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U.S. Department of Agriculture



AMERICORPS

Direct Application

April 29, 1994

U.S. DEPARTMENT OF AGRICULTURE AMERICORPS DIRECT APPLICATION

APPINTRO

1.	APPLICATION TITLE:	AmeriCorps/Team USDA			FOR INTERNAL USE ONLY			
		☐ Single Site ☒ Multi-Site						
2.	LEGAL APPLICANT:	United States Department of Agriculture						
	Contact Person's Name:	Joel Berg, Director of National Service						
	Address:	Room 538-A, 14th and Independence Ave., S.W.						
	City, State, Zip:	Washington, D.C. 20250-1300						
	Telephone, FAX:	(202) 720-6350, FAX (202) 720-4614						
	Applicant's Congressional District	Not Applicable						
3.	INSTITUTIONAL INFORMATION	☒ Federal Agency	☐ National Non-Profit Organization	☐ Professional Corps Prog.	☐ Multi-State Program			
	Employer's ID Number:	720564834F						
4.	PROJECT DIRECTOR:	Joel Berg, Director of National Service						
	Organization's Name:	United States Department of Agriculture						
	Address:	Room 538-A, 14th and Independence Ave., S.W.						
	City, State, Zip:	Washington, D.C. 20250-1300						
	Telephone, FAX:	(202) 720-6350, FAX (202) 720-4614						
5.	GRANT TYPE:	☐ Planning or ☒ Operating or ☐ Educational Awards only						
6.	ISSUE AREA:	☒ Educational	☒ Environment					
	AND NATIONAL PRIORITIES	☐ School Readiness	☒ Neighborhood Environment					
		☒ School Success	☒ Natural Environment					
		☒ Human Needs	☐ Public Safety					
		☒ Independent Living	☐ Violence Prevention					
		☒ Community Revitalization	☐ Crime Control					
7.	AREA(S) TO BE SERVED:	☒ Urban ☒ Rural ☐ Other						
		Congressional District of primary area served: _____						
		Congressional Districts of secondary areas served: _____						
8.	PARTICIPANTS:	# of Full-time Participants	# of Full-time Participants					
		1666						
		# of Part-time Participants	# of Part-time Participants					
		0	Needing Educational Awards: 1,666					
		# of Participants needing child care	# of Part-time Participants Needing					
		188						
		# of their Children needing Child Care	Needing Educational Awards: 0					
		346						
		# of Unfunded Participants	# of Expected National Recruitment Participants					
			333					
9.	BUDGET:	Corporation Funds Requested	YR1	7,991,500	YR2	12,000,000	YR3	16,000,000
		Total Budget Amount	YR1	35,614,077	YR2	50,000,000	YR3	70,000,000
10.	PROGRAM OPERATES	in an area of need as identified by the Corporation?			YES ☒	NO ☐		
	Which one?	Empowerment Zones and Enterprise communities; areas that are environmentally distressed, adversely affected by Federal actions related to the management of Federal lands; adversely affected by cuts in defense spending, or have unemployment rates higher than the national average.						
11.	PROJECT DURATION:	Start Date	9/5/94	End Date	8/23/97	Number of Program Terms		
						Three		
12.	CERTIFICATION:	The applicant certifies to the best of his/her knowledge and belief that the data in this application are true and correct and that the filing of the application has been duly authorized by the governing body of the applicant and that the applicant will comply with the assurances required of applicants if the assistance is approved.						
Date: 4/28/94		Name: Mr. Joel Berg		Title: USDA Director of National Service				

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Budget Form and Budget Narrative
Assurances and Certification Form

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APPLICATION SUMMARY

Starting in September 1994, the United States Department of Agriculture (USDA) will run three nationwide AmeriCorps teams: an Anti-Hunger, Nutrition, and Empowerment Team; a Public Lands and Environment Team; and a Rural Development Team. The Teams will engage a total of approximately 1,700 socio-economically diverse participants in human, environmental, and educational work in 34 different pilot projects located in 27 different states covering nearly 100 Congressional districts. The projects will be spread out across rural and urban areas in every region of the country.

Both the Anti-Hunger, Nutrition, and Empowerment Team and the Public Lands and Environment Team will share the same corps-type model of service, engaging a mix of high school dropouts, high school graduates, college students, and college graduates to perform service in work crews -- usually ten participants each -- at pilot locations with no less than 20 participants. Both Teams will have an educational component in which participants will run environmental or nutrition education programs in local schools.

In the Anti-Hunger, Nutrition, and Empowerment Team, participants will work in four pilot locations -- three urban and one rural -- to help thousands of low-income families and individuals improve their diets and move toward self-sufficiency. Each pilot location will be run by a unique partnership consisting of an existing youth service corps, a local anti-hunger group, and USDA. While the first few months of this program will focus on expanding the use of Federal anti-hunger programs and increasing access to nutrition information, the Teams will eventually work to implement new empowerment programs such as Earned Income Tax Credits, microenterprise projects, community development banks, assets development projects, and farmers markets. These programs will meet President Clinton's goal of reforming welfare and breaking the cycle of poverty that is the greatest cause of hunger in America.

In the Public Lands and Environment Team, participants will work in 23 pilot locations -- six urban and 17 rural -- to perform community service helping communities reduce environmental hazards and working on public lands to conserve, restore, and sustain natural habitats. Some of these pilot locations will be run directly by USDA and some will be run in partnership with existing youth service corps. Participants will renovate urban and rural parks, plant trees, perform conservation work in National Forests, teach environmental education, promote urban farming, test water quality, boost sustainable agriculture, clean-up rivers and lakes, help in disaster recovery, and restore wetlands.

The Rural Development Team will be similar to the professional corps model of service. The Team would establish regional or state clusters of at least 20 professional and paraprofessional participants who assist rural communities in identifying needs and resources

necessary for economic, human, and environmental well-being. The participants would have highly varied educations and training and would be matched up with individual communities or regions with unmet needs that can be filled by someone with that specific background. Participants will be mostly college graduates or professional school graduates and will provide service improving local economic planning, boosting sustainable agriculture, bringing the running water to areas now without it, increasing the success of enterprise zones and enterprise communities, protecting watersheds, improving rural housing, and aiding disaster relief, supporting existing youth volunteer programs.

All three of the Teams will recruit a mix of participants -- all of whom will receive AmeriCorps education vouchers -- that is diverse by gender, race, physical abilities and disabilities, and economic status. The Teams will each seek to recruit a goal of 20 percent of their participants from the national recruitment pool.

The USDA programs will utilize the tremendous institutional resources of the Department, and build creative partnerships at almost every pilot location. Materials will be donated by the U.S. Department of Defense and non-profit foundations, and other expertise will be provided by higher education institutions, local governments, other Federal departments, community development agencies, and non-profit organizations.

Because these programs are going to be funded largely with existing USDA funds, they will provide the Corporation with an extraordinarily cost-effective way to fill approximately 1,500 of the planned 20,000 AmeriCorps slots for 1995. USDA will provide fully \$22 million of Departmental funds either in cash or in-kind contributions. Thus, even when the Corporation fulfills the entire amount of USDA's \$8 million request, USDA will still be funding 81% of the program. Not including the educational vouchers, each AmeriCorps slot would only cost the Corporation about \$5,000 each.

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/USDA Anti-Hunger, Nutrition, and Empowerment Team

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

The AmeriCorps/USDA Anti-Hunger, Nutrition, and Empowerment Team will run pilot projects in five sites with high levels of hunger, poverty, and malnutrition. The Team will engage a socio-economic mix of participants in work which will reduce the number of citizens suffering from hunger, improve the nutritional content of family diets, and give poor citizens necessary tools to help lift themselves out of poverty. Designed and run in partnership between USDA, local youth service corps, and local anti-hunger groups, the pilot programs will be models of reinventing government that will leverage local resources, build innovative public/private ventures, develop new community leadership, and solve previously unsolvable social problems. The ultimate goal is that these pilot projects will be so successful that they will serve as models for future replication on a significantly larger national scale. Each project will forge common bonds of sweat equity between participants of varied races, genders, classes, physical abilities, educational backgrounds, and ages. By working together to solve critical local problems, participants will come to understand that a new multi-cultural sense of American community, identity, and purpose is necessary for the nation to prosper in the increasingly competitive world economy. The projects will teach participants to accept personal responsibility for improving their communities, while rewarding them with increased opportunities for education or job training. All participants will not only receive training, education, and supervision for each work project performed, but will learn general skills in citizenship, conflict-resolution, self-government, and community development. The participants will graduate the program as creative problem-solvers dedicated to building a better future for themselves and their country.

Each application must include statements of primary objectives in three area: Community Service, Community Building, and Participant Development. Please use a separate copy of this form to describe your objectives in each area (i.e. Community Service, Community Building, Participant Development). In the case of community service, also use a separate form for each priority area, if you are working on more than one (i.e. education, environment, etc.)

2. THIS PAGE
APPLIES TO

☒ Community Service

☐ Participant
Development

☐ Community
Building

☐ Education

☐ Public Safety

☒ Human Needs

☐ Environment

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

List your three
primary objectives:

A. To provide tens of thousands of hours of work in food stamp outreach to eligible families not receiving food stamps.

B. To provide tens of thousands of hours of service setting-up summer feeding programs at 5.

C. To provide tens of thousands of hours of assistance to thousands of poor families to reduce their dependence on welfare.

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/USDA Anti-Hunger, Nutrition, and Empowerment Team

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

The AmeriCorps/USDA Anti-Hunger, Nutrition, and Empowerment Team will run pilot projects in five sites with high levels of hunger, poverty, and malnutrition. The Team will engage a socio-economic mix of participants in work which will reduce the number of citizens suffering from hunger, improve the nutritional content of family diets, and give poor citizens necessary tools to help lift themselves out of poverty. Designed and run in partnership between USDA, local youth service corps, and local anti-hunger groups, the pilot programs will be models of reinventing government that will leverage local resources, build innovative public/private ventures, develop new community leadership, and solve previously unsolvable social problems. The ultimate goal is that these pilot projects will be so successful that they will serve as models for future replication on a significantly larger national scale. Each project will forge common bonds of sweat equity between participants of varied races, genders, classes, physical abilities, educational backgrounds, and ages. By working together to solve critical local problems, participants will come to understand that a new multi-cultural sense of American community, identity, and purpose is necessary for the nation to prosper in the increasingly competitive world economy. The projects will teach participants to accept personal responsibility for improving their communities, while rewarding them with increased opportunities for education or job training. All participants will not only receive training, education, and supervision for each work project performed, but will learn general skills in citizenship, conflict-resolution, self-government, and community development. The participants will graduate the program as creative problem-solvers dedicated to building a better future for themselves and their country.

*Save as our
community
pilot*

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Building

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☐ Public Safety

☐ Human Needs

☒ Environment

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

One primary
objective:

A. To provide thousands of hours of work creating urban gardens.

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/USDA Anti-Hunger, Nutrition, and Empowerment Team

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

(SAME AS ON COMMUNITY SERVICE PAGE)

The AmeriCorps/USDA Anti-Hunger, Nutrition, and Empowerment Team will run pilot projects in five sites with high levels of hunger, poverty, and malnutrition. The Team will engage a socio-economic mix of participants in work which will reduce the number of citizens suffering from hunger, improve the nutritional content of family diets, and give poor citizens necessary tools to help lift themselves out of poverty. Designed and run in partnership between USDA, local youth service corps, and local anti-hunger groups, the pilot programs will be models of reinventing government that will leverage local resources, build innovative public/private ventures, develop new community leadership, and solve previously unsolvable social problems. The ultimate goal is that these pilot projects will be so successful that they will serve as models for future replication on a significantly larger national scale. Each project will forge common bonds of sweat equity between participants of varied races, genders, classes, physical abilities, educational backgrounds, and ages. By working together to solve critical local problems, participants will come to understand that a new multi-cultural sense of American community, identity, and purpose is necessary for the nation to prosper in the increasingly competitive world economy. The projects will teach participants to accept personal responsibility for improving their communities, while rewarding them with increased opportunities for education or job training. All participants will not only receive training, education, and supervision for each work project performed, but will learn general skills in citizenship, conflict-resolution, self-government, and community development. The participants will graduate the program as creative problem-solvers dedicated to building a better future for themselves and their country.

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☐ Human Needs

☐ Environment

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

One primary objective:

A. To provide tens of thousands of hours of service running nutritional seminars at schools and community centers to provide nutrition information to thousands of individuals.

B.

C.

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/USDA Anti-Hunger, Nutrition, and Empowerment Team

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

The AmeriCorps/USDA Anti-Hunger, Nutrition, and Empowerment Team will run pilot projects in five sites with high levels of hunger, poverty, and malnutrition. The Team will engage a socio-economic mix of participants in work which will reduce the number of citizens suffering from hunger, improve the nutritional content of family diets, and give poor citizens necessary tools to help lift themselves out of poverty. Designed and run in partnership between USDA, local youth service corps, and local anti-hunger groups, the pilot programs will be models of reinventing government that will leverage local resources, build innovative public/private ventures, develop new community leadership, and solve previously unsolvable social problems. The ultimate goal is that these pilot projects will be so successful that they will serve as models for future replication on a significantly larger national scale. Each project will forge common bonds of sweat equity between participants of varied races, genders, classes, physical abilities, educational backgrounds, and ages. By working together to solve critical local problems, participants will come to understand that a new multicultural sense of American community, identity, and purpose is necessary for the nation to prosper in the increasingly competitive world economy. The projects will teach participants to accept personal responsibility for improving their communities, while rewarding them with increased opportunities for education or job training. All participants will not only receive training, education, and supervision for each work project performed, but will learn general skills in citizenship, conflict-resolution, self-government, and community development. The participants will graduate the program as creative problem-solvers dedicated to building a better future for themselves and their country.

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☐ Education

☐ Public Safety

☐ Human Needs

☐ Environment

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

One primary
objective:

A. Build partnerships with five different local non-profit anti-hunger groups in order to help them discover innovative and cost-effective ways to build their infrastructure to solve community problems.

B. Create permanent partnerships at each site between youth service corps, non-profit groups, government social service agencies, and community residents to help shatter the false perception that the poor are perpetual clients who can never provide services for themselves.

C. Develop a replicable model through which AmeriCorps programs or youth service corps can effectively fight hunger on a broader scale.

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/USDA Anti-Hunger, Nutrition, and Empowerment Team

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

The AmeriCorps/USDA Anti-Hunger, Nutrition, and Empowerment Team will run pilot projects in five sites with high levels of hunger, poverty, and malnutrition. The Team will engage a socio-economic mix of participants in work which will reduce the number of citizens suffering from hunger, improve the nutritional content of family diets, and give poor citizens necessary tools to help lift themselves out of poverty. Designed and run in partnership between USDA, local youth service corps, and local anti-hunger groups, the pilot programs will be models of reinventing government that will leverage local resources, build innovative public/private ventures, develop new community leadership, and solve previously unsolvable social problems. The ultimate goal is that these pilot projects will be so successful that they will serve as models for future replication on a significantly larger national scale. Each project will forge common bonds of sweat equity between participants of varied races, genders, classes, physical abilities, educational backgrounds, and ages. By working together to solve critical local problems, participants will come to understand that a new multicultural sense of American community, identity, and purpose is necessary for the nation to prosper in the increasingly competitive world economy. The projects will teach participants to accept personal responsibility for improving their communities, while rewarding them with increased opportunities for education or job training. All participants will not only receive training, education, and supervision for each work project performed, but will learn general skills in citizenship, conflict-resolution, self-government, and community development. The participants will graduate the program as creative problem-solvers dedicated to building a better future for themselves and their country.

Each application must include statements of primary objectives in three areas: Community Service, Community Building, and Participant Development. Please use a separate copy of this form to describe your objectives in each area (i.e. Community Service, Community Building, Participant Development). In the case of community service, also use a separate form for each priority area, if you are working on more than one (i.e. education, environment, etc.)

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☐ Public Safety

☐ Human Needs

☐ Environment

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

One primary
objective:

A. Educate participants about hunger, nutrition, and poverty issues so that they will be able to provide basic educational services to other members of the community.

B. Enable participants to develop motivation, educational skills, and financial resources so that, out of the participants who started the program with no desire to continue their education, at least 50% will change their mind and take steps to further their educations; and to spur 65% of the participants who entered the program without a high school degree to earn G.E.D.s within a year.

C. 3) Give participants at each site the training and encouragement needed to create self-management structures that can teach them how to become future community leaders.

MISSION STATEMENT AND ANNUAL OBJECTIVES
PUBLIC LANDS AND ENVIRONMENT TEAM -
COMMUNITY SERVICE OBJECTIVES

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/Team USDA

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

The AmeriCorps/USDA Public Lands and Environment Team will run pilot projects in multiple sites with high levels of environmental degradation, citizen unemployment, and conservation work backlogs. The Team will engage a socio-economic mix of participants in helping solve environmental problems, revitalize neighborhoods by repairing and upgrading physical facilities, identify and eliminate environmental risks, and promote sustainable farming and gardening in urban and rural communities. The Team will also harness a socio-economic mix of participants in critically needed work on National Forests, preserving and restoring fragile ecosystems while promoting multiple uses of public lands. All Team members will conduct seminars in environmental education at local schools and community centers. The ultimate goal is that these pilot projects to be so successful that they will serve as models for future replication on a significantly larger national scale. Run in partnership between USDA and local youth service corps, the pilot programs will be models of reinventing government that will leverage local resources, build innovative public/private ventures, develop new community leadership, and solve previously unsolvable environmental problems. Each project will forge common bonds of sweat equity between participants of varied races, genders, classes, physical abilities, educational backgrounds, and ages. By working together to solve critical local problems, participants will come to understand that a new multicultural sense of American community, identity, and purpose is necessary for the nation to prosper in the increasingly competitive world economy. The projects will teach participants to accept personal responsibility for improving their communities, while rewarding them with increased opportunities for education or job training. All participants will not only receive training, education, and supervision for each work project performed, but will learn general skills in citizenship, conflict-resolution, self-government, and community development. The participants will graduate from the program as creative problem-solvers dedicated to building a better future for themselves and their country.

Each application must include statements of primary objectives in three area: Community Service, Community Building, and Participant Development. Please use a separate copy of this form to describe your objectives in each are (i.e. Community Service, Community Building, Participant Development). In the case of community service, also use a separate form for each priority area, if you are working on more than one (i.e. education, environment, etc.)

2. THIS PAGE APPLIES TO ☒ Community Service ☐ Participant Development ☐ Community Building

☐ Education

☐ Public Safety

☐ Human Needs

☒ Environment

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

List your three primary objectives:

A. Environmental Objectives:

1. To provide millions of hours of work planting trees in urban and rural areas.
2. To provide tens of thousands of hours of work improving water quality.
3. To provide millions of hours of service reducing work backlogs on public lands.

B. Human needs service objective:

1. To provide thousands of hours of work creating community gardens to feed hungry families.

C. Educational service objective:

1. To provide tens of thousands of hours of work teaching environmental education at community centers and schools.

MISSION STATEMENT AND ANNUAL OBJECTIVES
PUBLIC LANDS AND ENVIRONMENT TEAM -
PARTICIPANT DEVELOPMENT OBJECTIVES

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/Team USDA

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

SAME AS ABOVE UNDER COMMUNITY SERVICE

Each application must include statements of primary objectives in three area: Community Service, Community Building, and Participant Development. Please use a separate copy of this form to describe your objectives in each are (i.e. Community Service, Community Building, Participant Development). In the case of community service, also use a separate form for each priority area, if you are working on more than one (i.e. education, environment, etc.)

2. THIS PAGE APPLIES TO ☐ Community Service ☒ Participant Development ☐ Community Building
- ☐ Education
- ☐ Public Safety
- ☐ Human Needs
- ☐ Environment

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

List your three
primary objectives:

- 1) Inform participants about environmental and natural resources issues that they will be able to provide sophisticated educational services to other members of the community.
- 2) Enable participants to develop motivation, educational skills, and financial resources so that, out of the participants who started the program with no desire to continue their education, at least 50% will change their minds and take steps to further their educations; and to spur 65% of the participants who entered the program without a high school degree to earn G.E.D.s within the year.
- 3) Give participants at each site the training and encouragement needed to create self-management structures that can teach them how to become future community leaders.

MISSION STATEMENT AND ANNUAL OBJECTIVES
PUBLIC LANDS AND ENVIRONMENT TEAM -
COMMUNITY BUILDING OBJECTIVES

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/Team USDA

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

SAME AS ABOVE UNDER COMMUNITY SERVICE

Each application must include statements of primary objectives in three area: Community Service, Community Building, and Participant Development. Please use a separate copy of this form to describe your objectives in each area (i.e. Community Service, Community Building, Participant Development). In the case of community service, also use a separate form for each priority area, if you are working on more than one (i.e. education, environment, etc.)

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- ☐ Education
- ☐ Public Safety
- ☐ Human Needs
- ☐ Environment

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

List your three
primary objectives:

A. 1) Build partnerships within different communities that discover innovative and cost-effective ways to build their infrastructure to solve community problems.

2) Create permanent partnerships at each site between youth service corps, non-profit groups, government environmental agencies, and community residents that allow the residents to unite together to support critical environmental projects.

3) Develop a replicable model through which AmeriCorps programs or youth service corps can perform difficult environmental tasks in urban and rural communities.

MISSION STATEMENT AND ANNUAL OBJECTIVES
RURAL DEVELOPMENT TEAM - COMMUNITY SERVICE OBJECTIVES

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/Team USDA

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

The AmeriCorps/USDA Rural Development Team will place a socio-economic mix of college graduates and professional school graduates in several pilot regions in low-income rural areas throughout America. Participants will help communities develop plans to protect watersheds, improve rural housing, promote overall economic development, boost sustainable agriculture, respond to disasters, implement empowerment zones and enterprise communities, and improve participation in government programs targeted at socially and economically disadvantaged individuals. These pilot programs will bring talented young people back into the types of rural communities in which they were raised and help stem the rural "brain drain." The ultimate goal is that these pilot projects will be so successful that they will serve as models for future replication on a significantly larger national scale. Designed and run in partnership between USDA and local community organizations and regional development entities, the pilot programs will be models of reinventing government that will leverage local resources, build innovative public/private ventures, develop new community leadership, and solve previously unsolvable social, economic, and environmental problems. Each project will forge common bonds of sweat equity between participants of varied races, genders, classes, physical abilities, educational backgrounds, and ages. By working together to solve critical local problems, participants will come to understand that a new multicultural sense of American community, identity, and purpose is necessary for the nation to prosper in the increasingly competitive world economy. The projects will teach participants to accept personal responsibility for improving their communities, while rewarding them with increased opportunities for education or job training. All participants will not only receive training, education, and supervision for each work project performed, but will learn general skills in citizenship, conflict resolution, self-government, and community development. The participants will graduate from the program as creative problem-solvers dedicated to building a better future for themselves and their country.

Each application must include statements of primary objectives in three areas: Community Service, Community Building, and Participant Development. Please use a separate copy of this form to describe your objectives in each area (i.e. Community Service, Community Building, Participant Development). In the case of community service, also use a separate form for each priority area, if you are working on more than one (i.e. education, environment, etc.)

2. THIS PAGE APPLIES TO
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| ☒ Community Service | ☐ Participant Development | ☐ Community Building |
| ☐ Education | | |
| ☐ Public Safety | | |
| ☒ Human Needs | | |
| ☐ Environment | | |

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

List your three primary objectives:

Primary human need objectives:

- 1) Provide millions of hours of service to help rural areas work to obtain running water and cleaner water for their citizens.
- 2) Provide millions hours of service to help communities obtain economic resources designed to reduce their levels of unemployment.
- 3) Provide tens of thousands of hours of service to help forest-dependent communities recover from economic distress caused by changes in Federal policies.

One primary environmental objective:

- 1) Provide millions of hours of service to help communities protect watersheds.

One primary educational objective:

- 1) Provide thousands hours of service facilitating the use of Internet and the Rural Information Center by educational institutions.

MISSION STATEMENT AND ANNUAL OBJECTIVES
RURAL DEVELOPMENT TEAM - COMMUNITY SERVICE OBJECTIVES

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/Team USDA

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

SAME AS UNDER COMMUNITY SERVICE ABOVE

Each application must include statements of primary objectives in three area: Community Service, Community Building, and Participant Development. Please use a separate copy of this form to describe your objectives in each are (i.e. Community Service, Community Building, Participant Development). In the case of community service, also use a separate form for each priority area, if you are working on more than one (i.e. education, environment, etc.)

2. THIS PAGE APPLIES TO ☒ Community Service ☐ Participant Development ☐ Community Building

☐ Education

☐ Public Safety

☐ Human Needs

☒ Environment

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

List your three
primary objectives:

- 1) To adopt an ecosystem, whole watershed, approach to managing forest lands in small private ownership as well as implement existing watershed enhancement and rehabilitation plans and to educate clients, school children through Adopt-a-Watershed program and the public..
- 2) To promote and install improved irrigation systems and irrigation water management farms that are primarily minority owned and operated.
- 3) To promote community recycling efforts -- particularly those which have likelihood of expanding community business opportunities through the sale, manufacturing, and extraction of recycled materials.

MISSION STATEMENT AND ANNUAL OBJECTIVES
RURAL DEVELOPMENT TEAM - COMMUNITY BUILDING OBJECTIVES

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/Team USDA

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

SAME AS UNDER COMMUNITY SERVICE ABOVE

Each application must include statements of primary objectives in three area: Community Service, Community Building, and Participant Development. Please use a separate copy of this form to describe your objectives in each are (i.e. Community Service, Community Building, Participant Development). In the case of community service, also use a separate form for each priority area, if you are working on more than one (i.e. education, environment, etc.)

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| ☐ Human Needs | | |
| ☐ Environment | | |

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

- List your three primary objectives:
- 1) Build partnerships with non-profit organizations, state and local government agencies, and educational institutions find innovative and cost-effective ways to build their infrastructures to solve community problems.
 - 2) Reverse the "brain drain" of talented young people moving out of rural America by helping the communities design and fund critical public service jobs for those young people.
 - 3) Develop a replicable model through which AmeriCorps programs or youth service corps can perform difficult rural development projects.

MISSION STATEMENT AND ANNUAL OBJECTIVES
RURAL DEVELOPMENT TEAM - PARTICIPANT DEVELOPMENT OBJECTIVES

Applicant Name: United States Department of Agriculture

Program Name: AmeriCorps/Team USDA

1. WHAT IS YOUR PROGRAM'S MISSION STATEMENT?

SAME AS UNDER COMMUNITY SERVICE ABOVE

Each application must include statements of primary objectives in three areas: Community Service, Community Building, and Participant Development. Please use a separate copy of this form to describe your objectives in each area (i.e. Community Service, Community Building, Participant Development). In the case of community service, also use a separate form for each priority area, if you are working on more than one (i.e. education, environment, etc.)

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| ☐ Education | | |
| ☐ Public Safety | | |
| ☐ Human Needs | | |
| ☐ Environment | | |

3. WHAT ARE YOUR ANNUAL OBJECTIVES IN THE AREA CHECK ABOVE?

List your three primary objectives:

- 1) Provide participants with training and experience in rural development so that they are able to eventually obtain jobs in the field.
- 2) Enable participants to develop motivation, educational skills, and financial resources so that, out of the participants who started the program with no desire to continue their education, at least 20% will change their mind and take steps to further graduate degrees.
- 3) Give participants at each site the training, problems-solving experience, and encouragement needed to create self-management structures that can teach them how to become future community leaders.

PROGRAM NARRATIVE - ALL USDA TEAMS

The United States Department of Agriculture (USDA) will run three nationwide AmeriCorps Teams: an Anti-Hunger Team; a Public Lands and Environment Team; and a Rural Development Team starting in September of 1994. The teams will engage a total of approximately 1,500 socio-economically diverse participants in human services, environmental, and educational work in 34 different pilot projects located in 27 different states. The projects are spread out across rural and urban areas in every region of the country. USDA programs will be focused on urban and rural areas with the highest rates of poverty and unemployment, greatest environmental degradation, clearest need for urban greening, and highest rates of hunger and malnutrition. The programs will focus especially on priority areas outlined by the National and Community Service Trust Act: Empowerment Zones and Enterprise Communities; areas adversely affected by Federal actions related to management of Federal lands; areas adversely affected by cuts in defense spending; and localities where unemployment rates are higher than the national average. The communities themselves will prepare a detailed needs assessments before projects begin and conduct ongoing evaluations through the duration of the programs to ensure that the problems tackled by our programs are appropriate for national service projects. By creating a multi-state program, we will be able to determine problem patterns that transcend local boundaries, and provide Federal coordination to fight such cross-cutting issues. We also will provide communities with information on "lessons learned."

Program Design

Both the Anti-Hunger, Nutrition, and Empowerment Team and the Public Lands and Environment Team will share the same corps-type model of service, placing a mixture of high school dropouts, high school graduates, college students, and college graduates to perform work in crews of mostly ten participants each.

In the Anti-Hunger, Nutrition, and Empowerment Team, participants will work in five pilot locations -- three urban and two rural -- to help thousands of low-income families and individuals improve their diets and move toward self-sufficiency. Each pilot location will be run by a unique partnership consisting of an existing youth service corps, a local anti-hunger group, and USDA. While the first few months of this program will focus on expanding the use of Federal anti-hunger programs and increasing access to nutrition information, the Teams will eventually work to implement new empowerment programs such as Earned Income Tax Credits, microenterprise projects, community development banks, assets development projects, and farmers' markets. These programs will meet President Clinton's goal of reforming welfare and breaking the cycle of poverty, which is the greatest cause of hunger in America.

Public Lands and Environment Team participants will work in 23 pilot locations -- six urban and 17 rural -- to perform service helping communities reduce environmental hazards and working on public lands to conserve, restore, and sustain natural habitats. Some of these pilot locations will be run by USDA and some will be run in partnership with existing youth service corps. Participants will renovate urban and rural parks, plant trees, perform conservation work in National Forests, teach environmental education, promote urban farming, test water quality, boost sustainable agriculture, clean-up rivers and lakes, and restore wetlands.

The Rural Development Team will be similar to the professional corps model of service. It will place a socio-economic mix of college graduates and professional school graduates in several pilot regions in low-income rural areas throughout America. Participants will help communities develop plans to protect watersheds, improve rural housing, promote overall economic development, boost sustainable agriculture, respond to disasters, implement empowerment zones and enterprise communities, and improve participation in government

programs targeted at socially and economically disadvantaged individuals. These pilot programs will bring talented young people back into the types of rural communities in which they were raised and help stem the rural "brain drain." The ultimate goal is that these pilot projects will be so successful that they will serve as models for future replication on a significantly larger national scale. Designed and run in partnership between USDA and local community organizations and regional development entities, the pilot programs will be models of reinventing government that will leverage local resources, build innovative public/private ventures, develop new community leadership, and solve previously unsolvable social, economic, and environmental problems.

Common Program Elements

USDA intends to make our programs models of reinventing government. Each and every AmeriCorps/USDA pilot project will fulfil the following principles:

- 1) Reunite the interests of the middle class and the poor by allowing individuals from all types of backgrounds to earn their way through post-secondary education.
- 2) Ensure that citizens of various races, classes, genders, ages, physical abilities, and sexual orientations work side-by-side.
- 3) Provide valuable services to the communities by systematically filling unmet social needs.
- 4) Pioneer models for future Federal government national service programs which promote community, responsibility, and opportunity.
- 5) Build a distinct identity for the President's AmeriCorps program that is explicitly different from either targeted jobs programs or diffuse "Points of Light" volunteerism efforts.

- 6) Expand dramatically in a few years as a full-scale national program is phased-in.
- 7) Fashion links to other key Administration initiatives such as Empowerment Zones/Enterprise Communities.
- 8) Begin in the Fall of 1994 with term of service of at least 1,700 hours.
- 9) Act as a multiplier of other national service programs throughout the country.
- 10) Forge a new form of entrepreneurial government that utilizes Total Quality Management.
- 11) Emerge from the grass-roots up -- based on each local community's needs -- rather than fulfill mandates of Washington-based bureaucrats.
- 12) Obtain funding from a combination of sources, including USDA's existing program budgets, and non-profit organizations, and the Corporation for National and Community Service.

Participant Training

Participants will receive extensive training and education in conflict resolution, team-building, work habits, and citizenship before beginning project work. One day each week, corps members will participate in activities in leadership development, self-esteem building, decision-making, developing interpersonal skills, and setting personal goals. This general training will be divided into four phases. Phase I will be pre-assignment orientation. Phase II will begin in the third month of the program. Phase III will begin in the sixth month of the program. Phase IV will begin in the ninth month of the program. Each participant's progress will be co-evaluated by the management and the participants at the conclusion of each phase to determine whether the participants are ready to enter the next phase and also to examine ways in which that phase could be improved or otherwise modified.

Management Training

The national management team, as well as the local management teams, will join in staff training prior to the program's start. All managers will learn the philosophy and programmatic details of AmeriCorps, team building techniques, conflict resolution skills, and the basic tenets of Total Quality Management. Training will also continue throughout the programs, utilizing conference calls or teleconferences at least monthly.

Multi-State Strategy

Participants will be scattered in sometimes remote pilot projects in every region of the country; however, USDA will go to great lengths to continually help participants feel part of the President's nationwide AmeriCorps program. All participants will wear uniforms and/or patches that clearly identify them as members of AmeriCorps/USDA. Participants will engage in regular national conference calls and teleconferences originated by the telecommunications facilities of the USDA Office of Communications. Participants will share critical information that transcends state and regional boundaries. All pilot locations will receive daily national talking points on developments in the program by either fax or computer, and the pilot projects will also receive daily sets of "guest talking points" from other participants explaining recent activities of individual pilot projects

Participant profile and recruitment strategy

Each pilot location will have a participant profile that carefully mirrors the demographics of the general area in which the project is located. Each pilot location ultimately will be responsible for recruiting a diverse selection of participants. The USDA Center for National Service will coordinate a comprehensive strategy that will collaborate at the national, regional, state, and local levels in order to create a large recruitment pool from

which pilot projects can draw and draw calls to an 800 number. This plan will start no later than May 5, 1994.

At the national level, partner organizations will include: the National Association of County Extension Agents, the National Association of County Extension Home Economists, the National Association of Extension 4-H Agents, the National 4-H Council, the National Association of State Universities and Land Grant Colleges, Youth Service America, Campus Compact, the National Collegiate 4-H Organization, the American Association of State Colleges and Universities, the Future Farmers of America, the American Association of Vocational Educators, the National Association of Conservation Districts, the National Association of Service and Conservation Corps, the American Association of Foresters, the National Association of Towns and Townships, the National Association of State Foresters, the National Farmers Union, the American Farm Bureau Federation, the National Association for the Advancement of Colored People, the National Urban League, and La Raza. Other partners will include major American Indian organizations such as the Intertribal Agriculture Council, the National Congress of American Indians, the American Indian Science and Engineering Society, and the Northwest Intertribal Council. These organizations have agreed to collaborate by communicating the need for diversity, necessary qualifications, and by identifying prospective participants.

In addition, because of the Peace Corps' successful experience in the service field and its goal of bringing the world back to the American people, USDA will collaborate with the Peace Corps and former Volunteers in the development and implementation of its AmeriCorps program, particularly with regard to recruitment. Peace Corps/Washington and former Volunteer organizations will serve as sources for the recruiting of participants and managers, staff members, and crew leaders for USDA/AmeriCorps programs.

The American Association of State Colleges and Universities already has agreed to provide USDA with mailing labels for financial aid and job placement coordinators, publicize the programs, and encourage students at their member institutions to apply.

At the regional and state levels, USDA agencies and national organizations with regional or state offices will receive copies of the application form which they will be asked to share with their constituents. The local offices will also assist with completing applications and forwarding them to USDA for consideration. Regional, state, and local organization representatives will be asked to recruit a diverse pool of applicants for the program. Both public and private institutions of higher education will be contacted to identify qualified students.

Additionally, specific colleges and departments within these institutions will be contacted by USDA, including Agriculture, Education, Home Economics, Arts and Sciences, Natural Resources, and Public Administration departments. Student organizations on campus also will receive notification. USDA will particularly target historically African-American and Hispanic institutions of higher education, including 1890s and land-grant institutions.

Information and applications will be sent to local USDA agency offices, such as Soil Conservation Service, Extension Service, Farmers Home Administration, Food and Nutrition Services, and Forest Service. Local agencies will be encouraged to share information with post-secondary institutions, high schools, vocational schools, AFDC, WIC and other social service offices, local government officials and any other facility that attracts the target population for AmeriCorps participation.

USDA agencies will coordinate efforts to contact local media including newspapers, radio, and local and cable television stations, especially those serving local diverse target audiences. The promotional package for media will include news releases, radio and

television spots, and ideas for local stories, interviews, and possible campaigns. Applicants will be asked to submit applications by June 30, 1994.

By July 15, 1994, each pilot project coordinator will be interviewed in person and/or by phone. Final participant selections will be announced by August 1, 1994.

Participant benefits

Participants in the Anti-hunger, Nutrition and, Empowerment Team and in the Public Lands and Environmental Team will earn stipends of \$7,600 annually. Participants in the Rural Development Team will earn stipends of \$15,000 annually. All participants will earn the \$4,725 educational voucher. All participants will receive training, continual educational programs, job counseling and placement services, and hands-on supervision on a daily basis. All recipients will receive an official AmeriCorps transcript upon graduation, detailing and evaluating their specific training and service experiences.

Internal Evaluation and Monitoring Activities

The national staff of USDA will provide ongoing monitoring and evaluation of each pilot project, using both announced and unannounced site visits, as well as frequent telephone conversations. The goal is to identify and resolve problems quickly, not simply report them at the end of the year.

All participants will be required to answer a lengthy set of personal evaluation questions at the beginning of the program to determine their initial attitudes, knowledge, reasons for joining the program, etc. They will be asked the same questions at four-month intervals and at completion of the program. The project directors, crew leaders, USDA personnel, and a representative sample of families of the participants will also be interviewed

on a periodic basis. All participants will be asked to keep journals recounting their daily experiences in the programs.

The USDA Food and Nutrition Service and the USDA Economic Research Service will jointly study and report on the impact of our programs on hunger and nutrition. The USDA Forest Service and the USDA Soil Conservation Service will jointly study and report on our programs' impact on the environment and public lands. The USDA Economic Research Service will assist in developing appropriate measures for assessing the outcome of projects and in devising strategies for collecting such information. USDA will publish three technical, scholarly reports outlining our empirical findings in the three areas. at the completion of the first year of operation. USDA will also publish a non-technical, general interest booklet containing excerpts from some of the most vivid, emotional, and telling passages from the daily journals of our first-year participants who voluntarily contribute their writings to the publication.

Furthermore, USDA's National Agriculture Statistics Service will conduct public opinion surveys before, during, and after the first year of service in a representative sampling pilot communities to gauge the level of community knowledge of and support for the AmeriCorps/USDA projects.

Institutional and Personnel Information

Since the time of the original Civilian Conservation Corps, when the Soil Conservation Service and the Forest Service ran the largest share of work projects, USDA has had a long and proud history of running large, complicated, and successful youth service programs. The USDA Extension Service helps run the 4-H program, the largest volunteer program in the world. The USDA Soil Conservation Service runs the Earth Team, which

manages volunteers at 3,000 locations. The USDA Forest Service runs the Youth Conservation Corps.

USDA also has sophisticated administrative support mechanisms which are critical in helping run our programs smoothly. For example, USDA's National Finance Center which writes checks for hundreds of thousands of Federal employees, including the staff of the Corporation for National and Community Service. USDA also has an extensive network of field offices in all 50 states that will provide critical logistical support to our far-flung pilot projects. Since the USDA pilot programs are highly decentralized, the overall USDA program will have only seven managers on staff in Washington.

Joel Berg, Director of National Service for USDA, will coordinate all aspects of USDA AmeriCorps Projects. He has researched, written, and spoken on national service since 1989 for the Progressive Policy Institute, the Democratic Leadership Council, the Clinton for President Campaign, and the Presidential Transition Team. He helped design the national service demonstration provisions of the National and Community Service Act of 1990, and has visited youth service programs throughout the country. Most recently, he coordinated and wrote a successful Summer of Safety proposal for a project in Chicago.

Katherine Gibney, Communications Coordinator for USDA National Service Programs, will direct all aspects of external public relations and internal communications between the USDA Center for National Service in Washington and the individual pilot projects. A former Peace Corps volunteer in Senegal, West Africa, she has been a writer and editor for the Atlanta Journal and Constitution and taught junior and senior high school students for seven years. Ms. Gibney has been helping create the AmeriCorps/USDA program for the last ten months.

Ron De Munbrun, Administrative Coordinator for USDA National Service Programs, will coordinate all issues regarding budget, personnel, procurement, transfer of funds,

information technology, and accounting. He has 15 experience in government administration. As Director of Information Resources and Technology for the USDA Office of Public Affairs, he was responsible for managing a \$9.2 million budget.

In addition, senior managers from USDA agencies with years of experience in program development and implementation will serve as coordinators in the following areas:

- Environmental projects performed on private lands;
- Environmental work performed on public lands;
- The USDA Anti-Hunger, Nutrition, and Empowerment Team;
- The USDA Rural Development Team;

Project leaders at each site will be carefully selected after a nationwide search among USDA employees and youth service corps staff.

The most difficult -- and most important -- staff to recruit and hire will be the crew leaders. They will be responsible for managing and working alongside the other crew members. For each participant, the crew leader will serve -- at varying times -- in each of the following roles: boss, mentor, technical instructor, parent, friend, disciplinarian, psychologist, and pupil. The crew leaders will be responsible not only for ensuring that all participants work together harmoniously across diverse age and backgrounds; it is also the crew leader who will ultimately be responsible for guaranteeing that the work performed by the crew is useful to the community. They must understand, believe in, and have experience in the type of work they are managing and the type of community in which they are working.

Crew leaders must be culturally sensitive, skilled in being creative and effective despite scarce resources, and highly mature. Consequently, recruitment of potential crew leaders will be nearly as comprehensive as the participant recruitment outlined above. Such recruitment will begin no later than June 1994 for each site, and each prospective crew leader will be extensively interviewed and screened.

PROGRAM NARRATIVE -

ANTI-HUNGER, NUTRITION, AND EMPOWERMENT TEAM

Needs To Be Met

The persistence of hunger in America -- the richest and most powerful nation on earth -- continues to threaten both the moral compass and economic competitiveness of the country. Despite the efforts of the 14 food assistance programs administered by USDA's Food and Nutrition Service (FNS), concurrently or cooperatively with numerous other relief programs operated by State, local (municipal), and private non-profit agencies, an alarming number of people in this country are still hungry. A 1992 study conducted by the Food Research and Action Center (FRAC) indicates that one child in every 8 throughout the U.S. is, by FRAC's study definition, hungry, and one child in every 5 is at risk of being hungry. Secretary Espy, in his opening remarks at the first in a series of hunger forums held around the country, observed that hunger in America is no longer an abstract concept: "There are senior citizens who wake up hungry in the morning, there are working people who toil at their jobs hungry all day long, and there certainly are young children who go to bed hungry at night." He has stated that the government must join forces with the private sector to fight hunger through every means possible: through economic development, health care, food assistance programs, nutrition education, and welfare reform.

As part of this comprehensive hunger-fighting strategy, USDA will run pilot AmeriCorps Anti-Hunger Teams that will engage a socio-economic mix of 250 participants in fighting hunger, improving nutrition, and empowering low-income citizens to lift themselves out of poverty in rural Vermont, the District of Columbia, Milwaukee, the rural Mississippi Delta, and Los Angeles.

USDA currently devotes nearly two-thirds (\$40 billion) of its total budget to food assistance programs each year, serving some 50 million Americans every day. Over half of

these funds support the more than 27 million people -- one in every 9 Americans -- who receive Food Stamp Program benefits each month. Studies indicate that another 18 million Americans may be eligible to receive Food Stamps benefits, but for a variety of reasons, do not. The AmeriCorps Program will help determine why, when hunger has become so prevalent in this country, these people are not receiving Food Stamps, and will then seek to eliminate as many of the barriers to participation in the 5 pilot project areas as possible.

The National School Lunch Program, available in 97 percent of the country's public schools, provides over 25 million children with a nutritious meal each school day; approximately half of these meals are served to children free or at a reduced price. The smaller, but rapidly growing School Breakfast Program still serves only 6 million children daily. The greatest gap in this system is the Summer Food Service Program (SFSP), which serves only 2 million children. Thus, close to 23 million children who receive government-sponsored support for healthy lunches during the school year receive no such aid during the summer. Consequently, a top goal of the USDA Anti-Hunger Team is to expand availability of the SFSP.

One of the Department's most popular programs is the Special Supplemental Food Program for Women, Infants and Children, more commonly known and referred to as the WIC Program. WIC currently serves over 6 million participants each month, and 40 percent of all the babies born in the United States are eligible to receive WIC benefits. Unfortunately, the WIC appropriation allows the Program to serve only about 60 percent of America's eligible women, infants and children with the largest unserved group being children from 1 to 5 years old. However, President Clinton has proposed legislation that would fully fund the WIC Program so that everyone who is eligible for and applies to receive WIC benefits can be served by the Program. USDA's AmeriCorps participants will help local offices provide basic program information to potential WIC participants, and will

offer support services, such as Xeroxing and/or child care in WIC waiting rooms to frequently overloaded, understaffed local WIC agencies.

Another critical element in the fight against hunger in America today focuses not so much on the unavailability of food for the poor and the near-poor to eat, but on the issues of nutrition education (eating the right foods) and food safety (proper preparation and storage of foods). Even with sufficient food assistance benefits to allow them to supplement their diets with healthy foods, low-income persons and households frequently do not make wise, healthful food choices because they simply do not know how to do so. Pervasive low literacy and illiteracy, as well as lack of access to appropriate information, presented in a way that can be quickly and easily understood, make nutrition education a critical aspect of any food assistance that can be provided. Low-income persons, especially children and the elderly, are much more vulnerable to food-borne illnesses, or complications from such illnesses, than individuals or households who enjoy regular meals. AmeriCorps participants will assist nutritionists and school food service managers in educating this very vulnerable target group about the importance of healthy, nutritious food choices, as well as safe food preparation and storage practices.

Hunger in America now encompasses considerably more than clinical malnutrition or undernutrition; the concept of hunger now includes the more difficult to define issues of food security and the adequacy of an individual or household diet. Recognizing that hunger does not exist in a vacuum, but rather exists as part of the larger context of poverty and health, as USDA Assistant Secretary for Food and Consumer Services Ellen Haas has pointed out, makes it imperative that we find more creative ways to reach those who are in need of assistance but do not, for whatever reason, take advantage of the help that is available. Working closely with the Food and Nutrition Service, the AmeriCorps/Team USDA volunteers will assist food program beneficiaries not only in purchasing food and

supplementing their diets, but in empowering them to increase the overall benefits of such assistance through effective nutrition education and training, so that the food choices that are made -- in the grocery stores, at farmers' markets, in school cafeterias, and at food banks or other commodity distribution outlets -- are healthy, nutritious ones.

Program Design

In five pilot projects of 50 participants each in rural and urban areas across America -- Vermont, the District of Columbia, Milwaukee, the Mississippi Delta, and Los Angeles -- starting in Fall of 1994, USDA will help coordinate AmeriCorps national service programs to fight hunger, improve nutrition, and empower poor citizens to lift themselves out of poverty.

These sites together represent a balance of rural and urban areas, they experience a wide range of issues regarding hunger, they represent different regions of the country, and they each have programs with proven track records in youth service.

Projects were designed by the local communities, and will be run by the local communities, and, in part, funded by the local communities; by becoming an integral part of the community in which they are situated, they should expand over time with increasing local resources. These pilots are intended to be highly replicable and sustainable in order to serve as models for the creating of a larger national program in the upcoming years.

In most instances, USDA would join in partnership with an existing youth service corps and an existing anti-hunger group at each pilot site. The youth service corps are: the Vermont Youth Conservation Corps, the D.C. Service Corps, the Los Angeles Conservation Corps, and the Milwaukee Community Service Corps.

While the youth service corps will take primary responsibility for recruiting and managing the day-to-day activities of the participants, local anti-hunger and anti-poverty

groups will utilize a local needs assessment, select service projects, and ensure that the service delivered by the program is meeting the needs of the host community.

Team members will work in urban and rural areas to help low-income families and individuals move towards self-sufficiency. The focus of the team will be fighting domestic hunger, improving nutritional habits, and empowering poor citizens to allow them to lift themselves out of poverty. Team members will help individuals apply for food stamps, WIC, and the school breakfast program; overhaul their diets; learn to prevent foodborne illnesses; and obtain the expanded Earned Income Tax Credits, microenterprise loans, and help from community development banks. In short, this team will help put into effect the entire empowerment agenda promoted by President Clinton and Secretary Espy.

Participants will provide outreach and access services, build the anti-hunger and anti-poverty infrastructure, and run innovative empowerment programs. Each community will decide for itself which type of anti-hunger work will be performed in the community. Anti-hunger and anti-poverty groups, in conjunction with the youth service corps in that areas, will define the local priorities.

Each program will have a term of service lasting a year. For the first two weeks in the program, participants will receive general training in citizenship, team building, work habits, multiculturalism, and conflict resolution. They will also receive specific training in hunger, nutrition, and poverty issues.

The local project designers, in consultation with USDA, will select their own five local service priorities. It is critical that each community make its own determination of what projects most need completing in each area. The hunger needs of rural Vermont are very different than the hunger needs in Los Angeles. Each pilot site will pick a list of five anti-hunger and nutrition projects in which they choose to focus.

By making the service geographically concentrated yet holistic, the program hopes to demonstrate significant progress in fighting poverty and hunger within each small area. This concentrated approach with visible results, rather than a scatter-shot approach where the program helps a few people in a lot of places, is the best way to build visibility and future community support for larger service programs.

Throughout the year, team members will be available for emergency work in the case of disasters where they could help with the Emergency Food Stamp Program and emergency food distribution. At the end of the program, participants will take part in a graduation ceremony. Following the program, they will receive a transcript verifying the work they performed and the education garnered during the program.

PROGRAM NARRATIVE - PUBLIC LANDS AND ENVIRONMENT TEAM

Areas to be served, needs to be met, and appropriateness for national service

The U.S. Department of Agriculture has been a leader in combining public lands and environmental programs and national service. The projects of the Civilian Conservation Corps of the 1930's were largely managed by the USDA Soil Conservation Service and Forest Service. Today, USDA still is concerned for the protection and wise use of our environmental resources. Two major program areas focus on conservation and use of the land and natural resources: the Forest Service has jurisdiction over publicly owned lands including National Forests and National Grasslands, and the Soil Conservation Service works with private land owners and public and private community organizations to ensure the most sustainable use of the land. Proper stewardship of the land is essential to maintain the health and well being of the American population. In the past 250 years of our Nation we have tended to exploit our natural resources believing that they are naturally renewable. In recent years we are learning that degradation has occurred at such a rate that natural forces alone will not restore our rivers, forests, and prairies upon which the American population depends for its economic and physical health.

In small pilot projects across rural and urban America, USDA will help coordinate AmeriCorps national service programs to improve the environment and protect public lands. Some of these projects will meet the Congressional intent of the Public Lands Corps and others will meet the more general "environmental needs" provisions of the National and Community Service Trust Act of 1993.

The Forest Service's infrastructure is comprised of owned and permitted buildings and utilities, roads, bridges, trails, and recreations facilities. This infrastructure is deteriorating,

creating a backlog in maintenance and restoration. Transportation systems are in such a state of deterioration that access to the public is limited; problems of encroachment and trespassing result in uncontrollable degradation; inadequate maintenance of watershed structures and transportation facilities cause siltation which then affects water quality in nearby communities. The National Forests have been unable to adequately respond to changes in public expectations for accessibility and gender bias which limit public use and employment opportunities. In the most extreme situations there has been a failure to ensure the public safety.

To illustrate the need, a survey by the Forest Service published in March 1994 shows that 26,000 recreation sites are in need of \$746 million in backlog work; 120,000 miles of trails need \$277 million; 369,000 miles of roads would cost \$444 million to repair; and fish and wildlife habitats require about \$14 million in backlog work. This does not include range improvements or watershed work. (Report: FS Infrastructure in Support of Resources - Current Conditions and Trends, USDA FS, Engineering Staff, March 1994.)

To begin to address these needs, the Forest Service proposes projects in the following National Forests: in San Bernadino National Forest (NF), California, participants will work on rehabilitating trails, Desert Tortoise and Big Horn Sheep habitat, fisheries, campgrounds, and environmental education sites; in partnership with the Arizona Conservation Corps a mobile corps will work in six National Forests to revitalize parks, improve wildlife habitat, build fences, control erosion and improve watersheds. At Six Rivers NF, the focus will be on conservation of endangered species such as the Northern Spotted Owl and the Marbled Murrelet, and certain salmon steelhead. Attention to watershed restoration, forest stand improvements, construction of recreation facilities and restoration of fish species will be primary projects for Ft. Worden, Olympic National Forest in Washington State and at Katydid in the Rogue River National Forest. In the Bienville NF, Mississippi, participants

will work to preserve the habitat of the Red-Cocker Woodpecker, the Loblolly Prairie, build hiking trails for handicap accessibility, improve a horse/hiking trail, and improve the safety on the roadways through brush removal. The Green Mountain and Finger Lakes NF(s), Vermont's projects, will provide for environmental education, restoration and maintenance, and increasing handicapped access to facilities. The New England Youth Forest Camp, Bog Brook National Guard Camp, White Mountain NF in Vermont will also focus on maintenance, upgrading accessibility, education, and public safety.

USDA Forest Service recently concluded a three-year cost-benefit analysis of trees in the city of Chicago (Chicago Urban Forest Climate Project, McPherson, E. Gregory; Nowak, David J.; Rowntree, Rowan A., 1994). The study showed that each tree costing \$402 for planting and care resulted in annual energy savings of \$50-\$90 per dwelling unit. In addition, it was estimated that in 1991 the trees removed 6,145 tons of air pollutants, providing air cleansing valued at \$9.2 million dollars. The trees captured approximately 155,000 tons of carbon emissions, in addition to reducing carbon emissions from power plants by about 12,600 tons due to lower demand. There were about 50.8 million trees in the area surveyed.

These economic factors are only one consideration. Trees provide an aesthetic quality to an area, reduce erosion, cut down wind abrasion, and provide a renewable resource. In response, USDA is proposing urban projects in Washington, D.C.; Boston, Massachusetts; Atlanta, Georgia; and, making the Chicago summer project a year round program with an emphasis on the urban forests.

In 1993 the United States sustained many natural disasters, some of which were exacerbated by encroachment of people for economic development, habitat, and recreational purposes. No one can ignore the great floods in the Midwest, or the loss of forests to the fires in California followed by mud slides and nearby earthquakes. Estimates of economic

losses due to these events are in the billions of dollars.

The Soil Conservation Service in its National Resource Inventory of 1987 estimates an average annual loss of 2 tons of soil per acre. This is an improvement over 1982 which showed losses of 2.3 tons per acre. However, when you compare land use and loss of soil per acre, one of the greatest problems occurs where there is the greatest need for quality top soil, and that is in cropland, which posted an estimated loss of 3.8 tons per acre. The least loss occurred on forested land at 0.8 tons per acre. The damage does not end here, however. The contaminants on the soil end up in rivers and streams, silt fills in streams, wildlife and fish are damaged or destroyed, plants are lost, flooding occurs, and excessive measures have to be taken to insure purity of drinking water, etc. There is not one part of the country where concern for the environment is not an issue. A great deal of environmental degradation takes place in urban and urbanizing areas.

Wind is also a major contributor to loss of soil. In Oklahoma approximately 4.4 tons of soil was lost per acre on cultivated cropland and 1 ton for noncultivated cropland. Kansas sustained losses of 3.8 tons per acre per year versus 0.4 for noncultivated land.

The public lands and environment corps will seek to address and redress these and other problems through windbreak renovation projects in Kansas and Oklahoma; a coastal erosion project in Texas; an ecosystem, water quality management project in Atlanta; urban watershed protection work will be accompanied by other community projects in Boston, Massachusetts, East St. Louis, Illinois, and highly urbanized New Jersey. Also proposed is an urban gardening and Anacostia River pollution project in Washington, D.C.; and urban parks, landscape management, and a trails restoration project in Portland, Oregon. Flood recovery in the Midwest states of Iowa, Kansas, Missouri, Illinois, Nebraska, Wisconsin, Minnesota, and North and South Dakota will be the focus of a corps of approximately 135

persons. One or two teams will be designated for emergency response in the event of a repeat of the 1993 floods.

PROGRAM NARRATIVE - RURAL DEVELOPMENT TEAM

Areas to be served, needs to be met, and appropriateness for national service

When Americans imagine unemployment, teenage pregnancy, polluted drinking water, hunger, substandard housing and crime, they generally imagine large urban centers. But the reality is that all of these problems are also prevalent in rural areas throughout America. Among rural counties, more than a fifth -- a total of 540 -- have had poverty levels of 20 percent or more over the last three decades. Fewer than 26 urban counties have had such persistent poverty. With few exceptions, this poverty reflects one of two populations:

- 1) Poverty in the caucasian communities of the Southern Highlands of Appalachia or Ozark-Ouachita. As reported in the Washington Post article, "War on Poverty: Three Decades and No Victory," by Guy Gugliotta (December 12, 1993), "The symptoms of hardship in America -- ignorance, unemployment, sickness, isolation, crime and drugs -- are still as visible in the hardwood-cloaked hollows of East Kentucky as they are in the asphalt wastes of East Harlem."
- 2) Poverty in the African-American, Hispanic, American Indian, or Alaska Native communities throughout rural America. The poverty of African-Americans living in rural areas continues to be worse than that of African-Americans living in central cities. The 1990 poverty rate of rural African-Americans was 39.6 percent, versus the 31.1 percent rate for central city African-Americans.

The number of rural households with families with minor children that are headed by a female had risen by 1990 to more than 1.3 million, or 17.5 percent of all families with minor children. Almost two-thirds (65.2 percent) of all rural female-headed households live in poverty, compared to just over half (53.5 percent) in urban and suburban areas. In addition, the number of such families is rising faster in rural areas than in urban and suburban areas. Fully 3.2 percent of all rural housing units still have an inadequate water source, compared to just 0.4 percent of metro housing units.

Rural population grew more slowly than urban population during the 1980's, as the rural renaissance of the 1970's evaporated. Net outmigration returned as a common factor in dampening rural population growth during the 1980's. Young adults, ages 18 to 34, comprised a smaller population in 1990 than they had in 1980. Managerial and executive positions continued to concentrate in urban and suburban areas, leaving rural areas with higher proportions of low-wage jobs. Real family income in rural areas declined slightly between 1980 and 1990 and poverty -- which had fallen during the 1970s -- rose once again.

- * Counties defined as rural in 1980 grew as a whole by 4.1 percent between 1980 and 1990, while urban and suburban grew by 11.6 percent. In that decade, rural counties lost 5.6 percent of their population under age 18 and 4.4 percent of their working age population between the ages of 18-34.
- * The small rural growth rate was due entirely to natural increase (births minus deaths), since the rural U.S. experienced net outmigration for the decade. Remote rural areas (those not adjacent to a metropolitan area) fared the worst, losing 4.7 percent due to net outmigration.
- * In 1989, nonmetro real earnings per job was 74.6 percent of metro earnings per job, down from 80.1 percent in 1979.
- * In 1990, only 19.8 percent of employed rural Americans were in managerial and

specialty occupations, versus 28.1 percent for employed urban and suburban Americans.

- * The relatively low proportion of high-wage, high skill jobs in rural areas is a large part of the explanation for the urban/rural education differential, both through outmigration of the more highly educated and the lack of future job incentives among rural young adults. Only 12.9 percent of rural persons over the age of 25 have a bachelor's degree or higher, versus 22.5 percent in urban and suburban areas.
- * In 1989, median household income was \$23,075 versus \$32,086 in urban and suburban areas.
- * Rural poverty rose during the decade by a little more than one percent to 16.8 percent in 1990, versus the urban and suburban poverty rate of 12 percent.

A recent study by USDA indicates that physical infrastructure is rarely sufficient by itself to promote rural economic development; in order to significantly boost economic growth, it is necessary to develop the human infrastructure. In addition, according to the recent USDA report "Rural America and the Changing Structure of Manufacturing: "Interaction between public and private sector in a locale, indeed, appears to be of considerable importance in creating and maintaining contacts, and in creating a supportive

milieu for new firms...The provision of intermediaries or liaisons who are technically proficient can greatly raise the level of knowledge in a region." Thus, research demonstrates that the technical advice and coordination that will be offered by the USDA Rural Development Team can provide a significant boost to new businesses and other economic activities in rural areas.

Regions that will have pilot programs are: the Mississippi Delta, (LA,MS,AR), Appalachia (TN, KY, GA, VA, WV, NC), the Texas/Mexico Border, Northern New England (ME, VT, NH), South Carolina, the Midwest Flood Region (IL, MO, SD, MN, NB, KS,WI, IA, ND), Minnesota, Kansas, the Pacific Northwest, Illinois, Four Corners (AZ, CO, UT, NM), Alaska, and California. They were selected based upon the economic, human, and environmental problems of the region, as well as upon the capability of partnership organizations to help create an application and run high quality programs on an extremely tight deadline.

The need to develop new leadership in rural America was a continuing theme of Secretary Espy's recent Rural Development Forum. Americorps/USDA Rural Development Team can help redress that need by playing a major role in developing that leadership. We will make a concerted effort to recruit participants who want to return to areas similar to those in which they were raised. Thus, this program can help begin reversing the "brain drain" from rural America. This team will meet many of the top rural development goals of President Clinton and Secretary Espy, by empowering communities to develop local leadership to help themselves. The team could accomplish much needed community planning activities necessary to assure the economic vitality and productivity of our rural and mid-sized communities; teach specific skills in community building, coalition building, and strategic planning; and develop improved federal ties with units of local government which people encounter in their everyday living.

The team will also focus on meeting Secretary Espy's personal goal of bringing running water to every rural home in America. Communities will decide for themselves what help they most need. Individuals working with either government agencies, educational institutions, or non-profit agencies, will be placed in communities where their particular talents can be best utilized.

Program Design

The Rural Development Team will be similar to the professional corps model of service. The 339-member Team will establish regional or state clusters of from 10-60 professional and paraprofessional participants who can assist communities in identifying needs and resources necessary for improving economic, human, and environmental well-being. The participants will have disparate education and training and will be matched up with individual communities or regions having specific needs that can be filled by someone with specialized training. Participants will be mostly college graduates or professional school graduates and will provide full-time service in improving local economic planning, boosting sustainable agriculture, bringing the computer information to rural America, protecting watersheds, establishing rural water systems, improving rural housing, and supporting existing youth volunteer programs.

The AmeriCorps/USDA Rural development team will place a varied socio-economic mix of college graduates and professional school graduates into eight pilot regions in low-income and distressed rural areas throughout America. Eight pilot Regions (see graphic on page 2) have been identified for this effort -- Appalachia, the Mississippi Delta, the Colonias region of South Texas and southern New Mexico, the "Black Belt" area of the Southeastern U.S., the states of the U.S. Pacific Rim, Maine, the "Four Corners" region of Colorado, Utah, Arizona, and New Mexico, and the north central states ravaged by the recent flood

waters (the Flood States). Participants will help communities develop their own plans to protect watersheds, promote overall economic development, boost sustainable agriculture, respond to disasters, implement Empowerment Zones and Enterprise Communities, and improve participation in government programs targeted at socially and economically disadvantaged individuals. These pilot programs will bring talented young people back into the types of communities in which they were raised and help stem the rural "brain drain."

The ultimate goal is for these pilot projects to be so successful that they will serve as models for future replication on a significantly larger national scale. Designed and run in partnership between USDA and local community organizations and regional development entities, the pilot programs will be models of reinventing government that will leverage local resources, build innovative public/private ventures, develop new community leadership, and solve previously unsolvable social, economic, and environmental problems. Each project will forge common bonds of sweat equity between participants of varied races, genders, classes, physical abilities, educational backgrounds, and ages. By working together to solve critical local problems, participants will come to understand that a new multicultural sense of American community, identity, and purpose is necessary for the nation to prosper in the increasingly competitive world economy. The projects will teach participants to accept personal responsibility for improving their community, while rewarding them with increased opportunities for education or job training. All participants will not only receive sufficient training, education, and supervision for each work project performed, but will learn general skills in citizenship, conflict resolution, self-government, and community development. The participants will graduate from the program as creative problem-solvers dedicated to building a better future for themselves and their country.

The program will establish regional pilot projects consisting of between 20-50 "professional" and "paraprofessional" participants who can assist communities in identifying

needs and resources necessary for economic, social, and environmental well-being. The program will define "regions" as either entire rural states or multi-county regions that cross state lines (see graphic on page 2). The participants will have diverse education and training and will be matched up with individual communities or regions that have specific needs that can be filled by someone with that specific background.

Experts in connecting rural homes to municipal water systems will be matched up to areas with that need. Experts in tourism will be matched up with communities that want to develop their tourism. Experts in sustainable agriculture will be matched up with groups of farmers who need technical assistance in that area. Experts in grant writing will be matched up with communities that need grant writing. Experts in attracting small businesses will be matched up with communities that want to attract more small business. Experts in watershed protection will be matched up with areas that need such help. General planners also will be matched up with communities that need to develop overall economic plans. This group of individuals will be able to assist communities in planning and prioritizing efforts. The corps will then assist the community in locating financial resources, preparing proposals, designing educational programs, and implementing strategies necessary for revitalization. The focus will be on the community generating its own vision for the future and the USDA corps assisting them in creating and attaining that vision.

USDA will coordinate the overall efforts of this diverse team. Five separate agencies have indicated support of this proposal and have each submitted individual site proposals (see attached). The overall USDA team has linked all these packages together into a coherent whole in service to rural America. The attached chart shows the numbers, general placement, and areas of concentrated effort which will establish the Rural Development Team as a viable force in rural America. If the program really works and the participants prove their worth to the host communities, many host communities will then develop the resources

to place the participant permanently in the community. The eventual goal is for as many Rural Development Team graduates as possible to be permanently hired by host communities.

The program will, in essence, be a huge computer matching service for rural development. By May 1, 1994, USDA field offices, state and local government offices, state extension services, local non-profit organizations, and institutions of higher education will have identified priority service projects in their state or region that can reasonably be performed by a well-trained recent college or professional school graduate.

Communities will apply for team members through an informal competitive process. Target communities will be asked what kind of resources will be offered enrollees -- such as office space, computer equipment, social support, travel, office support -- in exchange for their services. Extra credit will be given to communities that apply jointly for the services of a team member or members. Our program will strongly encourage partnerships and teamwork arrangements between and among adjacent jurisdictions, multi-county consortiums, and/or regional entities.

By May 10, 1994, each pilot region will have self-selected a Local Advisory Committee, staffed by the USDA employee who will be the Pilot Project Coordinator in that region. By May 15, 1994, the USDA national office and all Pilot Project Coordinators will have mailed recruitment materials and applications to all potential recruitment entities and interested individuals. Special emphasis will be placed on recruiting participants to serve in their home communities or in communities substantially similar to the communities in which they grew up.

Applicants will be asked to fill-out detailed descriptions of their education, training, practical work experience, and vocational interests. Applications will be due by June 30,

1994. By July 15, 1994, the Pilot Project Coordinator and local Advisory Committee will have interviewed all applicants in person and by phone. Final participant selections will be announced by August 1, 1994. At the time they are selected, participants will also be told which federal agencies, state or local government offices, state extension services, non-profit organizations, or educational institutions they will be partnered with. All assignments for participants must be mutually agreed upon by USDA and by any community, county, or organization with whom that participant will closely work.

Local labor unions will also be consulted so that no participant will perform work even somewhat similar to work performed by local unionized workers.

Soon after Labor Day of 1994, participants will attend local or regional training workshops lasting a month. By October 10, 1994, they will then fan out to their host communities or travel throughout the pilot region to perform their service activities.

While participants will work jointly with partnering organizations, they will be directly supervised, evaluated, and disciplined (if need be) by the Pilot Project Coordinator in consultation with the Local Advisory Committee.

Participants in each pilot region will communicate once a day by computer or fax, once a week by conference call, and at least once a month in person. All participants nationally may meet for a national conference or graduation ceremony.

The work of each pilot locations Pilot Project Coordinator and Local Advisory Committee will be supervised by a very small management team in Washington.

The Rural Information Center (RIC) is a joint project of the USDA Extension Service and the USDA National Agriculture Library. RIC provides customized information products to specific inquiries from local governments, non-profit organizations, and educational institutions on issues relating to economic revitalization, local government planning projects, rural health care, funding sources, and other related issues for the purpose of monitoring and

improving the rural quality of life. RIC combines the technical, subject-matter expertise of Extension's nationwide educational network with the information resources and resources of the world's foremost agricultural library. One USDA employee will be assigned to RIC will the full-time assignment of fulfilling information requests from Rural Development team participants. The American Association of State Colleges and Universities, AASCU, represents more than 370 state colleges and universities 30 systems of higher education; of these institutions, 165 serve rural areas across the United States. In cooperation with a group of these rural colleges and universities, AASCU will provide resources to recruit, house, and administer Rural Development Team members. (The recruitment aspect is outlined above). AASCU institutions will also be asked to provide curriculum development, training, possible conference sites, and other potential areas of collaboration.

U.S. DEPARTMENT OF AGRICULTURE AMERICORPS DIRECT APPLICATION

~~DRAFT, MONDAY, APRIL 25, 1994, 11:00 A.M.~~

FOR INTERNAL USE ONLY

1.	APPLICATION TITLE:	AmeriCorps/Team USDA		
		<u>Single Site</u> <u>X</u> Multi-Site		
2.	LEGAL APPLICANT:	United States Department of Agriculture		
	Contact Person's Name:	Joel Berg, Director of National Service		
	Address:	Room 538-A, 14th and Independence Ave., S.W.		
	City, State, Zip:	Washington, D.C. 20250-1300		
	Telephone, FAX:	(202) 720-6350, FAX (202) 720-4614		
	Applicant's Congressional District	Not Applicable		
3.	INSTITUTIONAL INFORMATION	<u>X</u> Federal Agency	<u> </u> National Non-Profit Organization	<u> </u> Professional Corps Prog.
	Employer's ID Number:	720564834F		
4.	PROJECT DIRECTOR:	Avram I. Patt		
	Organization's Name:	Office of Economic Opportunity		
	Address:	103 South Main Street, Osgood Bldg.		
	City, State, Zip:	Waterbury, VT 05671-1801		
	Telephone, FAX:	(802) 241-2450, FAX (802) 241-2979		
5.	GRANT TYPE:	<u> </u> Planning or	<u>X</u> Operating or	<u> </u> Educational Awards only
6.	ISSUE AREA:	<u>X</u> Educational	<u>X</u> Environment	
	AND NATIONAL PRIORITIES	<u>X</u> School Readiness	<u>X</u> Neighborhood Environment	
		<u>X</u> School Success	<u> </u> Natural Environment	
		<u>X</u> Human Needs	<u> </u> Public Safety	
		<u>X</u> Independent Living	<u> </u> Violence Prevention	
		<u>X</u> Community Revitalization	<u> </u> Crime Control	
7.	AREA(S) TO BE SERVED:	<u>X</u> Urban <u> </u> Rural <u> </u> Other		
		Congressional District of primary area served:		
		Congressional Districts of secondary areas served:		
8.	PARTICIPANTS:	# of Full-time Participants <u>50</u>	# of Full-time Participants	
		# of Part-time Participants <u> </u>	Needing Educational Awards: <u>50</u>	
		# of Participants needing child care <u>16</u>	# of Part-time Participants Needing	
		# of their Children needing Child Care <u>40</u>	Needing Educational Awards: <u> </u>	
		# of Unfunded Participants	# of Expected National Recruitment Participants <u> </u>	
9.	BUDGET:	Corporation Funds Requested	YR1 <u>1,690,673</u>	YR2 <u>3,400,000</u> YR3 <u>6,800,000</u>
		Total Budget Amount	YR1 <u>2,324,264</u>	YR2 <u>4,650,000</u> YR3 <u>9,800,000</u>
10.	PROGRAM OPERATES	in an area of need as identified by the Corporation?	YES <u>X</u>	NO <u> </u>
	Which one?	Areas that have higher than national rates of unemployment, hunger.		
11.	PROJECT DURATION:	Start Date <u>9/5/94</u> End Date <u>8/23/97</u> Number of Program Terms <u>Three</u>		
12.	CERTIFICATION:	The applicant certifies to the best of his/her knowledge and belief that the data in this application are true and correct and that the filing of the application has been duly authorized by the governing body of the applicant and that the applicant will comply with the assurances required of applicants if the assistance is approved.		
	Date: 4/28/94	Name: <u> </u>	Title: <u> </u>	

DRAFT, MONDAY, APRIL 25, 1994, 11:00 A.M.

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1.	APPLICATION TITLE:	AmeriCorps/Team USDA		
		<u> </u> Single Site <u> X </u> Multi-Site		
2.	LEGAL APPLICANT:	United States Department of Agriculture		
	Contact Person's Name:	Joel Berg, Director of National Service		
	Address:	Room 538-A, 14th and Independence Ave., S.W.		
	City, State, Zip:	Washington, D.C. 20250-1300		
	Telephone, FAX:	(202) 720-6350, FAX (202) 720-4614		
	Applicant's Congressional District	Not Applicable		
3.	INSTITUTIONAL INFORMATION	<u> X </u> Federal Agency	<u> </u> National Non-Profit Organization	<u> </u> Professional Corps Prog.
	Employer's ID Number:	720564834F		
4.	PROJECT DIRECTOR:			
	Organization's Name:	D.C. Service Corps		
	Address:	1511 K Street, N.W. Suite 949		
	City, State, Zip:	Washington, D.C. 20005		
	Telephone, FAX:	(202) 347-4136, FAX (202) 347-0010		
5.	GRANT TYPE:	<u> </u> Planning or	<u> X </u> Operating or	<u> </u> Educational Awards only
6.	ISSUE AREA:	<u> X </u> Educational	<u> X </u> Environment	
	AND NATIONAL PRIORITIES	<u> X </u> School Readiness	<u> X </u> Neighborhood Environment	
		<u> X </u> School Success	<u> </u> Natural Environment	
		<u> X </u> Human Needs	<u> </u> Public Safety	
		<u> X </u> Independent Living	<u> </u> Violence Prevention	
		<u> X </u> Community Revitalization	<u> </u> Crime Control	
7.	AREA(S) TO BE SERVED:			
		<u> X </u> Urban	<u> </u> Rural	<u> </u> Other
		Congressional District of primary area served:		
		Congressional Districts of secondary areas served:		
8.	PARTICIPANTS:	# of Full-time Participants <u> 50 </u>	# of Full-time Participants	
		# of Part-time Participants <u> </u>	Needing Educational Awards: <u> 50 </u>	
		# of Participants needing child care <u> </u>	# of Part-time Participants Needing	
		# of their Children needing Child Care <u> </u>	Needing Educational Awards: <u> </u>	
		# of Unfunded Participants	# of Expected National Recruitment Participants <u> </u>	
9.	BUDGET:	Corporation Funds Requested	YR1 <u> </u>	YR2 <u> </u>
		Total Budget Amount	YR1 <u> </u>	YR2 <u> </u>
10.	PROGRAM OPERATES	in an area of need as identified by the Corporation?	YES <u> X </u>	NO <u> </u>
	Which one?	Areas that have higher than national rates of unemployment, hunger.		
11.	PROJECT DURATION:	Start Date <u> 9/5/94 </u>	End Date <u> 8/23/97 </u>	Number of Program Terms <u> Three </u>
12.	CERTIFICATION:	The applicant certifies to the best of his/her knowledge and belief that the data in this application are true and correct and that the filing of the application has been duly authorized by the governing body of the applicant and that the applicant will comply with the assurances required of applicants if the assistance is approved.		
	Date: 4/28/94	Name: <u> </u>	Title: <u> </u>	

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2.	LEGAL APPLICANT:	United States Department of Agriculture		
	Contact Person's Name:	Joel Berg, Director of National Service		
	Address:	Room 538-A, 14th and Independence Ave., S.W.		
	City, State, Zip:	Washington, D.C. 20250-1300		
	Telephone, FAX:	(202) 720-6350, FAX (202) 720-4614		
	Applicant's Congressional District	Not Applicable		
3.	INSTITUTIONAL INFORMATION	<u> X </u> Federal Agency	<u> </u> National Non-Profit Organization	<u> </u> Professional Corps Prog.
	Employer's ID Number:	720564834F		
4.	PROJECT DIRECTOR:	Michele Goldstien		
	Organization's Name:	Hunger Task Force of Milwaukee		
	Address:	811 East Veinane Ave.		
	City, State, Zip:	Milwaukee, Wisconsin 53212		
	Telephone, FAX:	(414) 962-3111, FAX (414) 962-3212		
5.	GRANT TYPE:	<u> </u> Planning or	<u> X </u> Operating or	<u> </u> Educational Awards only
6.	ISSUE AREA:	<u> X </u> Educational	<u> X </u> Environment	
	AND NATIONAL PRIORITIES	<u> X </u> School Readiness	<u> X </u> Neighborhood Environment	
		<u> X </u> School Success	<u> </u> Natural Environment	
		<u> X </u> Human Needs	<u> </u> Public Safety	
		<u> X </u> Independent Living	<u> </u> Violence Prevention	
		<u> X </u> Community Revitalization	<u> </u> Crime Control	
7.	AREA(S) TO BE SERVED:	<u> X </u> Urban <u> </u> Rural <u> </u> Other		
		Congressional District of primary area served:		
		Congressional Districts of secondary areas served:		
8.	PARTICIPANTS:	# of Full-time Participants <u> 50 </u>	# of Full-time Participants	
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		# of Participants needing child care <u> 16 </u>	# of Part-time Participants Needing	
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		# of Unfunded Participants	# of Expected National Recruitment Participants <u> </u>	
9.	BUDGET:	Corporation Funds Requested	YR1 <u> </u>	YR2 <u> </u>
		Total Budget Amount	YR1 <u> </u>	YR2 <u> </u>
10.	PROGRAM OPERATES	in an area of need as identified by the Corporation?	YES <u> X </u>	NO <u> </u>
	Which one?	Areas that have higher than national rates of unemployment, hunger.		
11.	PROJECT DURATION:	Start Date <u> 9/5/94 </u>	End Date <u> 8/23/97 </u>	Number of Program Terms <u> Three </u>
12.	CERTIFICATION:	The applicant certifies to the best of his/her knowledge and belief that the data in this application are true and correct and that the filing of the application has been duly authorized by the governing body of the applicant and that the applicant will comply with the assurances required of applicants if the assistance is approved.		

Date: 4/28/94

Name: Title:

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**Individual Program Application #1
Anti-Hunger Team
Vermont**

SUMMARY

The AmeriCorps/USDA Vermont Anti-Hunger Team will engage 50 participants working in five regional crews to address the specific problem of hunger throughout Vermont, particularly among young working families. The common goals of the crews will include increasing participation in school meal programs, WIC, and Food Stamps by providing outreach and delivery services as needed; improving the hunger and nutrition infrastructure of the state by fostering cooperation among the agencies, organizations and individuals that are concerned with hunger; and by informing consumers and distributors of emergency food about food safety/nutrition issues statewide. The AmeriCorps Anti-Hunger Team will be administered by the Vermont Office of Economic Opportunity (OEO) in tandem with partner organizations at the five regional sites. The program is designed to foster collaboration among government and private agencies such as OEO, community action agencies, Vermont Department of Health, University of Vermont's Cooperative Extension Service, Vermont Department of Education, and Vermont Campaign to End Childhood Hunger. The program relies upon regional teams which will be responsive to the needs of communities and are designed to meet objectives and plans that are appropriate to each region of the state. Together, the regions will work on similar goals and will reinforce each other's work statewide, but will be flexible enough to tailor their objectives to individual regions. The Team will reflect a diversity of socioeconomic, ethnic, and educational backgrounds, including ten from the national recruitment pool.

NEEDS TO BE MET

Vermont has yet to emerge from the period of economic recession that began in 1989. Increasing numbers of residents, many of whom had never before sought public assistance, have begun to seek help. The Food Stamp caseload grew by 31 % in the last three years and by more than 75 % since this recession started. Vermont is extremely rural, with pockets of severe poverty, low wages, seasonal (and often unreliable) employment, and unemployment rates as high as 12 percent in some areas. Low-income residents have inadequate access to affordable, nutritious food due to the scarcity of supermarkets in rural areas, limited capacity for home food production, and the isolation of many residents due to poor road conditions, lack of transportation, and mountainous terrain.

The elderly, the physically challenged, and families with young children face particular difficulties in accessing the usual routes to food purchasing. Twelve percent of Vermont's children live below the Federal poverty level. Although this figure is only slightly above the national average of 11.4%, the poverty rate for children in many of the rural Vermont counties to be served by AmeriCorps participants is significantly higher. Income eligibility for most of the Federal child nutrition programs is 185% of poverty; in Vermont, 30% of children live in households with incomes below that level. About one in every ten Vermont residents receives Food Stamps. Even so, local social service agencies constantly encounter low-income residents who could benefit from and probably qualify for Food Stamps, but are not participating in the program. Such deserving residents need information and/or application assistance in order to receive them. Other food assistance programs in Vermont are also underutilized. School Breakfast reaches only 50% of

Vermont's eligible schoolchildren, and only one-third of Vermont's federally subsidized school lunch meals are served to eligible low-income students, as compared to two-thirds nationally. The Summer Food Service Program (SFSP) reaches less than 12% of eligible children. The Emergency Food Assistance Program (TEFAP) reaches one quarter of those eligible to receive donated commodities.

It is difficult for people who have never sought public assistance benefits to learn what services may be available and how to apply for them. This problem is compounded for rural residents isolated by limited transportation and often lacking literacy skills.

The Team will address the needs for food program outreach and increased Federal food programs participation. They will also address the needs for budget counseling and food/nutrition life skills. For example, corps members will go to potential clients' homes to provide information, assist with completing forms, provide budget counseling, food/nutrition life skills or transportation as needed. They will also work with groups of low-income Vermont residents as well as assist in the development of food program sites where needed.

These projects lend themselves to a national service program because the work to be accomplished is of lasting social value, is best accomplished in teams under excellent leadership, and provides comprehensive education to volunteers. Vermont's Anti-Hunger Corps will work on increasing participation in Federal food programs (Food Stamps, Summer Food, School Meals, WIC, EFNEP, NET), and will provide food/nutrition life skills education to accomplish its mission of decreasing hunger in Vermont. This addresses the national priority areas of human needs and community education.

PROGRAM DESIGN

A state Advisory Committee, consisting of representatives from key public and private non-profit agencies such as OEO and the Vermont Campaign to End Childhood Hunger, will set policy and garner additional resources as needed. They will also assist in the formation of five regional Advisory Committees. The program will engage a team of 50 participants organized into five crews, each with 10 members and one crew leader. Each crew will be assigned to a site in one of the regions served by Vermont's five Community Action Programs (CAP): Northeast Kingdom Community Action Program, Central Vermont Community Action Agency, Southeastern Vermont Community Action, Bennington & Rutland Economic Opportunity Council, and Champlain Valley Office of Economic Opportunity.

Each crew will be organized into three sub-crews of two to six members that will focus on one of three areas -- Food Program Outreach, Nutrition Education, or Special Projects -- for six months. After six months, the crews will rotate to one of the other two areas, so that each participant will work in at least two of the three areas. The crews will be located in CAP offices, local health departments, regional Extension Service offices, or local Social Welfare offices. The Team will establish a collaborative relationship between the Vermont Youth Conservation Corps, the Office of Economic Opportunity, the Vermont Campaign to End Childhood Hunger, and the Departments of Health, Education, Social Welfare, and Employment and Training. It will also enhance collaboration among public and private non-profit agencies at the state, regional and local levels.

The Team will expand and develop several of Vermont's federally funded anti-hunger

and nutrition programs such as the Food Stamp Outreach Program and WIC, Head Start, Parent/Child Centers, day care centers, Nutrition Education and Training, and the Expanded Food and Nutrition Education Program (EFNEP) nutrition education and participant outreach programs, as well as the Summer Food and School Meals Programs. It will also expand community gardening programs, community-supported agriculture programs, direct farmer-to-consumer cooperatives, food canning programs, composting programs, and food/nutrition life skills programs.

The third sub-crew will focus on special regional projects. Several agriculture-related projects have been suggested, such as the expansion of food distribution and preservation from a two-acre garden at the Northwest Vermont Correctional Facility to low-income residents in the Northwest region of Vermont. Other suggested projects include the expansion of community garden programs and community-supported agriculture programs, and the development of gleaning projects, food reclamation programs and farmer-to-low-income consumer co-ops.

Each of the five crews will stay in Team houses that have been rented in the communities where they will be working; they will pay rent out of their stipends. Participants will share all of the cooking and housekeeping responsibilities, which will be built into their regular daily schedules.

Each project is chosen for its priority in the local communities where participants will serve. Communities have been chosen based on their critical needs in relation to the rest of the state. Thus, only the most critical areas will have participants. All participants, crew leaders, key staff, and project sponsors will come together for two weeks of residential

orientation and training at the beginning of the project. During this session, each crew will form its own identity and learn how it will function. Training topics will include conflict resolution, team building, multi-culturalism, citizenship, community involvement, communication, feedback, public speaking and issues relating to rural populations. Participants will also receive specific training in hunger, nutrition, and poverty issues.

Participants will participate in service activities that relate to the three team focus areas (Federal Food Program Outreach, Nutrition Education, and Special Projects). The Regional Advisory Committees will develop work plans based on VAHC-identified needs, utilizing local and regional data. The plans will specify service activities.

The following examples include several service activities program participants will perform. One sub-team in each region will provide Federal food program outreach in multiple settings, such as door-to-door in identified low-income areas, at worksites with minimum-wage employees, at WIC clinics, at farmers markets in low-income communities, at Parent/Child Centers, at Head Start Programs and in Food Stamp offices. The outreach may involve distributing leaflets, talking with program eligibles, helping program eligibles complete forms, providing transportation to food program offices, and organizing new SFSP sites. Participants will be involved as much as possible in developing outreach materials and in designing outreach materials and special events. Each of the five regions will have one Nutrition Education sub-crew which will focus on providing group nutrition education activities in day care centers and homes, Head Start programs, Parent/Child Centers, and schools. The Nutrition Education sub-crews will also present food/nutrition life skills classes at food pantries, soup kitchens, and local WIC offices, as well as to other groups and at

special events.

In addition, each crew, as well as the entire Team, will learn about the nature of the projects in which they will be involved, as well as the importance of these projects and how they tie into the larger quiltwork of Vermont initiatives, programs, volunteer activities and outreach services. The two-week orientation will set the stage for the Team's expectations, rules and behavior. It will enforce the high standards for which service corps across the country are known. Further, it will focus on basic Corps principles such as hard work, respect for others, quality of work and personal responsibility. When the orientation ends, the five crews will return to their home bases. They will then undertake a two week local "signature project" under the direction of the crew leader and in coordination with the local Advisory Committee. These projects will give each crew a chance to utilize the skills they learned in orientation. Each crew and leader will be stationed at geographically centered offices which are central to the project sites. Participants will meet every morning as a group with their leader. At this meeting they will go over the day's schedule, touch on crew issues, and then head out to their project sites. Participants will work at these sites in groups of two to six depending on the project. Crew leaders will visit each of the project sites on a regular basis, to meet briefly with the participants and with the project sponsors. The Team will adopt the Vermont Youth Conservation Corps' weekly evaluation program. Once a week, the crew leader will meet with each participant to evaluate his/her performance for that week. Together they will set short-term goals, identify strengths and weaknesses, and learn the skills needed to be as effective as possible on the job. At six months and at 12 months, more in-depth evaluations will be conducted. These evaluations will be done

individually and as a team. The purpose will be to evaluate each individual's performance and to evaluate the program at large.

At each project site, participants will be assigned to a specific individual from the sponsoring agency who will be expected to understand fully the mission, goals and objectives of the Corps. Each crew will be made up of a diverse group of participants, and will include young men, young women, college graduates, high school dropouts and economically disadvantaged participants.

PARTICIPANT PROFILE AND RECRUITMENT STRATEGY

The Corps will look for those individuals who have an interest in the type of program which will be run and in the type of service work which will be completed. At least 20% of the participants will come from the National Volunteer Hotline. The rest will come from a variety of sources, including colleges and universities, and Vermont state agencies such as the Department of Social Welfare and the Department of Employment and Training.

Volunteers are also expected to be recruited through the local CAP offices and partner agencies. In addition, the Vermont Youth Conservation Corps is expected to provide a significant number from their pool of alumni and recent graduates. In particular, 17-year-old dropouts who are at risk of becoming dependent on the social welfare system, single mothers needing the education and support this Team approach provides, and individuals from more urban areas who could benefit from this type of experience in a rural setting will be targeted.

The main participant characteristic will be a sincere desire to serve. Other criteria for selection will include good oral communication skills, an interest in living and working in

group settings, a willingness to learn, and an openness to those with whom they will be working. All applicants will be interviewed by panels made up of one crew leader, one sponsoring project staff member, and a member of a targeted community. The goal of the interview will be two-fold: to ensure that each candidate thoroughly understands the scope and detail of what will be expected of him or her, and to screen candidates for the specific criteria described above.

Each participant will be given an annual stipend of \$7,660, to be paid monthly. The Corps will arrange for five houses to be rented (one in each geographic area) by the participants and Team leaders. In addition, upon successful completion of the program, each participant will be awarded an education voucher of \$4,725.

The three major benefits participants will receive are the education they will receive from their hands-on work in local communities, the on-going monthly formal training in which all Team members will participate, and a new, expanded personal understanding of cultural sensitivity to the rural poor.

INTERNAL EVALUATION AND MONITORING ACTIVITIES

Baseline data for the objectives measuring USDA food assistance program (Food Stamps, SFSP, School Lunch/Breakfast, WIC) participation will be compiled for 1993 and 1994. Food program participant data will then be compiled for 1995 for comparison and VAHC program evaluation. This data is collected by the Health Department, Child Nutrition Programs, and Office of Economic Opportunity.

INSTITUTIONAL AND PERSONNEL INFORMATION

The Project Director will be trained in his/her administrative duties by the Office of Economic Opportunity. This person will also go through a week of intensive training from the Vermont Youth Conservation Corps to gain a critical understanding of Corps philosophy as well as basic systems that will be adopted, and will visit each of the regional project sites to meet key field staff and develop important relationships which will facilitate the success of the project.

The Operations Coordinator and Administrative Assistant will be trained by the Project Director and the Vermont Youth Conservation Corps. The Hunger Surveillance Coordinator will be trained by VDH staff, the Project Director, and OEO staff. In addition, members of the project's advisory committee will participate as key trainers for specific areas. Staff from the Agency of Human Services will play a key role in training as well, particularly staff from the Public Health, Food & Nutrition Programs Section.

Crew leaders will be hired before the participants are enrolled and will go through a highly structured orientation program which will prepare them for their leadership role in the Corps. It will mirror the two-week orientation for the participants. As the project unfolds, these five crew leaders will act as key support and problem solvers for each other. The training will focus on administrative duties, team building, group facilitation, and other communication skills and techniques.

For crew leader positions, individuals will be sought who possess outstanding oral communication skills, excellent attention to detail, and a personal philosophy that is consistent with the organization's. For example, s/he will need to understand and have

experience in group living, as well as experience in supervising diverse groups of people. Finally, s/he must have a good track record of community involvement and service.

This project represents a partnership of several public and private agencies from all regions of Vermont. While the State Office of Economic Opportunity will be the lead agency, significant contributions will be made by the State Departments of Health, Education, Social Welfare, Employment and Training, and Corrections; the University of Vermont's Cooperative Extension Service, Service Learning Center, and Office of Rural Studies; and local health departments in each region. Local food assistance program offices will also be involved in the project. A tremendous excitement about this project has generated widespread support from various government units.

Private sector groups include the Campaign to End Childhood Hunger, Inc.; the Vermont Youth Conservation Corps, Inc.; Vermont Children's Forum, Inc.; Food Works, Inc.; and other organizations such as the Vermont National Education Association, American Association of Retired Persons, North East Kingdom Community Action Program, Central Vermont Community Action Agency, Southeastern Vermont Community Action, Bennington & Rutland Economic Opportunity Council, and Champlain Valley Office of Economic Opportunity.

The Hunger Surveillance Coordinator will be responsible for evaluating the Project, and will design a computer system to track program participation. S/he will also research the feasibility of adjusting 1989 Vermont Census data to reflect Vermont's current economic situation, and try to track essential food assistance program data relating to program objectives that may be currently unavailable, i.e., the number of working poor Vermonters

currently eligible for food/nutrition assistance. Health Department, EFNEP and other state and local nutritionists will design evaluation components for the nutrition education programs.

The Operations Director, crew leaders, agency sponsors, and the Hunger Surveillance Coordinator will work to develop the program and activity data collection. This information will be used to evaluate the Community Education objectives. The weekly and six-month participant evaluations and weekly crew leader contacts with project sponsors will provide the information necessary to track the Participant Education objectives. The Community Building objectives will be evaluated based on each Regional Advisory Committee's Annual Plan of Work and its final report.