ Interestingly, years of education (ages 25-44) has had a significant negative effect on the growth of low-skill or "routine" manufacturing jobs in rural areas. That is, the lower the educational levels, the higher the growth in routine manufacturing employment.

For technical details on the distinction between complex and routine manufacturing, see appendix to McGranahan and Ghelfi (1991).

⁹ Though note that 1990 Census data already show the dropout rates of metro and nonmetro 16-19 year olds being virtually identical.

¹⁰ Of course, just because the average rural school is providing a reasonably good education doesn't mean all rural schools are. Indeed, the figures on average educational achievement undoubtedly cloak substantial variation among individual schools in rural and urban areas. Students and schools that are faring particularly poorly may need special remedial assistance simply to reach the average levels of educational achievement referred to here

this is to increase the proportion of rural schools that offer advanced courses in college preparatory subjects. As shown by the NAEP data, rural students are currently dramatically underserved in this regard, despite the reasonably good job that rural schools do in imparting general academic skills.

A third area of concern is a gap that appears to be developing in the amount of post-school vocational training available to rural and urban workers. While this gap is not large at the present time, the trend is highly undesirable given the importance of such training to the bulk of the rural workforce. The overwhelming proportion of the year 2000 rural workforce, after all, are already on the job today. It follows that training, not schooling, will be the vehicle for improving their human capital, if it is improved at all.

All of these rural human capital deficits, however--relatively many high school dropouts, relatively few college graduates, relatively little post-school vocational training--must be considered in the context of relatively weak skill demand in rural areas. Indeed, given relatively weak demand, a rural deficit in skill supply is, at least to some extent, a natural outcome of economic dynamics, rather than a "problem", in the true sense of the term.

This suggests that the roots of weak skill demand in rural areas must be addressed, if upgrading rural human capital is to have the desired positive effects. Of course, it is probably impossible to completely eliminate the differential in human capital demand between rural and urban areas--due to agglomeration economies and other spatial factors that impinge on such demand--but narrowing that differential should be feasible. To do this, a number of questions must be answered.

For example, if, as the data suggests, rural areas are not primarily hobbled by their relative lack of human capital, what are they hobbled by? Where do the deficits truly lie? What really keeps the high growth sectors of the economy away from rural areas? Lack of infrastructure? Lack of critical mass? "Rurality"? Answering these questions--and then addressing them in a policy sense--will help ensure that improving human capital levels in rural areas improves the welfare of rural places, not just rural individuals.

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Table 23.1
Educational Attainment of Persons Aged 25 and Older, 1990

Schooling Completed	Metro	Nonmetro
	-----percent-----	
Graduate or professional degree	8.0	4.5
Bachelor's degree	14.5	8.5
Associate degree	6.4	5.4
Some college, no degree	19.5	16.1
High school graduate	28.6	34.7
High school dropout	23.0	30.8

Source: Greenberg, Swaim and Teixeira, 1993.

Table 23.2
Educational Attainment of 25-44 Year-Olds, Selected Years

Item	1971	1975	1979	1983	1987 ¹	1991
Completed high school:						
			Percent			
Metro	73.7	79.6	83.2	85.7	87.1	87.7
Nonmetro	65.6	70.7	77.8	80.8	82.7	83.7
			Percentage points			
Nonmetro gap	8.1	8.9	5.4	4.9	4.4	4.0
Completed 4 or more years of college:						
			Percent			
Metro	17.0	21.4	24.0	26.8	27.5	27.8
Nonmetro	10.8	13.8	17.5	18.0	16.2	16.2
			Percentage points			
Nonmetro gap	6.2	6.6	6.5	8.8	11.3	11.6

¹ The metro/nonmetro classification of counties was revised between 1983 and 1987 using 1980 Census data.

Source: Greenberg, Swaim and Teixeira, 1993.

Table 23.3

MEAN ACHIEVEMENT SCORES OF 12TH GRADERS

	<u>Metro</u>	<u>Nonmetro</u>
Subject:		
Reading (1988)	288.0 (1.0)	284.1 (1.7)*
Reading (1990)	288.7 (1.2)	288.3 (1.8)
History (1988)	295.7 (1.2)	292.8 (2.1)
Civics (1988)	296.6 (1.4)	296.0 (1.7)
Geography (1988)	293.5 (1.2)	291.2 (2.2)
Writing (1988)	223.9 (1.6)	224.8 (2.1)
Science Composite (1990)	293.7 (1.5)	292.4 (2.4)
Life Sciences	295.8 (1.3)	295.4 (2.2)
Physical Science	291.2 (1.8)	289.0 (2.8)
Earth and Space Science	291.8 (1.6)	290.6 (2.9)
Nature of Science	298.6 (1.6)	296.9 (2.6)
Mathematics Composite (1990)	296.3 (1.3)	293.1 (2.1)
Algebra and Functions	298.0 (1.3)	293.6 (2.2)*
Geometry	297.5 (1.5)	293.0 (2.5)
Measurement	295.3 (1.4)	291.6 (2.2)*
Numbers and Operations	295.0 (1.2)	292.4 (1.9)
Data Analysis and Statistics	295.3 (1.3)	295.0 (2.3)
Estimation (1990)	293.1 (1.2)	293.7 (1.6)

* Metro-nonmetro difference is significant at the 95 percent level of confidence.

Note: standard errors in parentheses.

Source: Teixeira and Greenberg, forthcoming.

Table 23.4

MEAN ACHIEVEMENT SCORES OF 8TH GRADERS

	<u>Metro</u>	<u>Nonmetro</u>
Subject:		
Reading (1990)	261.5 (1.3)	259.6 (2.0)
Science Composite (1990)	262.9 (1.7)	263.7 (1.6)
Mathematics Composite (1990)	266.2 (1.4)	261.5 (1.5)*

* Metro-nonmetro difference is significant at the 95 percent level of confidence.

Note: standard errors in parentheses.

Source: Teixeira and Greenberg, forthcoming.

Table 23.5

MEAN ACHIEVEMENT SCORES OF 12TH GRADERS, BY REGION

NORTHEAST

	<u>Metro</u>	<u>Nonmetro</u>
Reading (1988)	286.9 (2.4)	289.8 (5.5)
Reading (1990)	289.7 (2.8)	293.9 (1.3)
History (1988)	297.0 (2.6)	298.6 (16.3)
Civics (1988)	293.9 (2.6)	297.2 (10.2)
Geography (1988)	293.4 (3.2)	306.1 (5.6)*
Writing (1988)	231.8 (4.0)	222.8 (7.9)
Science Composite (1990)	298.5 (4.1)	303.7 (1.4)
Mathematics Composite (1990)	301.0 (2.7)	303.9 (1.0)

MIDWEST

	<u>Metro</u>	<u>Nonmetro</u>
Reading (1988)	289.5 (1.3)	286.7 (4.3)
Reading (1990)	289.2 (1.0)	294.6 (2.3)*
History (1988)	298.0 (2.0)	297.6 (4.3)
Civics (1988)	298.5 (2.1)	304.8 (3.1)*
Geography (1988)	298.1 (1.3)	298.8 (3.6)
Writing (1988)	221.0 (2.3)	230.4 (2.9)*
Science Composite (1990)	291.6 (2.4)	303.5 (4.1)*
Mathematics Composite (1990)	296.9 (3.0)	299.4 (0.7)

SOUTH

	<u>Metro</u>	<u>Nonmetro</u>
Reading (1988)	287.8 (1.5)	279.7 (1.4)*
Reading (1990)	287.2 (2.8)	279.2 (3.7)*
History (1988)	290.6 (2.0)	287.7 (2.3)
Civics (1988)	294.0 (2.5)	286.8 (3.0)*
Geography (1988)	284.5 (2.5)	280.9 (3.7)
Writing (1988)	215.9 (3.8)	218.9 (3.1)
Science Composite (1990)	281.7 (3.6)	275.8 (4.4)
Mathematics Composite (1990)	287.8 (1.7)	279.3 (4.5)*

WEST

	<u>Metro</u>	<u>Nonmetro</u>
Reading (1988)	288.2 (1.7)	286.7 (4.3)
Reading (1990)	288.2 (3.0)	289.1 (4.9)
History (1988)	295.7 (2.0)	292.6 (2.7)
Civics (1988)	299.4 (3.0)	299.5 (4.1)
Geography (1988)	295.7 (2.2)	292.2 (3.8)
Writing (1988)	223.2 (2.2)	228.1 (6.4)
Science Composite (1990)	297.3 (2.8)	293.9 (9.3)
Mathematics Composite (1990)	296.3 (2.3)	296.3 (7.5)

* Metro-nonmetro difference is significant at the 95 percent level of confidence.

Note: standard errors in parentheses.

Source: Teixeira and Greenberg, forthcoming.

Table 23.6

MEAN MATH AND SCIENCE SCORES BY DETAILED URBAN/RURAL CATEGORIES
(1990 data)

	<u>Math</u>	<u>Science</u>	<u>Reading</u>
Metro areas:			
Central counties with population one million or more (Beale code 0)	292.2 (2.7)	289.7 (3.4)	285.1 (2.4)
Fringe counties with population one million or more (Beale code 1)	302.0 (2.4)	299.1 (3.9)	291.3 (2.4)
Counties with populations of 250,000 to one million (Beale code 2)	297.3 (2.9)	295.4 (3.9)	288.4 (3.2)
Counties with populations less than 250,000 (Beale code 3)	291.9 (2.0)	289.8 (5.4)	292.0 (2.8)
Nonmetro areas:			
Counties with urban populations of 20,000 or more (Beale codes 4, 5)	299.9 (1.9)	303.3 (4.0)	292.1 (2.5)
Counties with urban populations of less than 20,000 (Beale codes 6, 7)	289.5 (2.9)	286.1 (3.8)	285.3 (3.4)
Completely rural counties (Beale codes 8, 9)	287.3 (12.9)	286.3 (13.6)	288.8 (7.2)

Note: standard errors in parentheses.

Source: Teixeira and Greenberg, forthcoming.

Table 23.7

AVAILABILITY OF ADVANCED CURRICULA TO 12TH GRADERS

	<u>Metro</u>	<u>Nonmetro</u>
percent of students enrolled in schools that offer:		
Advanced placement course in:		
American government (1988)	21.8 (3.5)	6.6 (3.8)*
American history (1988)	57.3 (4.2)	23.1 (6.8)*
English language (1988)	54.1 (4.4)	29.5 (4.1)*
English literature (1988)	59.9 (4.1)	24.6 (6.2)*
Calculus (1990)	90.4 (2.4)	48.6 (7.7)*
Second-year Biology (1990)	75.1 (3.7)	68.3 (5.8)
Second-year Chemistry (1990)	62.2 (4.4)	44.6 (7.6)*
Second-year Physics (1990)	32.9 (4.5)	7.5 (5.7)*

* Metro-nonmetro difference is significant at the 95 percent level
of confidence

Note: standard errors in parentheses.

Source: Teixeira and Greenberg, forthcoming.

Table 23.8

PERCENT OF 12TH GRADERS SCORING
20 PERCENT ABOVE THE MEAN BY METRO AND NONMETRO

	<u>Metro</u>	<u>Nonmetro</u>
Reading (1988)	4.0 (0.7)	2.8 (0.9)
Reading (1990)	4.5 (0.6)	4.0 (0.8)
History (1988)	3.9 (0.6)	2.5 (0.7)
Civics (1988)	4.4 (0.6)	4.4 (0.7)
Geography (1988)	4.7 (0.8)	3.0 (0.9)
Writing (1988)	17.8 (1.0)	17.6 (1.5)
Science Composite (1990)	9.0 (0.9)	6.4 (1.5)
Mathematics Composite (1990)	3.9 (0.6)	3.1 (0.8)

Note: standard errors in parentheses.

Source: Teixeira and Greenberg, forthcoming.

Table 23.9

Skill-Improvement Training on Current Job, 1983 and 1991

Group of workers	Metro		Nonmetro	
	1983	1991	1983	1991
-----percent receiving training-----				
All workers	36.8	43.4	36.8	39.9
Gender:				
Men	37.6	43.1	37.2	39.3
Women	35.9	43.7	36.3	40.6
Race/Ethnicity:				
Hispanic	23.2	29.5	24.1	27.3
Black (nonhispanic)	30.7	37.4	27.8	27.1
White (nonhispanic)	38.7	45.9	37.8	41.4
Education:				
Dropout	17.1	19.3	19.0	18.2
High school graduate	31.0	35.8	33.3	34.7
1-3 years college	42.2	47.8	44.5	49.0
4 years college	51.1	57.9	55.3	65.3
5+ years college	60.5	67.8	68.4	72.8
Region:				
Northeast	31.9	40.0	38.6	42.6
Midwest	37.6	44.8	36.7	42.1
South	37.6	44.8	34.0	36.3
West	40.6	43.2	41.7	44.0

Source: Greenberg, Swaim and Teixeira, 1993.

Table 23.10

Types and Sources of Skill-Improvement Training
for Workers Receiving Training on their Current Job, 1991

Training Type/Provider	Metro	Nonmetro

Type of training:	---percent---	
Managerial	27.9	23.7
Computer	34.7	29.3
Academic (Three R's)	14.5	14.6
Other technical	62.9	66.4
Training provider:		
School	32.0	33.3
Company program (formal)	42.5	37.1
On-the-job (informal)	39.7	39.4
If school:		
High school vocational educ.	4.4	4.0
Private vocational school	9.7	13.3
Two-year college	41.0	41.5
Four-year college	50.5	46.8

Source: Greenberg, Swaim and Teixeira, 1993.



UNITED
STATES
DEPARTMENT
OF AGRICULTURE

USDA AMERICORPS PROJECTS EZ / EC AND CHAMPION COMMUNITIES

In its first year of operation, AmeriCorps --- the domestic national service program proposed by President Clinton and passed with bipartisan support by Congress --- engaged 25,000 Americans of diverse backgrounds in service that filled unmet human, environmental, educational, and public safety needs. In exchange for such service, AmeriCorps Members received an educational award that can be used to pay for college, job training, graduate school, or to repay student loans.

The Corporation for National Service, which oversees AmeriCorps, has given preference to project applications from Empowerment Zones, Enterprise Communities, and Champion Communities; thus many AmeriCorps projects are located in these areas.

Most AmeriCorps projects are funded through state commissions appointed by each state's governor and managed by non-profit organizations and local government organizations ---- most projects are *not* funded or managed directly by Federal agencies. However, a highly competitive process coordinated by the Corporation for National Service allowed a small portion of AmeriCorps positions to be managed by Federal agencies in tandem with local groups.

In the first year of operation, the largest Federal agency award was granted to the United States Department of Agriculture (USDA), allowing the Department to create unique public / private partnerships that sponsored 1,200 Members in over 300 mostly rural sites. These projects provided service focused on boosting rural development, fighting hunger, and improving the environment. The rural development projects were sponsored by four different USDA agencies: the Rural Housing Service, the Rural Business and Cooperative Development Service, the Natural Resources Conservation Service, and the Forest Service.

Most of these USDA AmeriCorps rural development projects were placed in areas that were designated as either Empowerment Zones, Enterprise Communities, or Champion Communities. (List attached)

Moreover, these projects targeted the most persistently poverty-ridden rural areas of the nation: Appalachia, the Mississippi Delta, the "colonias" on the U.S./Mexico border, and Native American reservations in the "Four Corners" (in Arizona, Colorado, New Mexico, and Utah) area.

During the first program year, AmeriCorps Members in USDA rural development projects achieved the following results:

- Secured new homes for 390 low-income families.
- Helped 3,484 families obtain running water and/or modern bathrooms for the first time.
- Provided early childhood development services to 4,670 children.
- Helped over 100 counties improve their emergency preparedness and response.
- Provided 867 families with assistance for health and safety hazard repairs in their homes.
- Educated 175 parents and children in parenting and family skills.
- Created after school programs, activities, and events that benefited 400 parents and students.
- Mentored and tutored 180 students.
- Helped save or create 1,000 jobs.
- Delivered technical assistance to 395 family farmers to help them continue to earn enough income to support their families and stay on their land.
- Taught entrepreneurship seminars attended by 285 citizens.
- Provided job training and/or vocational counseling to 509 citizens.

All USDA AmeriCorps projects "got things done" while strengthening communities, expanding educational opportunity, and encouraging personal responsibility.

For more information about the USDA AmeriCorps program, contact Joel Berg at 202-720-5746 or e-mail: "Jberg@USDA.Gov"

AMERICORPS/USDA RURAL DEVELOPMENT PROJECTS IN EZ / EC AND CHAMPION COMMUNITIES

Site ID	Status	EZ/EC ID#	# Mem	Applicant Entity	City	State
R02B	CH	171	8	Lower Yukon Economic Development Council	Anchorage	AK
R05A	CH	2	1	Crowley's Ridge Development Council, Inc.	Jonesboro	AR
R05B	EC	20	1	Mississippi County, Arkansas EOC, Inc.	Blytheville	AR
R05C	CH	58	1	East Central AR Ec. Dev. Corporation - West Memphis	Forrest City	AR
R05D	EC	84	1	East Central Arkansas Economic Development Corporation - Brinkley	Moro	AR
R05F	CH	136	1	Mid-Delta Enterprise Community	Helena	AR
R05C	EC	183	1	East Central Arkansas Economic Development Corporation - Forrest City	Forrest City	AR
R04A	CH	18	1	City of Eloy	Eloy	AZ
R04C	CH	28	1	Greater Flagstaff Economic Council, Inc.	Flagstaff	AZ
R04B	EC	168a		City of Douglas	Douglas	AZ
R04D	EC	168b	1	City of San Luis	San Luis	AZ
R04E	EC	168c	1	Nogales-Santa Cruz County Economic Development Foundation	Nogales	AZ
R06A	EC	35	1	Imperial County Enterprise Community	El Centro	CA
R06B	CH	61	1	City of Shafter	Shafter	CA
R06E	EC	71	1	City of Watsonville	Watsonville	CA
R06C	CH	79	1	Kings Community Action Organization, Inc.	Hanford	CA
R06F	CH	153	1	City of Hollister	Hollister	CA
R06D	CH	207	1	County of Fresno, I-5 Business Development Corridor	Firebaugh	CA
R12B	EC	89	5	Marianna Chamber of Commerce	Marianna	FL
R13A	CH	157	1	QUOLA LC/CDC	Valdosta	GA
R13B	EC	211	1	Crisp/Dooly EZ/EC Coordinating Committee	Cordele	GA
R13C	EC	216	1	CSRA Regional Development Center	Keysville	GA
R17A	CH	198	1	City of Cairo	Cairo	IL
R21C	CH	70	1	Flat Woods Community-Based Development Corporation, Inc.	Oneida	KY
R21B	CH	90	1	Kentucky Communities Economic Opportunity Council, Inc.	Barboursville	KY
P21D	CH	165	1	Big Sandy Community Action Program/RECD	Prestonburg	KY
R21F	CH	165	1	The Service Connection (Big Sandy ADD)	Prestonberg	KY
R21H	CH	172	1	City of Bowling Green, Operation P.R.I.D.E.	Bowling Green	KY
R21D	CH	TN127	1	Bell County	Middlesboro	KY
R21I	CH	TN186	1	McCreary Co. Fiscal Court	Whitley City	KY
R21A	CH	TN19	1	Cumberland Valley ADD	London	KY
R22B	CH	152	1	Southern Mutual Help Association, Inc.	New Iberia	LA
R22A	CH	160	1	St. Landry Economic Inducement District	Opelousas	LA
R22C	CH	164	1	St. Mary Community Action Agency, Inc.	Franklin	LA
R22H	CH	173	1	RECD - Town of Cullen	Cullen	LA
R22D	EC	215	1	Macon Ridge Economic Development Program	Ferriday	LA
R22F	CH	221	1	Project Celebration, Inc.	Many	LA
R28B	CH	4	1	Town of Edwards	Edwards	MS
R28A	CH	14	2	Madison County Human Resource Agency	Canton	MS
R28C	EZ	45	3	Mid-Delta Empowerment Zone Alliance (MDEZA)	Greenville	MS
R28R	CH	108	2	Alcorn State University	Lorman	MS
R28Q	CH	203	1	Natchez-Adams County Economic Development Authority	Natchez	MS
R37A	CH	214b	1	Madison County Family Resource Center	Marshall	NC
R35A	EC	67	1	La Jicarita Enterprise Community	Taos	NM
R35C	CH	80	2	Eastern Plains Council of Governments	Clovis	NM
R35B	CH	98	1	NW New Mexico Council of Governments	Gallup	NM
R42A	CH	156	5	SW PA Heritage Preservation Commission	Holidaysburg	PA

AMERICORPS/USDA RURAL DEVELOPMENT PROJECTS IN EZ / EC AND CHAMPION COMMUNITIES

Site ID	Status	EZ/EC ID#	# Mem	Applicant Entity	City	State
R45A	CH	27	1	Denmark Community Outreach Enterprise Committee*	Denmark	SC
R45C	CH	83	1	Penn Center*	St. Helena Island	SC
R45D	EC	97	1	Williamsburg Enterprise Community Commission, Inc*	Lake City	SC
R45B	CH	99	1	Allendale-Barnwell Redevelopment Program	Fairfax	SC
R48C	CH	49	1	City of Luling	Luling	TX
R48A	CH	59	1	Middle Rio Grande Development Council	Uvalde	TX
R48D	CH	64	1	South Texas Development Council	Laredo	TX
R48E	CH	76	1	City of Gonzales	Gonzales	TX
R48B	CH	92	1	Dimmit County Commissioners Court	Carrizo Springs	TX
R48F	EZ	107	1	Rio Grande Valley Empowerment Zone	Mercedes	TX
R51B	EC	218	2	VA Eastern Share Economic Empowerment & Housing Corporation(VESEHC)	Nassawadox	VA
R53A	CH	177	1	Grant County Community Action Council	Moses Lake	WA
R54B	CH	137	1	Mingo County Commission	Williamson	WV
R54I	CH	139	1	Marion County Extension Office (City of Fairmont)	Fairmont	WV
R54C	CH	184	1	P.R.I.D.E In Logan County, Inc.	Logan	WV
R54F	CH	185	1	Mountain Enterprise Community	Webster Springs	WV
R54D	EC	187	1	McDowell County Action Network	Wilcoe	WV
R54J	CH	196	1	City of Morgantown	Morgantown	WV
R54H	CH	205	1	Lincoln County Economic Development Authority, Inc.	West Hamlin	WV
R54A	CH	206	1	Barbour County Development Authority	Philippi	WV
			87			

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CA LOS ANGELES(KOREATOWN,HOLLYWOOD,S CEN. H94ECCA0222 Parker C. Anderson City of Los Angeles 215 W. 6th Street Los Angeles, CA 90014 2134851617	
CA LOS ANGELES/LA CO/LONG BEACH/COMPTON/LY H94ECCA0068 Parker C. Anderson Long Beach/Compton/Lynwood/LA 215 W 6th St Los Angeles, CA 90014 2134851617X	CA NATIONAL CITY H94ECCA0163 Paul Desrochers Comm. Dev. Commission National 140 E. 12th ST. Suite B National City, CA 91950 6193364250
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UNITED
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DEPARTMENT
OF AGRICULTURE

USDA AMERICORPS PROJECTS EZ / EC AND CHAMPION COMMUNITIES

In its first year of operation, AmeriCorps --- the domestic national service program proposed by President Clinton and passed with bipartisan support by Congress --- engaged 25,000 Americans of diverse backgrounds in service that filled unmet human, environmental, educational, and public safety needs. In exchange for such service, AmeriCorps Members received an educational award that can be used to pay for college, job training, graduate school, or to repay student loans.

The Corporation for National Service, which oversees AmeriCorps, has given preference to project applications from Empowerment Zones, Enterprise Communities, and Champion Communities; thus many AmeriCorps projects are located in these areas.

Most AmeriCorps projects are funded through state commissions appointed by each state's governor and managed by non-profit organizations and local government organizations ---- most projects are *not* funded or managed directly by Federal agencies. However, a highly competitive process coordinated by the Corporation for National Service allowed a small portion of AmeriCorps positions to be managed by Federal agencies in tandem with local groups.

In the first year of operation, the largest Federal agency award was granted to the United States Department of Agriculture (USDA), allowing the Department to create unique public / private partnerships that sponsored 1,200 Members in over 300 mostly rural sites. These projects provided service focused on boosting rural development, fighting hunger, and improving the environment. The rural development projects were sponsored by four different USDA agencies: the Rural Housing Service, the Rural Business and Cooperative Development Service, the Natural Resources Conservation Service, and the Forest Service.

Most of these USDA AmeriCorps rural development projects were placed in areas that were designated as either Empowerment Zones, Enterprise Communities, or Champion Communities. (List attached)

Moreover, these projects targeted the most persistently poverty-ridden rural areas of the nation: Appalachia, the Mississippi Delta, the “colonias” on the U.S./Mexico border, and Native American reservations in the “Four Corners” (in Arizona, Colorado, New Mexico, and Utah) area.

During the first program year, AmeriCorps Members in USDA rural development projects achieved the following results:

- Secured new homes for 390 low-income families.
- Helped 3,484 families obtain running water and/or modern bathrooms for the first time.
- Provided early childhood development services to 4,670 children.
- Helped over 100 counties improve their emergency preparedness and response.
- Provided 867 families with assistance for health and safety hazard repairs in their homes.
- Educated 175 parents and children in parenting and family skills.
- Created after school programs, activities, and events that benefited 400 parents and students.
- Mentored and tutored 180 students.
- Helped save or create 1,000 jobs.
- Delivered technical assistance to 395 family farmers to help them continue to earn enough income to support their families and stay on their land.
- Taught entrepreneurship seminars attended by 285 citizens.
- Provided job training and/or vocational counseling to 509 citizens.

All USDA AmeriCorps projects “got things done” while strengthening communities, expanding educational opportunity, and encouraging personal responsibility.

For more information about the USDA AmeriCorps program, contact Joel Berg at 202-720-5746 or e-mail: “Jberg@USDA.Gov”

AMERICORPS/USDA RURAL DEVELOPMENT PROJECTS IN EZ / EC AND CHAMPION COMMUNITIES

Site ID	Status	EZ/EC ID#	# Mem	Applicant Entity	City	State
R02B	CH	171	8	Lower Yukon Economic Development Council	Anchorage	AK
R05A	CH	2	1	Crowley's Ridge Development Council, Inc.	Jonesboro	AR
R05B	EC	20	1	Mississippi County, Arkansas EOC, Inc.	Blytheville	AR
R05C	CH	58	1	East Central AR Ec. Dev. Corporation - West Memphis	Forrest City	AR
R05D	EC	84	1	East Central Arkansas Economic Development Corporation - Brinkley	Moro	AR
R05F	CH	136	1	Mid-Delta Enterprise Community	Helena	AR
R05C	EC	183	1	East Central Arkansas Economic Development Corporation - Forrest City	Forrest City	AR
R04A	CH	18	1	City of Eloy	Eloy	AZ
R04C	CH	28	1	Greater Flagstaff Economic Council, Inc.	Flagstaff	AZ
R04B	EC	168a		City of Douglas	Douglas	AZ
R04D	EC	168b	1	City of San Luis	San Luis	AZ
R04E	EC	168c	1	Nogales-Santa Cruz County Economic Development Foundation	Nogales	AZ
R06A	EC	35	1	Imperial County Enterprise Community	El Centro	CA
R06B	CH	61	1	City of Shafter	Shafter	CA
R06E	EC	71	1	City of Watsonville	Watsonville	CA
R06C	CH	79	1	Kings Community Action Organization, Inc.	Hanford	CA
R06F	CH	153	1	City of Hollister	Hollister	CA
R06D	CH	207	1	County of Fresno, I-5 Business Development Corridor	Firebaugh	CA
R12B	EC	89	5	Marianna Chamber of Commerce	Marianna	FL
R13A	CH	157	1	QUOLA LC/CDC	Valdosta	GA
R13B	EC	211	1	Crisp/Dooly EZ/EC Coordinating Committee	Cordele	GA
R13C	EC	216	1	CSRA Regional Development Center	Keysville	GA
R17A	CH	198	1	City of Cairo	Cairo	IL
R21C	CH	70	1	Flat Woods Community-Based Development Corporation, Inc.	Oneida	KY
R21B	CH	90	1	Kentucky Communities Economic Opportunity Council, Inc.	Barboursville	KY
P21D	CH	165	1	Big Sandy Community Action Program/RECD	Prestonburg	KY
R21F	CH	165	1	The Service Connection (Big Sandy ADD)	Prestonberg	KY
R21H	CH	172	1	City of Bowling Green, Operation P.R.I.D.E.	Bowling Green	KY
R21D	CH	TN127	1	Bell County	Middlesboro	KY
R21I	CH	TN186	1	McCreary Co. Fiscal Court	Whitley City	KY
R21A	CH	TN19	1	Cumberland Valley ADD	London	KY
R22B	CH	152	1	Southern Mutual Help Association, Inc.	New Iberia	LA
R22A	CH	160	1	St. Landry Economic Inducement District	Opelousas	LA
R22C	CH	164	1	St. Mary Community Action Agency, Inc.	Franklin	LA
R22H	CH	173	1	RECD - Town of Cullen	Cullen	LA
R22D	EC	215	1	Macon Ridge Economic Development Program	Ferriday	LA
R22F	CH	221	1	Project Celebration, Inc.	Many	LA
R28B	CH	4	1	Town of Edwards	Edwards	MS
R28A	CH	14	2	Madison County Human Resource Agency	Canton	MS
R28C	EZ	45	3	Mid-Delta Empowerment Zone Alliance (MDEZA)	Greenville	MS
R28R	CH	108	2	Alcorn State University	Lorman	MS
R28Q	CH	203	1	Natchez-Adams County Economic Development Authority	Natchez	MS
R37A	CH	214b	1	Madison County Family Resource Center	Marshall	NC
R35A	EC	67	1	La Jicarita Enterprise Community	Taos	NM
R35C	CH	80	2	Eastern Plains Council of Governments	Clovis	NM
R35B	CH	98	1	NW New Mexico Council of Governments	Gallup	NM
R42A	CH	156	5	SW PA Heritage Preservation Commission	Holidaysburg	PA

AMERICORPS/USDA RURAL DEVELOPMENT PROJECTS IN EZ / EC AND CHAMPION COMMUNITIES

Site ID	Status	EZ/EC ID#	# Mem	Applicant Entity	City	State
R45A	CH	27	1	Denmark Community Outreach Enterprise Committee*	Denmark	SC
R45C	CH	83	1	Penn Center*	St. Helena Island	SC
R45D	EC	97	1	Williamsburg Enterprise Community Commission, Inc*	Lake City	SC
R45B	CH	99	1	Allendale-Barnwell Redevelopment Program	Fairfax	SC
R48C	CH	49	1	City of Luling	Luling	TX
R48A	CH	59	1	Middle Rio Grande Development Council	Uvalde	TX
R48D	CH	64	1	South Texas Development Council	Laredo	TX
R48E	CH	76	1	City of Gonzales	Gonzales	TX
R48B	CH	92	1	Dimmit County Commissioners Court	Carrizo Springs	TX
R48F	EZ	107	1	Rio Grande Valley Empowerment Zone	Mercedes	TX
R51B	EC	218	2	VA Eastern Share Economic Empowerment & Housing Corporation(VESEEHC)	Nassawadox	VA
R53A	CH	177	1	Grant County Community Action Council	Moses Lake	WA
R54B	CH	137	1	Mingo County Commission	Williamson	WV
R54I	CH	139	1	Marion County Extension Office (City of Fairmont)	Fairmont	WV
R54C	CH	184	1	P.R.I.D.E In Logan County, Inc.	Logan	WV
R54F	CH	185	1	Mountain Enterprise Community	Webster Springs	WV
R54D	EC	187	1	McDowell County Action Network	Wilcoe	WV
R54J	CH	196	1	City of Morgantown	Morgantown	WV
R54H	CH	205	1	Lincoln County Economic Development Authority, Inc.	West Hamlin	WV
R54A	CH	206	1	Barbour County Development Authority	Philippi	WV
			87			

AZ	Douglas	RHCDS	168	Cochise					To assist the community of Douglas, Arizona implement Douglas's strategic plan for economic development.
AZ	Nogales	RHCDS	168	Santa Cruz					
CA	El Centro	RBCDS	35	Imperial					Assist with economic development activity specifically enterprise community strategic of.
CA	El Centro	RHCDS	35	Imperial					Assisting rural communities providing the service of filling applications, for housing repairs loans and grants to the elderly and very low income families.
CA	El Centro	RHCDS	35	Imperial					Responsible for going into the rural communities and providing assistance with filling out applications for housing repair loans and grants to the elderly and very low income families.
KY	Somerset	RHCDS	EZ 159	Lincoln	Pulaski	Rockcastle	Laurel	Clinton	Provide outreach in order to determine housing needs of very low income applicants and assist with application loan/grant processing.
KY	London	RBCDS	EZ 159	Laurell	Clinton	Wayne	Jackson		Conduct activities as necessary to implement the strategic plan prepared for the Empowerment Zone Application.
LA	Winnsboro	RBCDS	215	Franklin	Franklin	Madison	Concordia	Richland	Performs full time service and accomplishes objectives and goals set forth in EZ/EC Strategic Plan, as submitted by rural LA applicants.
LA	Tallulah	RBCDS	115	Madison	Madison				Responsibility will be to perform full time service and accomplish objectives and goals set forth in EZ/EC Strategic Plan, as submitted by rural Louisiana applicants.

MS	Indianola	RBCDS	EZ 45	Sunflower					The member will work with the program director in administering the Home Buyers Education Program in Sunflower County and HUD Program in LeFlore County; the primary focus is to provide technical assistance, supervisory assistance, and home ownership couns
MS	Webb	RHCDS	140	Tallahatchie					The participant will provide technical support to the Tallahatchie Housing Inc. staff so that affordable housing for low and very low income residents and renovations for existing homeowners and provide counseling for first time home owners and apartment
MS	Stoneville	RBCDS	EZ 45	Washington					The member is currently researching all existing industry in the area, conducting survey work with existing industries, etc. to develop a concise listing of industry types suitable for expansion or recruitment.
MS	Cleveland	RBCDS	EZ 45	Bolivar					The member is responsible for facilitating between community leaders and organizations in planning projects for community and economic development.
MS	Ridgeland	RBCDS	EZ 45	Holmes	Humphreys	Madison			The member will make personal contacts in the community and organize formal and informal meetings between community leaders, community businessmen, public officials and various funding sources to encourage the economic growth.
OR	Cave Junction	RBCDS	85	Josephine					Member will be providing outreach and assistance or community and economic development issues in the EC communities in Josephine County.
SC	Kingstree	RHCDS	97	Williamsbur g					My responsibilities include doing outreach for FmHA, and helping my EC accomplish their strategic plan goals.
SC	Kingstree	RHCDS	97	Williamsbur g					My responsibilities are performing outreach for FmHA and helping my EC accomplish their strategic plans and goals.
TN	Onerda	RBCDS	186	Scott	McCreary				To improve the quality of life of SMART area residents by providing them with improved health services, safety/security, and housing.

TX	Edinburg	RBCDS	EZ 107	Hidalgo	Starr	Willacy	Cameron	To assist in the organization outreach to empower communities to develop local leadership and to accomplish community planning activities necessary to assure the economic vitality and productivity of the designated Empowerment Zone areas.
TX	Edinburg	RHCDS	EZ 107	Hidalgo				Providing outreach services to the socially and economically disadvantaged individuals in the surrounding communities/colonias of the availability of loans and grants for rural housing ownership, housing ownership, housing repairs, and water hookup service
TX	San Benito	RBCDS	EZ 107	Cameron				Provide guidance and assistance to colonia applicants in obtaining funding for water and sewer services to their dwellings.
TX	Rio Grande City	RHCDS	EZ 107	Starr				
TX	Raymondville	RBCDS	EZ 107	Willacy				To be trained to perform needed services for the community in which Member is going to serve.
TX	Edinburg	RHCDS	EZ 107	Hidalgo				
WV	Wilcoe	RHCDS	187	McDowell				My job is to help people in my community as well as the county by assisting them in any way that I can through the AmeriCorps program with help from the Council of Southern Mountains to ensure a brighter future for them and me.
WV	Wilcoe	RHCDS	187	McDowell				Responsibilities range from working out in the public with community based or civic organizations to interoffice duties.
W A	Yakima	RBCDS	116	Yakima				

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EZ/EC NEWS

June 1996

Volume 1, Issue 4



Message from **AL GORE** Vice President

Excerpts from Vice President Al Gore's White House Conference Speech

Forty years ago, 80 people took a stand and changed the world. In February 1956, Rosa Parks, Martin Luther King, and 78 other dedicated souls walked into the county courthouse in Montgomery, Alabama, and gave themselves up for arrest. Their offense: They were boycotting Montgomery's buses because the city forced African-Americans to sit in the back.

That day, news of the dramatic encounter flashed across the world. From Nova Scotia to Nairobi, people read about the Montgomery bus boycott and saw the faces of an earnest woman named Rosa and a 26-year-old man named Martin. And the world learned something about our country that day: in America, a single

quiet act of conscience can topple even the mightiest walls of ignorance, intolerance, and indifference.

Today we honor the memory of Montgomery. We do so with our words of course, but we also pay respects in the more valuable coin of our action....

By the end of 1996, we will connect every school in every Empowerment Zone to the information highway. With this historic initiative, we are moving civil rights into cyberspace. Forty years after Montgomery, we are stamping the values of Rosa Parks and Martin

Luther King onto the age of the Netscape Navigator and Windows 95.

This is an extraordinary initiative. It means that every child in every one of the 15 urban and rural Empowerment Zones will be able to connect to the Internet – and that students and teachers in

these neighborhoods will be able to connect to each other ... and eventually to the rest of the planet.

Our goal is to infuse modern meaning into the civil rights movement's timeless legacy. And we're applying the lessons of the

Information Age to our push for changes in neighborhoods and communities....

I'm proud that the private sector has stepped forward to help meet this challenge.

Instead of public values and private actions doing battle as they did 40 years ago in Mont-

gomery, today they are joining hands – working together in a public-private partnership that demonstrates what we can achieve when we all work together.

And this effort could not come at a better time. There is a digital divide in the country. For

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Henry G. Cisneros, Secretary, U.S. Department of Housing and Urban Development in his "State of America's Communities" address in April

"America's cities are at a point of rebirth and renewal. We have been to the bottom of the well, and now America's cities are demonstrating that they're capable of climbing back."



President Clinton offers Hannah Oakman of Philadelphia a thumbs up on the Zone. ● HUD

EZ/EC Heads for a Second Round

Building on the success on the Empowerment Zone & Enterprise Community effort, President Clinton announced his proposal for a "second round" of EZ/ECs at the February White House Conference on Community Empowerment.

"I want this model to sweep the country. There are many other rural and urban and Indian national communities that I believe deserve a chance," said President Clinton.

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Unions and EZ/ECs Team Up for Jobs

National and local unions are teaming up with the Clinton Administration and Empowerment Zone officials to create new jobs and new investments in inner cities — an example of the public and private partnerships President Clinton expected from the Empowerment Zone effort.

Under the name AMERICA WORKS PARTNERSHIP, union pension funds, private investors, and public funds will be used to offer economic development incentives through a series of revolving loan funds for home buyers and businesses. Trade unions will also provide the job skills training.

Vice President Gore shows a group of youngsters the many uses of the Internet. ● HUD

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OF AGRICULTURE

USDA AMERICORPS PROJECTS EZ / EC AND CHAMPION COMMUNITIES

In its first year of operation, AmeriCorps --- the domestic national service program proposed by President Clinton and passed with bipartisan support by Congress --- engaged 25,000 Americans of diverse backgrounds in service that filled unmet human, environmental, educational, and public safety needs. In exchange for such service, AmeriCorps Members received an educational award that can be used to pay for college, job training, graduate school, or to repay student loans.

The Corporation for National Service, which oversees AmeriCorps, has given preference to project applications from Empowerment Zones, Enterprise Communities, and Champion Communities; thus many AmeriCorps projects are located in these areas.

Most AmeriCorps projects are funded through state commissions appointed by each state's governor and managed by non-profit organizations and local government organizations ---- most projects are *not* funded or managed directly by Federal agencies. However, a highly competitive process coordinated by the Corporation for National Service allowed a small portion of AmeriCorps positions to be managed by Federal agencies in tandem with local groups.

In the first year of operation, the largest Federal agency award was granted to the United States Department of Agriculture (USDA), allowing the Department to create unique public / private partnerships that sponsored 1,200 Members in over 300 mostly rural sites. These projects provided service focused on boosting rural development, fighting hunger, and improving the environment. The rural development projects were sponsored by four different USDA agencies: the Rural Housing Service, the Rural Business and Cooperative Development Service, the Natural Resources Conservation Service, and the Forest Service.

Most of these USDA AmeriCorps rural development projects were placed in areas that were designated as either Empowerment Zones, Enterprise Communities, or Champion Communities. (List attached)

Moreover, these projects targeted the most persistently poverty-ridden rural areas of the nation: Appalachia, the Mississippi Delta, the “colonias” on the U.S./Mexico border, and Native American reservations in the “Four Corners” (in Arizona, Colorado, New Mexico, and Utah) area.

During the first program year, AmeriCorps Members in USDA rural development projects achieved the following results:

- Secured new homes for 390 low-income families.
- Helped 3,484 families obtain running water and/or modern bathrooms for the first time.
- Provided early childhood development services to 4,670 children.
- Helped over 100 counties improve their emergency preparedness and response.
- Provided 867 families with assistance for health and safety hazard repairs in their homes.
- Educated 175 parents and children in parenting and family skills.
- Created after school programs, activities, and events that benefited 400 parents and students.
- Mentored and tutored 180 students.
- Helped save or create 1,000 jobs.
- Delivered technical assistance to 395 family farmers to help them continue to earn enough income to support their families and stay on their land.
- Taught entrepreneurship seminars attended by 285 citizens.
- Provided job training and/or vocational counseling to 509 citizens.

All USDA AmeriCorps projects “got things done” while strengthening communities, expanding educational opportunity, and encouraging personal responsibility.

For more information about the USDA AmeriCorps program, contact Joel Berg at 202-720-5746 or e-mail: “Jberg@USDA.Gov”

**SUBJECT: Application for 1997 AmeriCorps Program Participation
Due June 7, 1996.**

**TO: Empowerment Zone/Enterprise Community (EZ/EC) Communities
(Designated and Champions)**

In our first two years, over two hundred Rural Development AmeriCorps Members successfully performed their 1700 hours of community service in over 100 rural communities. Housed in not-for-profit organizations, local units of government, and Rural Development field offices, the Rural Development AmeriCorps Members provided a tremendous variety of direct services to rural residents. Additionally, they coordinated thousands of local volunteers who contributed many more hours of service to improve their local communities.

Because the Rural Development AmeriCorps Program has been so successful in providing critical services to the nation's poor rural areas, we are pleased to announce our third year of participation with the Corporation for National Service's AmeriCorps Program. For those communities interested in participating in our 1997 program year an application packet is enclosed. The packet contains some background on the program, directions for application, an application form and supporting materials. Communities currently hosting an AmeriCorps Member have already submitted a pre-application. If they still are interested in participating, the enclosed application will have to be completed and submitted. Deadline for new application is May 31, 1996.

If you have questions regarding the AmeriCorps Program in general, or this application process, please call your AmeriCorps State Program Director (a list is enclosed). Thank you for your interest in, and support of, this very special Presidential Initiative.

Send a one copy of your application to the AmeriCorps State Program Director, c/o or your state Rural Development office. Please forward a second copy to:

AmeriCorps - Office of Community Development
Room 701, Reporters Building
300 7th & D Street SW
Washington, DC 20023

Remember, applications must be received **no later than COB June 7, 1996.**

LIST OF ATTACHMENTS

Attachment	Title
A	Rural Development AmeriCorps Background
B	The Application Process
C	Rural Development/AmeriCorps - General Program Information
D	Instructions and Application
E	Prohibited Activities
F	Rural Development AmeriCorps State Program Directors
G	CNS State Commission Executive Directors list
H	CNS State Program Directors list

Attachment A - Rural Development AmeriCorps Background

Program Authority

The National and Community Service Trust Act of 1993, Public Law 103-82, provides legislative authority for the creation of CNS and its oversight of national service programs. The USDA is involved in running three types of AmeriCorps programs; Anti-hunger Teams, Environment and Public Lands Teams, and Rural Development Teams. The total contingent of 1200 USDA AmeriCorps Members are working in rural and urban areas of the country.

History

For 1996 the Office of Community Development, in the Rural Development mission area of USDA, was awarded 125 AmeriCorps Member positions from the Corporation for National and Service (CNS). These Members were placed in not-for-profit organizations, local units of government, and Rural Development field offices around the country. The placements awarded to EZ/EC Designated or Champion communities were made on a competitive basis and totaled 86 Members. The AmeriCorps Members were to provide assistance in implementing the one or more components of the community's strategic plan. These Members serve in 48 Champion Communities, 16 Enterprise Communities, and three Empowerment Zones. For 1997, the program will remain the same size.

Rural Development Teams

For 1997, Rural Development will continue sponsoring Rural Development Teams (RDTs) comprised of **college or professional school graduates** possessing specific skills that are needed by the community. The AmeriCorps Members are recruited and selected by the host community, with assistance from the Rural Development State Office. Rural Development sponsored Members are restricted to activities relating to, or in support of, those goals and objectives identified in the **EZ/EC Strategic Plan or Benchmarks**.

Project Design

There are **several expectations** for each AmeriCorps project. It is expected that each Member will receive sufficient training, education, and supervision for each service project performed. They will also be expected to learn general skills in citizenship and community development. It is expected that this training will teach Members to accept personal responsibility for improving their community, while rewarding them with increased opportunities for education or job training.

AmeriCorps Members are required to give at least 1700 hours of service to programs or projects that provide **a direct and demonstrable benefit that is of value to the community and reflects the USDA mission of Rural Development** and help in the personal development of the Member. The Member's activity must result in a specific identifiable service or improvement that otherwise would not be provided with existing funds or volunteers, and that **does not duplicate** the routine functions of workers or displace paid employees (see Attachment D, 'Prohibited Activities'). These efforts must result in strengthened communities, bringing together both institutions and individuals to cooperate in creating lasting and constructive change.

Attachment B - The Application Process

Application

The enclosed application is as short and succinct as possible. It asks only for the minimum information necessary for the Rural Development's Office of Community Development to make an informed decision. Additional supporting information may be included with your application - at your discretion. In order to be considered for the 1997 AmeriCorps program year, the attached **application must be submitted by June 7**. Final decisions on awards will be made within two weeks of the deadline.

Recruitment

With graduation in May or June, many college graduates will shortly be making decisions about the coming year. In order to attract the largest pool of quality applicants possible, recruiting has to begin soon. Recruiting materials will be sent to you in the next couple of weeks. Please be advised that USDA has an ongoing recruiting process. The list of individuals who have already expressed interest in the program **from your area** can be requested from your AmeriCorps State Program Director at the state Rural Development office. Your community or office may want to begin some tentative recruitment locally or through universities and other educational institutions. Final decisions on placements will be made on **June 7**. The AmeriCorps Members themselves will **not begin their service until September, 1996**.

Selection

As with recruitment, **selection will be a collaborative process between applicants and the USDA Rural Development State Office**. Final selections can be made anytime after formal notification of award. Materials for use in interviews and selection will be included with the recruitment package. Since these AmeriCorps Members will be working primarily with EZ/EC communities, it is expected that the community will take charge of the process and make final decisions - with the concurrence of the Rural Development State Office.

Each community will be considered for **only one AmeriCorps Member**. There may be situations where two or more Members can be placed in a community because of extraordinary circumstance, compelling need, or to comply with CNS requirements. Check with your State Program Director if you think your project would qualify. Members serve for a single year but can be considered for a second year, depending on the local situation. If you currently have an AmeriCorps Member, you may or may not elect to extend that Member for a second year. The decision on whether your current Member meets your future needs is up to the local community. If different skills are required for the second year, you will want to engage in this year's recruitment process.

Contribution of Host

The host community or office will be expected to provide office space, some administrative support, and supervision of work. After the Members begin their service, quarterly reports on work progress are required. Depending on the situation, host communities may be **asked to provide liability coverage for the Members under their supervision**. **Your community must be prepared for this eventuality, but filling out this Application will in no way obligate you for this cost**. Hosts will also provide whatever training is necessary for each Member to perform his or her specific duties.

Each host community will be expected to **cover the cost of travel for its AmeriCorps program supervisor** to the Rural Development state office for training about AmeriCorps. This will be no more than one to two days, and will cover all administrative and programmatic aspects of the initiative.

Contribution of the Rural Development mission area

The Rural Development mission area will provide assistance in recruiting and selecting AmeriCorps Members. Each state RECD office has a **designated AmeriCorps State Program Director** (formerly State Contact) who will provide overall program supervision for each state. They will be responsible for the program meeting USDA and CNS guidelines and regulations. The Rural Development mission area will coordinate and hold training sessions to meet CNS and USDA guidelines for minimum preparation for Members to function as USDA AmeriCorps Members. A limited travel and training budget for each Member will be administered by the Rural Development state office, as well as limited administrative support.

Attachment C - Rural Development/AmeriCorps General Program Information

THE AMERICORPS NATIONAL SERVICE PROGRAM

AmeriCorps was signed into law in September, 1993, and launched a year later. AmeriCorps Members perform a minimum of 9 months/ maximum of 12 months of service meeting critical human, environmental, public safety, and educational needs by providing direct, quantifiable services and benefits to citizens. Members serve at a variety of established Federal, State, local, non-profit, and private organizations.

The present 20,000 AmeriCorps Members themselves come from every walk in life (although they must be at least 17 years old), have a variety of skills and educational backgrounds, and are serving in most areas of the country. During their season of service AmeriCorps Members receive a monetary stipend and certain benefits such as health care coverage and on-the-job training, as well as a \$4,725 academic award upon satisfactory completion of their service.

AmeriCorps Members are interviewed and selected by the supporting agency, and then work in assisting in the accomplishment of the mission of that agency.

The Corporation For National Service (CNS)

The national AmeriCorps program is run by the Corporation for National Service (CNS) which is a Federally-sponsored non-profit organization set up for that purpose. The CNS determines which Agencies and organizations may participate in the AmeriCorps program, sets uniform standards for program operations, provides training and materials (uniforms, buttons, banners, signs, etc.), evaluates overall performance, and provides miscellaneous assistance during the course of the program (fiscal) year, and program matching funds (see below).

The CNS runs the AmeriCorps program in partnership with supporting non-profit, State, and Federal agencies. Agencies that wish to support AmeriCorps Members apply to the CNS and successful applicants receive matching funds and certain benefits such as child care payments (to qualifying Members) and the \$4,725 academic award. About 85% of all AmeriCorps programs operate through State Commission for National Service offices, which are generally located in State capitals, and are referred to as "State" programs. The Executive Director of the CNS State Commissions is appointed by the Governor of the State and is a State employee. The CNS also has field offices in certain cities headed by a State Program Director. Lists of the State Commission Executive Directors and the CNS State Program Directors are attached.

The other approximately 15% of AmeriCorps programs are run by larger national organizations, usually out of the headquarters of the organization involved, and are referred to as "national direct" programs. Given its national scope, the USDA/AmeriCorps program is a national-direct AmeriCorps program, run from the USDA national office in Washington.

Through its State Commission offices the CNS provides a variety of information, assistance, and guidance to all AmeriCorps programs, including the national-directs and the USDA/AmeriCorps program, operating within the States.

USDA/AMERICORPS PROGRAM

Overall direction to the USDA/AmeriCorps program at the Departmental level is provided by the Director of National Service, Joel Berg, and his staff. Within the USDA, the Director has final say on which USDA programs and which parts of those programs may participate in AmeriCorps.

In the current 2nd year (FY96) of AmeriCorps, the USDA is supporting about 1,350 Members of 2,000 Federally-supported Members nationwide. USDA/AmeriCorps Members serve on one of three (3) teams, each of which addresses a particular area of need:

- Anti-Hunger, Nutrition, and Empowerment
- Public Lands & Environment, and
- Rural Development

The USDA Agencies participate in one or more of these program areas by "supporting" Members. Support in the context of USDA/ AmeriCorps means that each of these Agencies pays the following expenses of the Members serving with their Agencies:

- A \$12,000 stipend,
- health benefits
- on the job training, and
- in-kind supervisory, administrative, and staff support

The CNS provides child-support benefits to qualifying Members through its AmeriCorps CARE program which is administered by the National Association of Child Care Resource and Referral Agencies, as well as the \$4,725 academic award to Members who satisfactorily complete a term-of-service.

The USDA/AmeriCorps Agencies supporting Members during FY96 are:

- Rural Development
- the U.S. Forest Service
- the Natural Resources Conservation Service
- Food & Consumer Services, and
- the Farm Services Agency

RURAL DEVELOPMENT/AMERICORPS PROGRAM

Rural Development has supported approximately 125 Members in FY95 and FY96, and will maintain this level in FY97. Funding support for the Rural Development/AmeriCorps program is provided by the National Office and is accessed through normal administrative procedures.

In the current (FY96) year, approximately:

- 80 Members are serving in EZ/EC Designated and Champion Communities assisting those organizations in accomplishing parts of their Strategic plan, and
- 39 Members are serving in Rural Development field offices and accomplishing outreach and application assistance for its grant and loan programs, and assisting community organizations (that are not EZ/EC Communities) pursuing a complementary mission to that of Rural Development.

Rural Development intends to maintain this approximately 2/3 EZ/EC to 1/3 field office/community organizations placement ratio in FY97.

EZ/EC Placements - Function

Rural Development/AmeriCorps Members placed at EZ/EC Communities will assist those communities in the accomplishment of one or more of the strategic objectives set forth in that Communities' Strategic Plan and/or benchmarks which were submitted to the USDA Office of Empowerment Zones and Enterprise Communities. It is incumbent upon those communities that wish to receive an AmeriCorps Member to:

- Focus on specific strategic objective(s), or related activities in support of the strategic plan or bench marks, the accomplishment of which would be of direct benefit to the residents of that Community/Zone;
- Ensure that any proposed activities are not prohibited (see "Prohibited Activities" below); And
- Make certain that the Member can accomplish all their objectives during the course of their service.

Rural Development Field Office Placements - Function

In FY97 Rural Development would like to continue to place Members at field offices to perform community resource development and outreach for its grant and loan programs. The Members serving in field offices will:

- Perform Federal, State, private, and foundation resource searches for the community;
- Perform outreach for Rural Development grant and loan programs, especially for those that are underused;
- Organize and conduct the grassroots approach to rural development under the Rural Community Advancement Program (RCAP);
- Perform outreach for its grant and loan programs to individuals and groups that have been traditionally underserved;
- Help assemble application materials and documentation, and assist applicants in meeting all application requirements;
- Counsel applicants; and identify and assist in the application for other types of non-Federal assistance as appropriate for the client population;
- In offices where there are backlogs and/or a lack of funds in certain programs, AmeriCorps Members will emphasize programs that do have funding and do not have backlogs. In addition, in offices where outreach for its programs is not possible or practical, Members will research and outreach other forms of aid that is appropriate and available to its client population.

Rural Development Community Organization Placements - Function

Rural Development/AmeriCorps Members have also been working with a variety of community groups and organizations that are pursuing either similar or complementary missions. The objective of these placements has been to allow the Agency to continue to assist rural communities in new and innovative ways in areas where program monies may not be available, or may not be available in sufficient quantity to meet identified critical needs.

Partnerships with community organizations may be undertaken when:

- There is the commitment on the part of a local State Rural Development office to provide administrative support and supervision; And
- The local/State office has a long-standing relationship with the proposed community organization and is familiar with the organization, its goals, and its staff.

In FY97 Rural Development would like to continue its partnerships with these types of organizations where possible and practical. Exact details of such a partnership depend on the circumstances, but all community organization placement Members should spend at least their first 2-4 weeks working at a field or State office under the direction of an Agency employee to learn about:

- The history, mission, and operation of the Agency;
- General philosophy of rural development, especially with regards to the local community;
- The part that the local Rural Development office and its programs plays in the region;
- The operational aspects of the office;
- Appropriate administrative tasks necessary to support the placement, such as reporting time & attendance, travel, sick & annual leave, progress reporting, and supervisory interaction.

Following this orientation, and as circumstances dictate, the Member would then move to work full- or part-time directly with the organization. The Member could be based full- or part-time at the field office. Under either circumstance, the field office always has primary supervisory and administrative responsibility for the Member.

Even if the Member is serving full-time at the organization, the Member must still report to the proximate Rural Development field office at least bimonthly for status meetings, signing time and attendance forms, etc. Rural Development has ultimate responsibility for the Member, and would have the final say on any decision to change or terminate the placement.

AmeriCorps Member Recruitment & Qualifications

The USDA/AmeriCorps National Office will publicize the USDA/ AmeriCorps program on a national basis. However, each Rural Development field office, community organization, and EZ/EC or Champion Community should advertise for candidates locally. The Rural Development/AmeriCorps National Coordinators will send recruitment information, applications, and forms to each State Program Director.

Each office, community organization, and EZ/EC or Champion community has the responsibility for recruitment and hiring. That is, each placement site should recruit, interview, evaluate, and select their Member(s) according to their own program objectives. The State Program Director has oversight responsibility and must be involved in the process. This will ensure the Members hired best reflect the Agency mission and prevent problems with conflict of interest and/or nepotism.

An AmeriCorps Member must be selected according to normal Federal hiring guidelines with regards to equal opportunity, lack of discrimination, etc., and must be a U.S. citizen or a resident alien whose status has been verified.

Training

CNS requires that organizations accepting Members must allow them to spend up to 20% of their service time in training, as situations warrant. Setting aside time for training will improve the performance of the Member in accomplishing the mission of the Agency, provide the Member with support and information for their personal development, further the AmeriCorps program itself, and improve their services to citizens.

Cluster Meetings

The CNS requires all AmeriCorps programs to allow their AmeriCorps Members to meet periodically. Experience has shown that regular meetings between at least five (5) AmeriCorps Members in the same area (called a "cluster") are essential for morale and for effective AmeriCorps program operation. At cluster meetings, which should be held at least once every two (2) weeks, Members can discuss and improve their work, develop solutions to common problems, organize training, invite guest speakers and community leaders, plan group projects, etc.

These cluster meetings **do** count as part of the time allotted for training, and should in fact be used for that purpose. Wherever possible, Rural Development/AmeriCorps Members should be placed within a reasonable travel distance to facilitate the interaction with other Rural Development Members in the region doing complementary work. That is, field office Members are in proximity to EZ/EC-placed Members so that the field office Members can provide additional program expertise and resources.

USDA/AmeriCorps Clusters

There are areas where clustering solely with Rural Development-connected sites is neither practical nor possible within a reasonable travel distance. In lieu of a Rural Development-only cluster, Rural Development/AmeriCorps Members can be clustered with Members from other USDA agencies, at their option. However, **Rural Development-only clusters are preferred.**

In clustering with other USDA Agencies, the Agencies and Members involved should be pursuing similar missions to that of Rural Development. The State Program Manager should work with the coordinators of the other Agencies to arrange and schedule cluster meetings. Please contact the following offices in your State for further information on their AmeriCorps programs:

- Farm Services Agency (FSA),
- Food & Consumer Services Agency (FCS),
- Natural Resources Conservation Service (NRCS), and
- U.S. Forest Service

Non-USDA Only Clusters

There are also areas where clustering solely with USDA-connected sites is neither practical nor possible within a reasonable travel distance. In lieu of a Rural Development-only or USDA-only cluster, Rural Development/AmeriCorps Members can be clustered with proximate Members sponsored by non-USDA

agencies and organizations. However, this is not recommended because the SPD and the Rural-Development Members will have little or no control over the priority that will be given to cluster meetings, professional cooperation, etc. Rural Development-only and USDA-only clusters over non-USDA clusters are always preferred over non-USDA only clusters.

In clustering with non-USDA organizations, the Agencies and Members involved should be pursuing similar missions to that of Rural Development. The SPM should work with the coordinators of the other organizations to arrange for the cluster meetings and other interaction. In order to find out about non-USDA AmeriCorps programs which are operating in your State, please contact the CNS State Office and the AmeriCorps State Program Directors listed on a separate attachment.

NATIONAL OFFICE PROGRAM SUPPORT

The Rural Development National Office will provide funding support the AmeriCorps program by paying for:

- Usual expenses associated with the Members such as the stipend, health benefits,
- "Miscellaneous" expenses incurred by the Member such as mileage, per diem, etc.*; And
- National rural development training for Members and State Program Directors.

*up to a pre-specified limit. In FY95 and FY96 each Member was allocated \$1,600 in miscellaneous expense support money. The per-Member miscellaneous expense allowance for FY97 has not yet been determined. Miscellaneous expenses in excess of this FY97 allowance must be **covered out of State Office funds** for the balance of the Member's service year.

National Coordinators

Rural Development will provide national coordination and logistical support in the form of two (2) National Coordinators. They will represent the Rural Development/AmeriCorps program within the USDA and provide guidance and direction to the program through regular contacts with the State Program Managers.

USDA Office of National Service

The USDA Director of National Service, Joel Berg, and his staff will provide a variety of assistance in the form of policy, directives, newsletters, and reports for recruitment, program operation, employee benefits, academic award, and other aspects of the AmeriCorps program.

CORPORATION FOR NATIONAL SERVICE STATE COMMISSIONS

AmeriCorps is a national service program with Members serving in a variety of capacities in a great number of organizations in most States and regions in the country. Most States have a State Commission for National Service, as well as a CNS State Program Director, (both usually located in the capital city) to assist in the implementation and coordination of the various AmeriCorps programs and operations within the State. A list of the Executive Directors of the State Commissions and the Program Directors of the CNS State offices is attached.

To support their State programs, these organizations will often organize and sponsor training, meetings, conferences, rallies, days of service, etc. aimed at creating a program spirit and to assist Members in the accomplishment of their service objectives and the goals of the AmeriCorps program. Sponsoring organizations should allow their Members to attend these occasional activities, and actively support them - where possible.

Each Rural Development/AmeriCorps SPM should contact their CNS State Commissions early in the service year to inform the Commission about their program, where their Members will be serving, what they will be doing, and what kind of training and/or organizational needs they might have. SPMs and Site Supervisors should feel free to contact the Commissions anytime during the year to discuss training and/or organizational needs, seek help to problems, request needed equipment (buttons, posters, etc.), and inform them of progress, activities, special events, and noteworthy successes.

Attachment D - Instructions and Application

PART I: Background Information

The first two pages of the application cover basic background information. Please be as precise as possible. You can use the form provided, or you may develop your own - following the same format. You are encouraged to put the application on 3 1/4 floppy disk (in any format) and submit **it along with a hard copy**.

PART II: AmeriCorps Project Objective(s) Statement

This section asks you to consider the following information in the conception and drafting of your AmeriCorps project objectives. Please refer to 'Attachment C' for **prohibited activities** for AmeriCorps Members.

Objectives are statements of what your program believes will be the result of a year of effort by your AmeriCorps Member; a statement about what will change. Objectives should be measurable and address what work will get done. Objectives must be specific enough to allow determination of what changes will occur as a result of the efforts. A good objective describes both the desired change and the means of determining whether the change occurred.

Multiple Objectives:

Please be aware that you can have **multiple objectives relating to a single overall goal**. . This is especially true if there will be activities taking place before, during, and/or after the accomplishment of the main objective which will result in measurable, direct services to local citizens. For instance, a major issue in your community is the creation of a community center. One of your objectives would be to open a community center to serve 3,000 local residents. A supporting objective would be to put a new roof on a building, donated for this purpose, using 35 local volunteers. Another could be to paint the building using 10 volunteers. Yet another could be the training of local citizens in grant writing which results in the community receiving \$35,000 to finish rehabilitating the structure. An objective after the community center was finished would be to develop a senior arts program to serve 40 local elderly citizens.

When putting together objectives, you have **to think strategically in imagining all of the measurable objectives** that will have to be accomplished during the year **even if** you have one major objective in mind. Providing safe and affordable housing for 35 families is a great objective. A supporting objective, critical to its accomplishment, is helping 80 families fill out applications for 504 direct and guaranteed loans. A similar support activity after the families have obtained their homes is training 35 new homeowners in simple home repair and household budgeting.

If you have more than one objective for your project, **use a separate page for each**. The objective(s) should be realistic in that they describe what a single AmeriCorps Member would likely be able to accomplish in one year (1700+ hours of service). The National Community Service Act prohibits Members from engaging in lobbying or advocacy work, religious proselytizing, political activities, labor organizing, or service which will directly benefit a single for-profit entity.

'Outcome' vs 'Process Objectives:

Be sure that the objectives set out are **'outcome'** objectives and not 'process' objectives. Process objectives say how work will get done - not what work will get done. 'Attending weekly staff meetings' is a process objective. 'Producing 15 units of affordable housing in year one' is an outcome objective.

Specifying Objectives:

Community service objectives should **stay away from vague buzzwords** such as "facilitating partnerships", "broadening public understanding", etc. Rather, the objectives should focus on how many trees will be planted, how many people will receive better housing, how much the recycling rate will be increased, how many new small-scale farms will be created, how many more people will receive running water, how many students will receive educational presentations, how many new businesses and jobs will be created, how water quality will be improved, etc.

Each objective must **realistically relate the service to be performed to the final goal**. For instance, an objective cannot simply state that a Member will create a tourism plan for the area, and that such a plan will create 1,000 new jobs. The objective needs to explain precisely how the Member will not just plan, but actually help implement, concrete activities that directly create 1000 jobs.

Measurement of Success:

Each objective **must define an impartial way of assessing the quality of the service** to be performed. It is unacceptable to use vague language indicating that, somehow, everyone will be satisfied. Rather, if the objective relates to education, the objective should predict specific percentile increases in test scores on that topic. If the objective relates to recycling, the objective should predict the actual decrease in the number of tons of waste weighed-in annually at the county landfill.

Lastly, each objective must state exactly how many community residents will receive the direct benefits from the service performed by our AmeriCorps Members. It is **unacceptable to simply make the claim that an AmeriCorps project will somehow benefit everyone in a town or a county**, and then list the total population of the town or county. The number cited should reflect a carefully thought out prediction of how many people will be concretely and directly aided by the service of-AmeriCorps.

While we want these objectives to be as concrete and well thought out as possible, it is permissible to amend them in the future if the situation warrants. Objectives agreed upon prior to the placement of a Member can also be changed. Once a Member is performing service, the local situation will quite often change. These changes can be submitted for approval to your State AmeriCorps Program Director.

Be sure to do a separate page of each work objective. Also, there must be separate objectives for each AmeriCorps Member requested.

Part III: Quarterly Work Plan

This part provides a guide to the types of activities which will take place throughout the year. It will also allow the National Office to understand the progression of activities. For instance, the first quarterly

report may have accomplished little in terms of the objectives. The Quarterly Work Plan would make it clear that most the first quarter's activities revolve around training and orientation. The Work Plan is also a useful tool in thinking out your project and the steps necessary to carry it out successfully.

USDA RURAL DEVELOPMENT AMERICORPS

1996-97 Program Year Application

Please answer the following questions:

- a) This is the actual organization with which the AmeriCorps Member will serve. If this application is being written by a different and/or sponsoring organization, **do not** put that name here. The **organization must be** a not-for-profit, local unit of government, or a USDA Rural Development Field Office. The **organization does not have to be the lead entity** associated with an EZ/EC application, but must be associated with **critical elements of the original strategic plan** submitted to USDA. USDA Rural Development Field Offices are **exempt** from this criteria.
1. _____
2. _____
3. **Name of the organization:** _____
4. _____
5. _____
- a) This must be the permanent address for this project to which all official correspondence will be directed.
6. **Address of organization:**
7. _____
8. street, number, and P.O. (if applicable)
9. _____
10. City _____ State _____ Zip _____
- a)
- b) Write the name of the person who has primary responsibility for overseeing this application.
11. **Name of Contact Person for the AmeriCorps project:**
- a)
12. _____
- a) Telephone and fax numbers of the Supervisory.
13. **Telephone number:** _____ - _____ - _____
- a)
14. **Fax number:** _____ - _____ - _____
15. _____
16. _____
- a) A list of all eligible communities, and the counties they serve, is included with these materials. For USDA Rural Development Field Offices, write the name of **all** EZ/EC applicant entity(s), whether Designated or Champion, whose service area(s) fall within the service area of your office.
17. **Name of the designated Empowerment Zone/Enterprise Community or Champion Community associated with this application:**
- _____
18. _____
- a)

- b) Write in the city and county in which the AmeriCorps Member's office will be located.

19. **City or Town:** _____

20. **County:** _____

PART I Cont.

a) This individual will be providing day to day supervision of the Member's service and oversee the work to be accomplished.

b) This must be the **permanent address** for the supervisor to which all appropriate correspondence will be directed.

c)

d)

e) Telephone and fax numbers of the Supervisory.

f) Refer to the included list of EZ/EC applicants and the counties they serve. Some project work may be done in contiguous counties, but the majority of the Member's service **must be in eligible counties.**

g)

h) Indicate only the district(s). It is not necessary to write the name of the representative(s).

i)

j)

k)

If you had a project for the 1994-95 program year, please list the number of Members and their names. Include your Site ID # for 1995.

7. Name of person who will provide supervision for the AmeriCorps Member.

8. Address of Supervisor:

street, number, and P.O. (if applicable)

City

State

Zip

9. Telephone number: _____ - _____ - _____

Fax number: _____ - _____ - _____

10. List all counties or parishes in which the proposed project will take place:

_____	_____
_____	_____
_____	_____

11. Congressional districts in which the proposed project will take place: _____

12. Total Number: _____ Site ID# _____

MemberNames

_____	_____
_____	_____
_____	_____

- I) List all 1997 program year AmeriCorps projects, whether CNS, State Commission, or USDA, within an approximate 50 mile radius from the Member's main worksite. This information can be obtained from your federal or state CNS representative or USDA office. A listing is included with these application materials.

13. Members	Organization	City	# of

PART II

Description of Work

Please answer the following questions clearly and precisely. You may use this form or create your own, following the same exact format. Please make copies for additional objectives.

OBJECTIVE ____ (Indicate 1, 2, 3, etc.):

Statement of Work:

A general statement providing background information, the current situation, and what you expect the AmeriCorps program to accomplish.

I) The work to be done

This is a succinct statement of what your program will accomplish as a result of a year of effort by your AmeriCorps Member

II) The result of this work:

What are the measurable results of this work. Express in numbers of miles, people served, acres planted, etc.

III) The standard of quality or success:

What are you going to use as a standard to measure the quality of the work? How will you measure how good, bad, or successful it is?

Objective ____ (Indicate objective number) Cont.

IV) Number of Service Recipients: _____

This is the ultimate number of people who will be served by the work performed. Do not express in general terms such as 'families'. This may be the same amount as II.

V) What resources will be required:

Describe the resources which will be necessary to accomplish the objective described above.

PART III

QUARTERLY WORK PLAN

NOTE: You may use this form or create your own.

Quarter One:

Please describe each activity to be accomplished, quarter by quarter. These will be the guideposts or milestones upon which to measure progress towards accomplishing the objective.

Activity 1:**Activity 2:****Activity 3:****Activity 4:****Quarter Two****Activity 1:****Activity 2:****Activity 3:****Activity 4:****Quarter Three****Activity 1:****Activity 2:****Activity 3:****Activity 4:****Quarter Four****Activity 1:****Activity 2:****Activity 3:****Activity 4:**

Attachment E - Prohibited Activities

Because of the statute under which our program operates, many economic development activities are problematic for AmeriCorps Members -- e.g. grant writing and fund raising; assistance for for-profit businesses; and staff work focused on coordinating meetings, developing plans, producing economic development promotional materials, etc. Therefore, we request that you not include work objectives which incorporate these activities.

It is understood that some of these activities may be a small part of the 'process' in which an AmeriCorps Member engages during his/her community service activities. **In no case are they to be the focus of the work.** In writing your objectives, do not focus on these activities. Instead, focus on the **outcomes** of the work.. If your Member is writing a grant to create a child care center, state your objective in terms of the numbers of children which will be served by the center - not the number of grants written or dollars raised for the project. **Keep in mind:**

- In no case should an AmeriCorps Member be involved in **fund-raising** for any organization.
- AmeriCorps Members **may not assist individual businesses**. They can serve a group of businesses in a classroom setting or by counseling. They may benefit the businesses of a community by setting up a revolving loan fund; but Members cannot perform services which benefit a single business to the exclusion of others.
- Members cannot be responsible for developing **promotional materials**. They can train a group of citizens this task, but not do it themselves. Likewise, a Member cannot spend the year planning a community celebration or festival. These are worthwhile activities, but the CNS requires a Member to be involved in more substantive efforts providing **measurable, direct services** to a community.
- Members may not spend their service year **coordinating and attending meetings, doing clerical activities**, or any other type of routine office tasks. Especially, they can not displace an employee or perform tasks that would normally be performed by an employee.
- AmeriCorps Members cannot spend their 1700 **hours developing plans, writing feasibility analysis, or doing studies**. These activities may represent a small portion of their time, but the objectives should focus on what direct services will be performed as a result.
- AmeriCorps Members are prohibited from engaging in **lobbying or advocacy** work, religious proselytizing, political activities, or labor organizing

Applications containing these activities will be rejected, regardless of their other merit.

Attachment F - Rural Development State AmeriCorps Program Directors

NAME	OFFICE	ADDRESS	CITY	ST	ZIP	COMMUNICATION
Frank Muncy	RECD State Office	634 S. Bailey, Ste 103	Palmer	AK	99645-6330	Ph: 907-745-2176 Fax: 907-745-5398
Shirley Tucker	RECD State Office	700 W. Capital St. P.O. Box 2778	Little Rock	AR	72203	Ph: 501-324-6284 Fax: 501-324-7351
Bonnie Fricks	RECD County Office	2585 N. Grand, Suite 2	Nogales	AZ	85621	Ph: 520-281-1068 Fax: 520-281-1460
Toni Symonds	RECD State Office	194 West Main Street Suite F	Woodland	CA	95695-2915	Ph: 916-668-2025 Fax: 916-668-2055
Glen Walden	RECD State Office	4440 N.W. 25th Pl	Gainesville	FL	32614-7010	Ph: 904-338-3440 Fax: 904-338-3452
Donnie Thomas	RECD State Office	355 E. Hancock Ave., Stephens Federal Building	Athens	GA	30610	Ph: 706-546-2171 Fax: 706-546-2135
Charles Specht	RECD State Office	1817 S. Neil Street, Ste 103	Champaign	IL	61820	Ph: 217-398-5412 Ext. 244 Fax: 217-398-5337
Louis Elliott	RECD State Office	P.O. Box 1227	Shelbyville	KY	40066-3277	Ph: 502-633-0892 Fax: 502-633-0552
Richard Hoffpauir	RECD District Office	PO 330 302 North Monroe Street	Marksville	LA	71351	Ph: 318-253-7528 Fax: 318-253-4662
Bettye Oliver	RECD State Office	Federal Building, Ste 831 100 W Capital SF	Jackson	MS	39269	Ph: 601-965-5460 Fax: 601-965-5384
Debra Nesbitt	RECD State Office	4405 Bland Road, Suite 260	Raleigh	NC	27609	Ph: 919-873-2042 Fax: 919-873-2075
John Thomas	RECD State Office	6200 Jefferson St., NE Room 255	Albuquerque	NM	87109	Ph: 505-761-4960 Fax: 505-761-4977
Bud Fisher	RECD State Office	101 S.W. Main, Suite 1410	Portland	OR	97204	Ph: 503-414-3365 Fax: 503-414-3386
Frank Lee Patterson	RECD County Office	602 Evans City Rd., Ste 101	Butler	PA	16001-8701	Ph: 412-482-4888 Fax: 412-482-4826
Greg White	RECD State Office	1835 Assembly St. Room 1007	Columbia	SC	29201	Ph: 803-253-3498 Fax: 803-765-5633
Lorraine Clements	RECD State Office	Fed Bld Suite 102 101 S. Main	Temple	TX	76501	Ph: 817-774-1304 Fax: 817-774-1477
Jim Anderson	RECD State Office	1606 Santa Rose Road Culpeper Bldg. #238	Richmond	VA	23229	Ph: 804-287-1554 Fax: 804-287-1785
Mary McBride	RECD State Office	P.O. Box 2427	Wenatchee	WA	98807-2427	Ph: 509-664-0215 Fax: 509-664-0202

James Anderson	RECD	PO Box 12310, 4510 Pennsylvania Ave.	Big Chimney	W V	25302	Ph: 304-965-2712 Fax: 304-965-2715
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UNITED
STATES
DEPARTMENT
OF AGRICULTURE

USDA AMERICORPS PROJECTS EZ / EC AND CHAMPION COMMUNITIES

In its first year of operation, AmeriCorps --- the domestic national service program proposed by President Clinton and passed with bipartisan support by Congress --- engaged 25,000 Americans of diverse backgrounds in service that filled unmet human, environmental, educational, and public safety needs. In exchange for such service, AmeriCorps Members received an educational award that can be used to pay for college, job training, graduate school, or to repay student loans.

The Corporation for National Service, which oversees AmeriCorps, has given preference to project applications from Empowerment Zones, Enterprise Communities, and Champion Communities; thus many AmeriCorps projects are located in these areas.

Most AmeriCorps projects are funded through state commissions appointed by each state's governor and managed by non-profit organizations and local government organizations ---- most projects are *not* funded or managed directly by Federal agencies. However, a highly competitive process coordinated by the Corporation for National Service allowed a small portion of AmeriCorps positions to be managed by Federal agencies in tandem with local groups.

In the first year of operation, the largest Federal agency award was granted to the United States Department of Agriculture (USDA), allowing the Department to create unique public / private partnerships that sponsored 1,200 Members in over 300 mostly rural sites. These projects provided service focused on boosting rural development, fighting hunger, and improving the environment. The rural development projects were sponsored by four different USDA agencies: the Rural Housing Service, the Rural Business and Cooperative Development Service, the Natural Resources Conservation Service, and the Forest Service.

Most of these USDA AmeriCorps rural development projects were placed in areas that were designated as either Empowerment Zones, Enterprise Communities, or Champion Communities. (List attached)

Moreover, these projects targeted the most persistently poverty-ridden rural areas of the nation: Appalachia, the Mississippi Delta, the “colonias” on the U.S./Mexico border, and Native American reservations in the “Four Corners” (in Arizona, Colorado, New Mexico, and Utah) area.

During the first program year, AmeriCorps Members in USDA rural development projects achieved the following results:

- Secured new homes for 390 low-income families.
- Helped 3,484 families obtain running water and/or modern bathrooms for the first time.
- Provided early childhood development services to 4,670 children.
- Helped over 100 counties improve their emergency preparedness and response.
- Provided 867 families with assistance for health and safety hazard repairs in their homes.
- Educated 175 parents and children in parenting and family skills.
- Created after school programs, activities, and events that benefited 400 parents and students.
- Mentored and tutored 180 students.
- Helped save or create 1,000 jobs.
- Delivered technical assistance to 395 family farmers to help them continue to earn enough income to support their families and stay on their land.
- Taught entrepreneurship seminars attended by 285 citizens.
- Provided job training and/or vocational counseling to 509 citizens.

All USDA AmeriCorps projects “got things done” while strengthening communities, expanding educational opportunity, and encouraging personal responsibility.

For more information about the USDA AmeriCorps program, contact Joel Berg at 202-720-5746 or e-mail: “Jberg@USDA.Gov”

AMERICORPS/USDA RURAL DEVELOPMENT PROJECTS IN EZ / EC AND CHAMPION COMMUNITIES

Site ID	Status	EZ/EC ID#	# Mem	Applicant Entity	City	State
R02B	CH	171	8	Lower Yukon Economic Development Council	Anchorage	AK
R05A	CH	2	1	Crowley's Ridge Development Council, Inc.	Jonesboro	AR
R05B	EC	20	1	Mississippi County, Arkansas EOC, Inc.	Blytheville	AR
R05C	CH	58	1	East Central AR Ec. Dev. Corporation - West Memphis	Forrest City	AR
R05D	EC	84	1	East Central Arkansas Economic Development Corporation - Brinkley	Moro	AR
R05F	CH	136	1	Mid-Delta Enterprise Community	Helena	AR
R05C	EC	183	1	East Central Arkansas Economic Development Corporation - Forrest City	Forrest City	AR
R04A	CH	18	1	City of Eloy	Eloy	AZ
R04C	CH	28	1	Greater Flagstaff Economic Council, Inc.	Flagstaff	AZ
R04B	EC	168a		City of Douglas	Douglas	AZ
R04D	EC	168b	1	City of San Luis	San Luis	AZ
R04E	EC	168c	1	Nogales-Santa Cruz County Economic Development Foundation	Nogales	AZ
R06A	EC	35	1	Imperial County Enterprise Community	El Centro	CA
R06B	CH	61	1	City of Shafter	Shafter	CA
R06E	EC	71	1	City of Watsonville	Watsonville	CA
R06C	CH	79	1	Kings Community Action Organization, Inc.	Hanford	CA
R06F	CH	153	1	City of Hollister	Hollister	CA
R06D	CH	207	1	County of Fresno, I-5 Business Development Corridor	Firebaugh	CA
R12B	EC	89	5	Marianna Chamber of Commerce	Marianna	FL
R13A	CH	157	1	QUOLA LC/CDC	Valdosta	GA
R13B	EC	211	1	Crisp/Dooley EZ/EC Coordinating Committee	Cordele	GA
R13C	EC	216	1	CSRA Regional Development Center	Keysville	GA
R17A	CH	198	1	City of Cairo	Cairo	IL
R21C	CH	70	1	Flat Woods Community-Based Development Corporation, Inc.	Oneida	KY
R21B	CH	90	1	Kentucky Communities Economic Opportunity Council, Inc.	Barboursville	KY
P21D	CH	165	1	Big Sandy Community Action Program/RECD	Prestonburg	KY
R21F	CH	165	1	The Service Connection (Big Sandy ADD)	Prestonberg	KY
R21H	CH	172	1	City of Bowling Green, Operation P.R.I.D.E.	Bowling Green	KY
R21D	CH	TN127	1	Bell County	Middlesboro	KY
R21I	CH	TN186	1	McCreary Co. Fiscal Court	Whitley City	KY
R21A	CH	TN19	1	Cumberland Valley ADD	London	KY
R22B	CH	152	1	Southern Mutual Help Association, Inc.	New Iberia	LA
R22A	CH	160	1	St. Landry Economic Inducement District	Opelousas	LA
R22C	CH	164	1	St. Mary Community Action Agency, Inc.	Franklin	LA
R22H	CH	173	1	RECD - Town of Cullen	Cullen	LA
R22D	EC	215	1	Macon Ridge Economic Development Program	Ferriday	LA
R22F	CH	221	1	Project Celebration, Inc.	Many	LA
R28B	CH	4	1	Town of Edwards	Edwards	MS
R28A	CH	14	2	Madison County Human Resource Agency	Canton	MS
R28C	EZ	45	3	Mid-Delta Empowerment Zone Alliance (MDEZA)	Greenville	MS
R28R	CH	108	2	Alcorn State University	Lorman	MS
R28Q	CH	203	1	Natchez-Adams County Economic Development Authority	Natchez	MS
R37A	CH	214b	1	Madison County Family Resource Center	Marshall	NC
R35A	EC	67	1	La Jicarita Enterprise Community	Taos	NM
R35C	CH	80	2	Eastern Plains Council of Governments	Clovis	NM
R35B	CH	98	1	NW New Mexico Council of Governments	Gallup	NM
R42A	CH	156	5	SW PA Heritage Preservation Commission	Holidaysburg	PA

AMERICORPS/USDA RURAL DEVELOPMENT PROJECTS IN EZ / EC AND CHAMPION COMMUNITIES

Site ID	Status	EZ/EC ID#	# Mem	Applicant Entity	City	State
R45A	CH	27	1	Denmark Community Outreach Enterprise Committee*	Denmark	SC
R45C	CH	83	1	Penn Center*	St. Helena Island	SC
R45D	EC	97	1	Williamsburg Enterprise Community Commission, Inc*	Lake City	SC
R45B	CH	99	1	Allendale-Barnwell Redevelopment Program	Fairfax	SC
R48C	CH	49	1	City of Luling	Luling	TX
R48A	CH	59	1	Middle Rio Grande Development Council	Uvalde	TX
R48D	CH	64	1	South Texas Development Council	Laredo	TX
R48E	CH	76	1	City of Gonzales	Gonzales	TX
R48B	CH	92	1	Dimmit County Commissioners Court	Carrizo Springs	TX
R48F	EZ	107	1	Rio Grande Valley Empowerment Zone	Mercedes	TX
R51B	EC	218	2	VA Eastern Share Economic Empowerment & Housing Corporation(VESEHC)	Nassawadox	VA
R53A	CH	177	1	Grant County Community Action Council	Moses Lake	WA
R54B	CH	137	1	Mingo County Commission	Williamson	WV
R54I	CH	139	1	Marion County Extension Office (City of Fairmont)	Fairmont	WV
R54C	CH	184	1	P.R.I.D.E In Logan County, Inc.	Logan	WV
R54F	CH	185	1	Mountain Enterprise Community	Webster Springs	WV
R54D	EC	187	1	McDowell County Action Network	Wilcoe	WV
R54J	CH	196	1	City of Morgantown	Morgantown	WV
R54H	CH	205	1	Lincoln County Economic Development Authority, Inc.	West Hamlin	WV
R54A	CH	206	1	Barbour County Development Authority	Philippi	WV
			87			