

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. profile	Student profile re: personal (1 page)	12/13/1999	b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 19576

FOLDER TITLE:

AmeriCorps Appropriations

2013-0436-S

rc1235

RESTRICTION CODES

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

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

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

RR. Document will be reviewed upon request.

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

- b(1) National security classified information [(b)(1) of the FOIA]
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Date

12/13/99

Number of pages including cover sheet

8

FAX

TO: Ann O'Leary
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From

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212-582-1307

REMARKS: ☐ Urgent ☒ For your review ☐ Reply ASAP ☐ Please Comment

What follows is some information for your review on the Community Coach initiative.

Please note:

- ① The Do Something League is the school-based framework in which Community Coaches operate year-round.
- ② Coach stipends on the budget/5 yr plan: we've found that it is helpful & necessary to include within teacher contracts a stipend to institutionalize the Coach effort. As an example, the New Jersey Education Assn. has endorsed Coaches with the understanding that the stipend would be written into teacher contracts.
- ③ Included are 4 testimonials from trained Do Something Coaches.



The Do Something League Fact Sheet

A Proven Character Education and Service-Learning Model

The Do Something League has been developed from:

- Six years experience with a successful service-learning and community-building model in Newark, New Jersey schools;
- The participation of more than 2 million students from 20,000 schools in the Do Something Kindness & Justice Challenge, a two-week initiative that inspires students to perform acts of kindness (helping others) and justice (standing up for what is right) in honor of the Martin Luther King, Jr. National Holiday.

Innovative Curriculum

- A flexible resource to inspire young people to believe that change is possible and give them tangible tools to make a difference
- **Skills:** Constructive Criticism, Planning and Problem-Solving, Public Speaking, Fundraising, Time Management, Listening
- **Values:** Honesty, Compassion, Fairness, Tolerance, Respect, Generosity, Responsibility, Nonviolence, Kindness, Justice, Moral Courage

1998-1999 Do Something League National Pilot Program

- 30 trained Do Something Community Coaches
- 30 schools in urban, rural and suburban communities nationwide
- 3 high schools
- 11 middle schools
- 16 elementary schools
- More than 5,000 students involved in community-building projects throughout the year

Reaching More than 100 Schools in 1999-2000 (Pilot Program Year 2)

- 110 trained Do Something Community Coaches
- 72 communities from 27 states (including New York, California, Texas, Florida, North Carolina, Oregon, Wisconsin, Connecticut and New Jersey)
- 28 high schools
- 23 middle schools
- 52 elementary schools



The *Do Something* League

Imagine an America where all young people have the tools and opportunities to be leaders who measurably strengthen their communities. Imagine schools that are the vital centers of strong neighborhoods, where young people of all ages and backgrounds work together to achieve lasting, positive change. The *Do Something* League is designed to make these dreams a reality.

Every young person can lead. The *Do Something* League is a national, school-based leadership initiative that operates on the belief that every young person has the power and the potential to make a difference in their community. Through the *Do Something* League, young people gain concrete leadership skills, learn important values, and put their ideas into practice by designing and implementing their own community-building projects.

Educators who change lives. A key resource in the *Do Something* League is a Community Coach - a caring adult, usually an educator, who offers guidance and support to young people as they plan and carry out their own community projects. Educators are encouraged to implement the League in a manner that works best for their individual classrooms, schools and communities.

A Year-Round Community-Building Curriculum. Because students learn best by doing, the *Do Something* League offers a simple structure through which young people can make a difference in their communities. A calendar of innovative activities provides the cornerstones for the League:

- ***Do Something* Town Hall:** students join with teachers, parents, business people and local residents to create a vision for the community over the long term, and to set short-term goals for themselves, their schools and their neighborhood;
- ***Do Something* Today:** students put their plans for their community into action by working together to design and implement a one-day service project which improves their school or neighborhood;
- ***Do Something* Kindness and Justice Challenge:** students are challenged to perform acts of kindness (helping others) and justice (standing up for what is right) for two weeks in honor of the Martin Luther King, Jr. National Holiday;
- ***Do Something* League Spring Project for National Youth Service Day:** all of the learning that students do throughout the year culminates in a Spring Project in which students design, plan and implement their own service projects for National Youth Service Day; and
- ***Do Something* Neighborhood Fair:** students have an opportunity to share what they've accomplished throughout the year as part of a school-wide effort to recognize the power of young people to change the world.

A National Movement of Young Leaders: Through the power of the Internet, students register and track their community-building efforts on *Do Something's* website (www.dosomething.org), where they can share stories, keep score and earn prizes for improving their communities. Educators can use the website to download the *Do Something* League curriculum and share stories with other educators.

Community and National Recognition: Through annual awards, including a *Do Something* All-America Team of young leaders and local "Community MVP's," the *Do Something* League recognizes the efforts of young people who envision and catalyze positive change in their communities.

How to Get Involved: For more information about the *Do Something* League or receive *Do Something's* service-learning curriculum, contact Matt Heyd at 212-523-1117 or register online at www.dosomething.org

"Renewed Hope"

Harvey Chiles, Principal Springfield High School in Springfield, Illinois

In many respects, Do Something is the reason I have chosen to become a principal again. My first experience at Richmond High School in Indiana left me very disillusioned about this country's school system. The school had its share of tragedies, which put a tremendous strain on our students: four student suicides, two murders on school grounds, six bombing threats and significant racial problems.

But what made me leave was the fact that within the school, there was not sufficient interest in solving the problem. There was no effort to get healthy adults to connect with kids so that we had a structure to teach kids how to become leaders and take responsibility for their communities. While we were able to develop a leadership initiative that was successful, I was unable to find a model that could successfully connect kids with their communities and gives them the skills to become leaders in their neighborhood.

I now think that Do Something is that model. In pursuing my doctorate in student leadership after Richmond, I analyzed numerous school-based programs and found that many failed at reaching out to the silent leaders in the classrooms and the tough kids who have been disconnected from school for so long that they have developed their own subculture. Other programs failed to open the doors for every type of student to work together with the desire to take responsibility for their community.

The Do Something League gives kids this desire. It uses the "coach" concept, the best role model for students in school. The League uses the Internet as a positive resource – rather than an instrument to discover hate and violence – by connecting kids across the country and allowing them to share and build upon their ideas and initiatives. And the curriculum is uniquely flexible, allowing teachers to adapt it to the needs of their students and create new programs that can be used by other coaches.

The Do Something League is the type of model I had been searching for 10 years – a model I felt could change the culture of school and create an environment where students connect with each other, connect with adults and connect with their community. Do Something gives students a sense of purpose, a feeling of belonging and a reason to believe they can make a difference and have a positive impact on their surroundings.

My disillusionment has turned into excitement. Now I am the principal of Springfield High School in Illinois. Like Richmond, Springfield is at a crossroads, trying to find the ways to prevent another bomb threat, keep their kids from giving up and turning to violence because they see no other solution. Springfield wants to begin this process of change but they didn't know how. Now I know. And with the help of Do Something, the process of change starts today.

"Children of the Riots"

Do Something Community Coach Jill McLaughlin 52nd Street Elementary School, South Central Los Angeles

I can still see Mario's smile. "Can I come again next Saturday?" he asked me eagerly. "My mom will let me bring cans to take to families that need them." Mario is eight-years-old and one of the participants in the Do Something community leadership program at the 52nd Street Elementary School in South Central Los Angeles. Mario and dozens of his classmates had just completed a six-hour Do Something retreat where they shared their vision for a better community and pledged to take action to make their vision a reality. (Mario's idea for a canned food drive was one of about 30 ideas that the students proposed that day.)

Mario and his classmates are children of the Los Angeles riots, born into a neighborhood devastated by violence, littered with shattered dreams. Today, Mario wants to help others. Mario's family doesn't have much themselves, yet he is eager to give to families he considers to be in need so that ours is a healthier community.

Mario's dedication to others began that October afternoon when he envisioned a better community and realized his power to create it. He and his classmates made a commitment to change the world and they started by designing and implementing their own community projects -- from a toy drive to a literacy fair to Mario's canned food idea which became the basis for a school-wide Easter Food Drive.

Mario is making a difference in a community that most people would rather forget. He is only one example of the absolute dedication, commitment, and love that I have witnessed in students who are leading the Do Something program.

Do Something challenges young people to see their neighborhood as part of a larger world. It promotes teamwork, collaboration, and fun for students as they learn about and work to contribute to making positive changes in their school and neighborhood. Because of Do Something, my students are finally being given the power to voice their ideas and channel their energy to do positive things in their community.

Through Do Something's website, young people are being connected from communities throughout the nation. Do Something enables Harrison from Los Angeles to learn ideas from Pedro in Rio Grande Valley and for Pedro to see how many service projects Nicole and her Do Something Team in Newark are working on. My students understand that they are part of a movement and what they're doing is contributing to great change all across the country. They are realizing that they are not alone.

During my first year as a Community Coach, I learned that Do Something is a powerful tool to inspire and mobilize young people to work for positive change. In a world where we often see the negative and feel hopeless, it is inspirational to know that our children see the good and are empowered to make the world they envision a reality.

Mario believes his community can be a better place to live. He knows the power is in his hands -- and right now, he is ready to build.

**"Inspiring A March and A Movement"
Do Something Community Coach Caitlin Wittig
Options in Education High School
McAllen, Texas**

I am Caitlin Wittig and I just finished my two year commitment to Teach for America in the Rio Grande Valley on the U.S./Mexico border in South Texas. I taught social studies and theater arts at Options High School, an alternative school of choice in McAllen. I also am proud to say that I was one of the 30 pioneer Do Something Community Coaches for the 1998-1999 school year. And next year I will be organizing Do Something in McAllen at a district level.

Do Something is an amazing organization and the Do Something League is an inspiring initiative. Do Something transformed my campus and invigorated my students. Perhaps my greatest memory of my tenure at Options is looking behind me to see 300 students holding candles and chanting a broken "We Shall Overcome" at the first-ever Do Something sponsored MLK, Jr. Peace March.

When I drive past my school in the heart of the barrio and see our bright yellow and green hero tree mural I think this artistic testament to peace and justice was our greatest act. But then I realize it's not a question of which project was better or cooler. It's a question of community and tradition and the overwhelming potential we have to affect our world.

Do Something offered my students a movement to belong to -- it offered them a chance to act and to be heard and to be recognized as valuable and necessary partners and leaders in our community's growth. Do Something showed my kids -- many of whom had never been positively recognized, or many of whom had left school, been on parole, had babies at home to care for, never thought their opinions or actions mattered-- that they as young people have the power and the obligation to work for a better future.

Through the success of the Do Something Team we as a school, often looked at as a dumping ground for lost or troubled kids gained a community-wide reputation for service and caring for others. There is so much potential for greatness through this movement.

So often I hear that my generation or rather this decade lacks a consciousness, but I challenge that notion and I challenge other teachers to get involved and empower their students to act and to remember that we -- as a united front -- have the power to make our neighborhoods, our nation and our world a more peaceful, just and loving place.

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The Community Coach Initiative

Five Year Plan

Fiscal Year 2001:	2,000 Coaches; 2,000 schools; \$12 million
Fiscal Year 2002:	2,000 Coaches; 2,000 schools; \$12 million
Fiscal Year 2003:	2,000 Coaches; 2,000 schools; \$12 million
Fiscal Year 2004:	2,000 Coaches; 2,000 schools; \$12 million
Fiscal Year 2005:	2,000 Coaches; 2,000 schools; \$12 million
Fiscal Year 2006:	2,000 Coaches; 2,000 schools; \$12 million

Each school: Training (\$500) + Materials (\$1,000) + Local Pm Costs (\$1,500) + Coach Stipend (\$3,000)

Possible Funding Sources

- Committed: \$3.5 million over 5 years (Yucaipa Companies, Wasserman Foundation)
- Seeking Funding From: Bank of America, General Motors, Nike, Title VI

④ Semi-very poor ∇ $\frac{3}{4}$ of either $\rightarrow$ 80% or family
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January 26, 2000

Mr. Leon E. Panetta
Director
The Leon and Sylvia Panetta
Institute for Public Policy
Building 86E
100 Campus Center
California State University Monterey Bay
Seaside, California 93955

Dear Leon:

Thanks for your letter and proposal regarding a G.I. Bill for National Service. It's an interesting idea, and I hope you'll be happy to know that I am supporting a demonstration program in my fiscal 2001 budget to encourage AmeriCorps members to continue to serve their communities. You know how close AmeriCorps is to my heart. The program has been a great success -- since 1994, more than 150,000 AmeriCorps volunteers have earned up to \$4,725 for college while serving their local communities.

In the demonstration program, we are earmarking \$5 million to create a new AmeriCorps reserves program that will enable former Corpsmembers to re-engage in service to their communities, particularly in times of crisis. We plan to model the program on the military reserves: former AmeriCorps members would serve in the Reserve Corps on weekends and/or after work and would address national crises, including natural disasters. The Reserves will build on the AmeriCorps Continuing Service initiative, which connects AmeriCorps alums to community service projects through a partnership with national non-profit organizations such as the American Red Cross, the Boys and Girls Club, Big Brothers/Big Sisters, Habitat for Humanity, the National Mentoring Partnership, and the YMCA.

I'm glad you wrote -- it's always great to hear from you. Hillary and I send our best to you and Sylvia.

Sincerely,

BILL CLINTON

BC/CKS/DC/DWB/pfs (Corres. #7092311)
(1.panetta.1)

cc: Ann O'Leary, Domestic Policy Council

~~Xeroxed copy of personally signed original to NH through Sean Maloney~~

~~CLEAR THRU SEAN MALONEY~~

~~PRESIDENT TO~~

College Service

My Service

Community coaches almost 1500
high schoolers also want
to

Summary of Youth Initiatives:

This year's State of the Union will include three new initiatives to support the President's continuing commitment to community service and to respond to the growing need to empower youth in developing their own solutions to community problems. The budget for the Corporation for National Service includes a \$5 million Community Coaches initiative, \$3 million for Youth Empowerment Fellowships, and \$5 million to begin an AmeriCorps Reserves.

- The Community Coaches initiative would work to build bridges between schools and communities by using AmeriCorps members as community coaches leading young people in learning through community service and acting as a link between the school and the business community.
- Youth Empowerment Fellowships would be awarded to young people to carry-out their self-designed solutions to community problems faces by young people, such as innovative solutions to preventing youth violence.
- The AmeriCorps Reserves would re-invigorate former AmeriCorps alums by asking them to serve for at least two-weeks per year and to be on call to serve in times of national emergencies from natural disasters to human tragedies such as Columbine. Reservist would be awarded a stipend of \$3,000 per year, which could go toward their education, down-payment on their first home, etc.

① AmeriCorps

② Ten-hour training course
for reservists

Cost reduction
how much
thought?

Details on Each New Initiative:

Community Coaches: The Corporation for National Service will award \$5 million in grants through its Learn and Serve America program to promote the use of AmeriCorps members as community coaches in service learning. Community coaches will help young people design and implement their own community projects. This initiative will help to expand the Community Coaches program started by the non-profit organization, Do Something. Already, Do Something is supporting 110 community coaches in communities across the country.

③ Just the AmeriCorps name

Youth Empowerment Grants: \$3 million to reward and support the creativity of youth by proving fellowships to young people that have developed innovative youth driven solutions to community problems facing young people in their own communities. The grants would be awarded by the Corporation for National Service to community-based organizations to support youth-led projects ranging from solutions to prevent youth violence, ways to improve civic participation or social justice, programs to improve academic achievement, or other youth development initiatives.

already
different
projects?

Also
as has
but it can
be youth

60 grant
↓

The grants would be modeled on fellowship programs such as the Echoing Green Fellowships which are targeted to post-college graduates to develop and implement their own projects that seek to catalyze positive social change. Alternatively, the grants could be modeled on youth-driven grant programs such as the Oakland Fund for Children and Youth, which dedicates 2.5% of the City of Oakland General Fund to youth development projects. An example of a project funded by the Oakland Fund for Children and Youth is the California Wellness Foundation's Violence Prevention Priority. This project was a \$50,000 grant to a coalition of six organizations in Oakland to organize and train 25 young people on a youth violence prevention project.

120

Fluency

high school & college

State Commission on Youth
Philanthropy
Opportunity 2 hours do yourself "working better"

25-50

100

Company Values

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+ Long term

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yes now

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→ franchise costs

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10,000 - 4,000

franchiseing

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franchiseing > 3/4 in franchiseing

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1,000 +

→ put-time model

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work

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6,000

9,000 / 10%
put-time 10,000

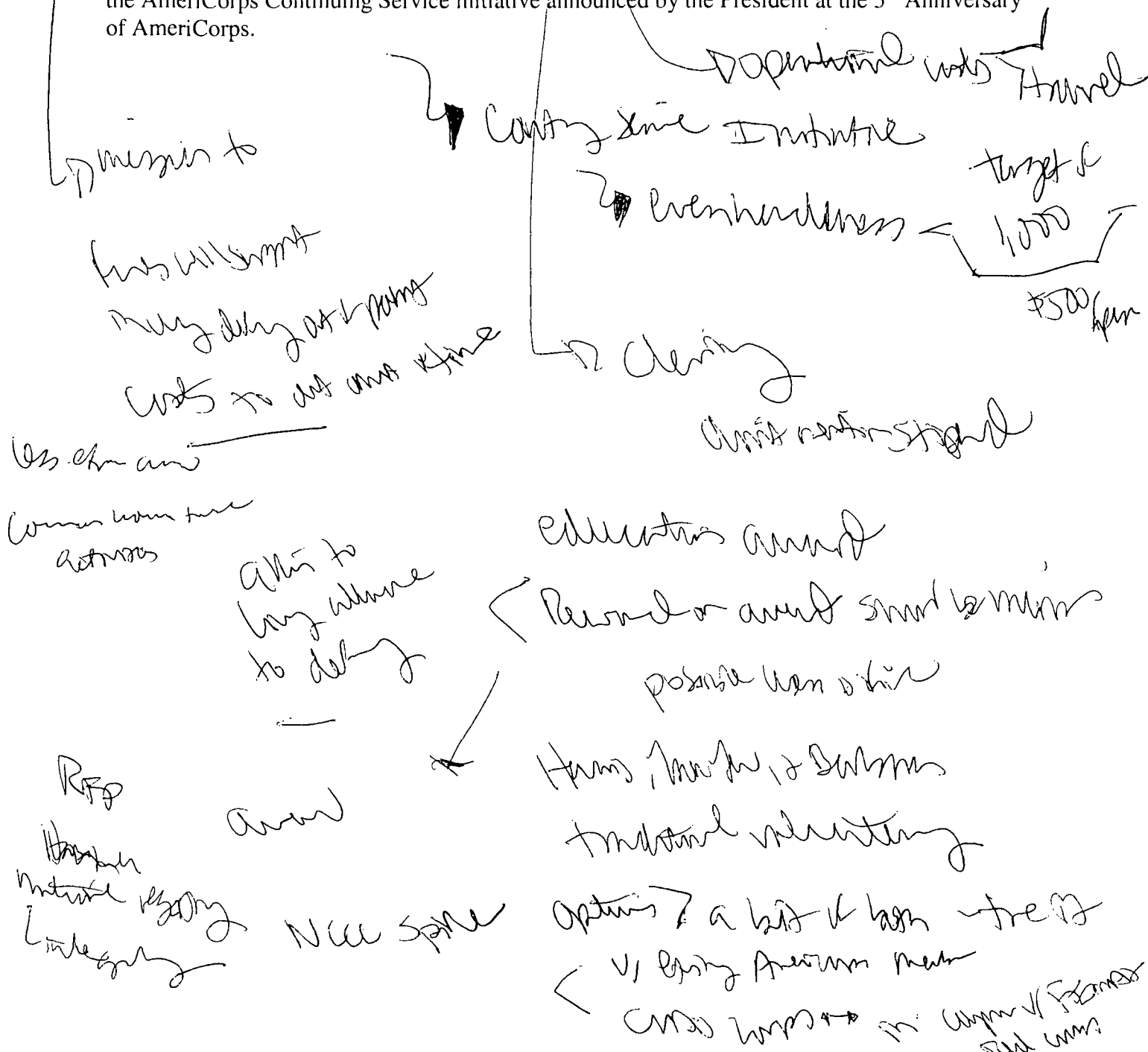
25% cost
put-time

1,000 6,000
[9,000]

The awards would be selective (e.g. 100 per year), prestigious, and would represent a diverse set of ideas for empowering young people to tackle community problems faced by young people. The awardees would begin to develop a web of communication among each other and other young people on empowerment and action in their various communities.

AmeriCorps Reserves program. This \$5 million demonstration program would be modeled on the Military reserves program where young professionals would serve in the Reserve Corps on weekends and/or after work in exchange for a ~~\$5,000~~ stipend that could be used toward: repaying student loans, financing further education for self or children, start-up costs for non-profits and charter schools, downpayment on a first home, etc. The mission of the Reserve Corps would be to address national problems and crises, including natural disasters and domestic social problems while, at the same time, working to renew and reinvigorate civic life by committing to service, responsibility, and citizenship. The AmeriCorps Reserves would build on the AmeriCorps Continuing Service initiative announced by the President at the 5th Anniversary of AmeriCorps.

Can we do this w/o AmeriCorps





Date January 7, 2000

Number of pages including cover sheet _____

FAX

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From Anthony Welch

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Phone _____

REMARKS: ☐ Urgent ☐ For your review ☐ Reply ASAP ☐ Please Comment

What follows:

- 1) A slightly more detailed budget outlining costs per Coach.
- 2) Additional descriptive information on Coach efforts across the country.

I hope this information is useful to you.

Thanks again for leading us through this process.

The Do Something Community Coach Initiative				
<u>Cost</u>		<u>Amount</u>		
Training		\$	1,000	
Curriculum Materials		\$	250	
Technical Assistance		\$	400	
Web-Based Resources		\$	250	
Stipend		\$	2,750	
Local Program Costs		\$	250	
Evaluation		\$	100	
Total Cost Per Coach*		\$	5,000	
*This budget assumes each Community Coach is part-time, and that there is one trained Coach per school. This budget also assumes that local program costs above \$250 would be raised locally. Do Something would receive Learn & Serve America funding to carry out trainings, develop and distribute curricula materials, provide technical assistance, develop and maintain web-based resources, and evaluate the initiative. Stipends and local program costs would pass directly through Do Something to each school.				



COMMUNITY COACH STORIES

Community Coaches work year-round in more than 100 schools in 75 communities in 27 states. Additional educators participate in individual events- like a Town Hall to begin the year and the Kindness & Justice Challenge around the Martin Luther King Jr. National Holiday.

MIDDLE SCHOOL IN COMPTON, CA

"November third was a pretty amazing day in our community. Seventy-five young people from three schools in Compton spent the morning leading a Do Something Town Hall to talk about ideas that matter to them.

"Based on these discussions, young people decided on projects they could lead which would make their schools and neighborhoods better places- turning an empty field into an after-school community center, fighting drugs with a drug awareness week, and working with local businesses to clean up the trash in the street.

"There's been an impact on my school already. Students feel empowered because they know they can go out and do positive things to change where they live. One of our most involved students began the year 'at-risk' and now he's recognized as a leader. He still spends time in the principal's office, but now he's talking about ideas for community-building projects, not getting into trouble."

ELEMENTARY SCHOOL IN GUILFORD, CT

"Our best story is a rather simple one. On my usual drive to work I noticed that a street near my school was victim to some "mischief night" activities. There was a tremendous amount of toilet paper hanging from trees which really bothered me. I had noticed it for a few days and then one day the neighborhood had been cleaned up. I later found out that some of the students involved in Do Something had organized themselves and cleaned it up. We've had some bigger projects but this is the one that will always, for me, represent what Do Something is all about: kids understanding they can make a difference and taking action to make their community better."

HIGH SCHOOL IN MARYSVILLE, KS

"We brought the Kindness & Justice Challenge to our junior and senior high school last year. We focused on juniors and included the program in the regular curriculum. It was a contest, and it was fun, but it was more than that. Each day we posted on our board the statewide results for Kansas and also posted students' acts of kindness and justice. It

was a real motivation because it was posted on the Internet too. I teach English and the program does include many of the skills- communications skills, writing skills, problem-solving skills –that we are trying to teach in the classroom. Communications skills improved dramatically. Students who weren't talking in class before were now talking and participating.

"We kept getting positive input from other faculty- they were getting doors opened, having help offered after class. The more students did, the more excited they became. Our principal keeps track of suspensions and expulsions. The number of discipline problems declined dramatically, and it continued after the Kindness & Justice Challenge was over."

ELEMENTARY SCHOOL IN WESTWOOD, OH

"I can't begin to tell you how much this program has enhanced my students' lives, our classroom community and my own personal growth and reflections! Each day the kids and I spend time engaging in so many meaningful conversations which arise from their response to the activities which you provided in the curriculum. The kids not only enjoy the activities but they really enjoy listening to what they have to share with one another. The parents are thrilled my class is participating and I am spreading the word throughout my school and community."

MIDDLE SCHOOL IN MCMINVILLE, OR

"We just completed our Town Hall. It was ten times better than I had ever imagined and that is from someone who is positive about the power of what kids can do. Twenty-four hours later I am still smiling from being able to observe over forty students and adults (including two local mayors) working enthusiastically and with an obvious sense of pride at having a voice. I was for most of it 'the fly on the wall' and my students couldn't have done a better job of organizing the discussions and keeping them going. We had four areas of concerns and have at least eight projects that we will begin working on right away. The local paper did an outstanding job of covering the event."

ELEMENTARY SCHOOL IN RYE, NY

"I have seen a nice change in these kindergartners. They are becoming more aware of the words they exchange with their peers, their parents, and other adults. They are becoming aware that their actions make a difference. They are realizing it feels good to help others whether it is making dinner for the family or helping clear the table or going over to the pre-k to help zipper jackets...they are working towards being kinder, more considerate children."

ELEMENTARY SCHOOL IN HALE'IWA, HI

"We have tried to model *lokahi*, the Hawaiian word for harmony, peace, and unity. We have tried to show *Aloha*, respect and love, and *Kokua*, help. These are the *Aloha* values that work hand-in-hand with what this program is all about. Thank you for involving youth in a most positive way! Because of their interest, students have learned about Dr. King and have learned what injustice is. They can relate to this because of the many races they represent: Hawaiian, Filipino, Samoan, Laotian, Japanese,

Portuguese, English, Scottish, Norwegian, Black, Native American, and more. *Imua!* (In Hawaiian, that is a cheer that means Move Forward!)”

FROM RECENT HIGH SCHOOL GRADUATE AND FIRST-YEAR COLLEGE STUDENT IN NEWARK, NJ

“When my teacher and Community Coach talked to me and my friend about becoming part of Do Something four years ago, I was skeptical. He asked us to become part of the Do Something leadership course. I was outspoken. I had that reputation. I guess he also thought I could be a leader.

“Pretty soon after I become involved, I was *teaching* the leadership course- sometimes to adults. My friend and I also helped to create the Kindness & Justice Challenge to celebrate the King Holiday. It feels good that a project we started in Newark now involves more than 2 million students around the country.

“Do Something motivated me to go out and work in my community. It helped me to understand what needs to be done- and that making a difference helps you and everyone who lives around you.”

CORPORATION

FOR NATIONAL

★ SERVICE

Office of
CONGRESSIONAL AND INTERGOVERNMENTAL RELATIONS
FACSIMILE TRANSMITTAL SHEETDATE: 9/29/99TO: Ann O'hearyLOCATION: DPC and First Lady's OfficeFAX #: 456-2878 PHONE #: _____FROM: Mark IsaacFAX #: (202) 565-2784 TELEPHONE #: (202) 606-5000, Ext. 279COMMENTS: As requested.NUMBER OF PAGES (INCLUDING COVER SHEET) 38

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National and Community Service Amendments Act of 1999

A. Overview

The primary purpose of the national service reauthorization proposals is to extend longstanding national service legislation – the National and Community Service Act of 1990 and the Domestic Volunteer Service Act of 1973. The extension authorizes support for programs that encourage Americans to engage in full-time or part-time service in their communities in order to meet unmet needs in the areas of education, public safety, the environment, and other human needs, such as health and housing.

The bill includes the following specific proposed changes to existing legislation, in addition to technical and conforming amendments:

B. Proposals to amend the National and Community Service Act of 1990 (NCSA)

- | | |
|--------------------------------|--|
| General Provisions | <ul style="list-style-type: none">• Explicitly identifies service-learning as one of the purposes of the National and Community Service Act. |
| Learn and Serve America | <ul style="list-style-type: none">• Explicitly provides that Indian Tribes are eligible for community-based grants (this is not explicit under current law).• Eliminates requirement that Corporation give cumulative weight to specified selection criteria under the higher education grants program. |

AmeriCorps Grants

- Codifies prohibition on grants to Federal agencies.
- Codifies maximum Corporation share of average budgeted cost per AmeriCorps member at \$15,000 for fiscal year 1999, adjusted for inflation in fiscal years 2000 through 2004.
- Ensures that each State receives at least \$500,000 in formula grants (current law is silent, current allocation is \$500,000).
- Allows funds reserved for disability outreach purposes -- limited under current law to AmeriCorps State competitive and AmeriCorps National Direct -- to be made available to any program supported under the national service laws and also to be used to support disability demonstration activities.
- Provides for downward adjustment of living allowance for full-time terms of service shorter than 12 months.
- Allows up to \$15,000,000 in subtitle C funds to be used to provide operational assistance (capped at \$1,000 per member) to programs that provide balance of support necessary to operate program, without administrative cost, matching fund, and member support requirements. (These AmeriCorps Education Award programs are currently funded under demonstration authority in subtitle H).

National Service Trust

- Adds authority to use funds in the National Service Trust to support scholarships to high school juniors and seniors engaging in outstanding service.
- Provides that an individual may receive no more than the aggregate value of two education awards (current law's limit is two education awards for first two terms of service, regardless of amounts).
- Expands the types of student loans that may be repaid with the education award to include those made by federally-approved lenders and State agencies.

**National Civilian
Community Corps**

- Adds disaster relief to the NCCC's statement of purpose.
- Adds authority to utilize individuals as team leaders, without regard to the otherwise applicable restrictions on age and the amount of the living allowance.
- Provides that the education award is the only type of post-service benefit provided (current law authorizes provision of an alternative post-service benefit).

**Corporation
Governance**

- Authorizes members of the Corporation's Board of Directors to serve until a successor takes office.

**Points of Light
Foundation**

- Authorizes Corporation's Chief Executive Officer to serve as a nonvoting member of the Points of Light Foundation's Board of Directors.

**NCSA
Authorization of
Appropriations**

- Authorizes such sums as necessary for fiscal years 1999-2004.

C. Proposals to amend the Domestic Volunteer Service Act of 1973 (DVSA)

VISTA

- Adds long-term sustainability of local organizations to VISTA's statement of purpose.
- Encourages use of cost-sharing arrangements under which organizations defray all or part of the direct cost of supporting AmeriCorps*VISTA members.
- Opens positions as VISTA leaders to individuals with experience in service (current law restricts to former VISTA members).

National Senior Service Corps

- Codifies the name of the program as "National Senior Service Corps" in place of "National Senior Volunteer Corps".
- Adds an emphasis on meeting community needs to the Senior Corps' statement of purpose.
- Lowers minimum age for Foster Grandparents and Senior Companions from 60 to 55.
- Definition of "low-income" for purposes of the Foster Grandparent and Senior Companion programs increases from 125 to 150 percent of poverty line.
- Ties availability of Programs of National Significance grants to the level of appropriations for all Senior Corps programs in the preceding two years.
- Requires reports to Congress regarding cost-of-living adjustments to payments to Senior Corps participants.

DVSA Authorization of Appropriations

- Authorizes such sums as necessary for fiscal years 1999-2004 for DVSA activities.

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106TH CONGRESS
1ST SESSION**S.** _____

IN THE SENATE OF THE UNITED STATES

_____ introduced the following bill; which was read twice and referred to the Committee on _____

A BILL

To amend the National and Community Service Act of 1990 and the Domestic Volunteer Service Act of 1973 to extend the authorizations of appropriations for the programs carried out under such Acts, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the "National and Commu-
5 nity Service Amendments Act of 1999".

6 **SEC. 2. TABLE OF CONTENTS.**

7 The table of contents for this Act is as follows:

Sec. 1. Short title.

Sec. 2. Table of contents.

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2

**TITLE I—AMENDMENTS TO NATIONAL AND COMMUNITY SERVICE
ACT OF 1990**

- Sec. 101. References.
- Sec. 102. General provisions.
- Sec. 103. School-based and community-based service-learning programs.
- Sec. 104. National Service Trust program.
- Sec. 105. National Service Trust.
- Sec. 106. Civilian Community Corps.
- Sec. 107. Administrative provisions.
- Sec. 108. Corporation for National and Community Service.
- Sec. 109. Points of Light Foundation.
- Sec. 110. Authorization of appropriations.

**TITLE II—AMENDMENTS TO THE DOMESTIC VOLUNTEER
SERVICE ACT OF 1978**

- Sec. 201. References.
- Sec. 202. General provisions.
- Sec. 203. National volunteer antipoverty programs.
- Sec. 204. National Senior Service Corps.
- Sec. 205. Administration and coordination.
- Sec. 206. Authorization of appropriations.

TITLE III—TECHNICAL AMENDMENTS TO OTHER LAWS

- Sec. 301. Reference to Secretary of Education.
- Sec. 302. Reference to National and Community Service Trust Act of 1993.

1 **TITLE I—AMENDMENTS TO NA-**
2 **TIONAL AND COMMUNITY**
3 **SERVICE ACT OF 1990**

4 **SEC. 101. REFERENCES.**

5 Except as otherwise expressly provided, whenever in
6 this title an amendment or repeal is expressed in terms
7 of an amendment to, or repeal of, a section or other provi-
8 sion, the reference shall be considered to be made to a
9 section or other provision of the National and Community
10 Service Act of 1990 (42 U.S.C. 12501 et seq.).

11 **SEC. 102. GENERAL PROVISIONS.**

12 (a) **TECHNICAL AMENDMENT TO TABLE OF CON-**
13 **TENTS.**—The table of contents in section 1(b) (42 U.S.C.

1 prec. 12501) is amended by inserting after the item relat-
2 ing to section 148 the following:

"Sec. 149. National service scholarship program."

3 (b) PURPOSE.—Section 2(b) (42 U.S.C. 12501(b)) is
4 amended—

5 (1) in paragraph (7), by striking “; and” and
6 inserting a semicolon;

7 (2) in paragraph (8), by striking the period and
8 inserting “; and”; and

9 (3) by adding at the end the following:

10 “(9) expand and strengthen service-learning
11 programs to improve the education of children and
12 youth and to maximize the benefits of national and
13 community service.”.

14 (c) TECHNICAL AMENDMENTS TO DEFINITIONS.—
15 Section 101 (42 U.S.C. 12511) is amended—

16 (1) in paragraph (19), by striking “119(b)(1),
17 or 122(a)” and inserting “119(b)(1), 122(a), or
18 149”;

19 (2) in paragraph (21)(B)—

20 (A) by striking “section 602(a)(1)” and in-
21 serting “section 602(3)”; and

22 (B) by striking “20 U.S.C. 1401(a)(1)”
23 and inserting “20 U.S.C. 1401(3)”; and

24 (3) in paragraph (26), by striking the second
25 sentence.

1 SEC. 103. SCHOOL-BASED AND COMMUNITY-BASED SERV-
2 ICE-LEARNING PROGRAMS.

3 (a) REFERENCE TO ELEMENTARY AND SECONDARY
4 EDUCATION ACT OF 1965.—Section 115A(b) (42 U.S.C.
5 12528(b)) is amended by striking “consultation, withhold-
6 ing, notice, and judicial review requirements in accordance
7 with paragraphs (3) and (4)” and all that follows and in-
8 serting “the requirements of section 14506 of the Elemen-
9 tary and Secondary Education Act of 1965 (20 U.S.C.
10 8896).”.

11 (b) INCLUSION OF INDIAN TRIBES AS QUALIFIED
12 ORGANIZATIONS.—Section 117(3) (42 U.S.C. 12541(3))
13 is amended by inserting before the period “, or an Indian
14 tribe”.

15 (c) HIGHER EDUCATION INNOVATIVE PROGRAMS
16 FOR COMMUNITY SERVICE.—Section 119(e) (42 U.S.C.
17 12561(e)) is amended—

18 (1) by striking paragraph (2);

19 (2) by striking “(1) IN GENERAL.—”;

20 (3) by redesignating subparagraphs (A) through
21 (G) as paragraphs (1) through (7), respectively, and
22 aligning the margins of those paragraphs with the
23 margins of paragraph (2) of subsection (d) of such
24 section;

25 (4) by redesignating clauses (i) through (iii) as
26 subparagraphs (A) through (C), respectively, of

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1 paragraph (4) and aligning the margins of those
2 subparagraphs with the margins of subparagraph
3 (B) of subsection (d)(2) of such section; and
4 (5) by redesignating subclauses (I) through
5 (III) as clauses (i) through (iii), respectively, of
6 paragraph (4)(B) and aligning the margins of those
7 clauses with the margins of clause (i) of subsection
8 (d)(2)(A) of such section.

9 **SEC. 104. NATIONAL SERVICE TRUST PROGRAM.**

10 (a) **AUTHORITY TO PROVIDE ASSISTANCE AND POSI-**
11 **TIONS.**—Section 121 (42 U.S.C. 12571) is amended—

12 (1) by striking subsection (b);

13 (2) by redesignating subsections (c) through (e)
14 as subsections (b) through (d), respectively;

15 (3) in subsection (b) (as redesignated in para-
16 graph (2)), by striking “subsections (a) and (b)”
17 and inserting “subsection (a)”;

18 (4) in subsection (c) (as redesignated in para-
19 graph (2))—

20 (A) in paragraph (1), by striking “or (b)”;

21 and

22 (B) in paragraph (2)(A), by striking “or
23 (b)”;

24 (5) by adding at the end the following:

25 “(e) **COST OF PARTICIPANTS.**—

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1 “(1) LIMIT.—The Corporation share of the ag-
2 gregate cost of national service positions approved
3 under the national service laws may not exceed the
4 product of—

5 “(A) the number of such positions; and

6 “(B) the amount determined under para-
7 graph (2).

8 “(2) AMOUNT PER PARTICIPANT.—

9 “(A) FISCAL YEAR 1999.—For fiscal year
10 1999, the amount referred to in paragraph
11 (1)(B) shall be \$15,000.

12 “(B) FISCAL YEARS 2000 THROUGH 2004.—
13 For each of fiscal years 2000 through 2004, the
14 amount referred to in paragraph (1)(B) shall be
15 the amount determined under this paragraph
16 for the preceding fiscal year, adjusted to reflect
17 the percentage increase in the Consumer Price
18 Index for All Urban Consumers published by
19 the Secretary of Labor, occurring in the 1-year
20 period immediately preceding the date the ad-
21 justment is made.

22 “(3) COST.—For purposes of paragraph (1),
23 the cost of an approved national service position
24 shall be the average budgeted cost per individual en-
25 rolled in an approved national service position, in-

1 including the administrative and support cost attrib-
2 utable to the individual.”.

3 (b) TECHNICAL AMENDMENT TO PROVISION ON ELI-
4 GIBILITY OF PROGRAMS.—Section 122(a) (42 U.S.C.
5 12572(a)) is amended by striking “and each Federal agen-
6 cy receiving assistance under section 121(b)”.

7 (c) TECHNICAL AMENDMENT TO PROVISION ON ELI-
8 GIBILITY OF POSITIONS.—Section 123 (42 U.S.C. 12573)
9 is amended—

10 (1) in paragraph (1), by striking “subsection
11 (a) or (b) of section 121” and inserting “section
12 121(a)”;

13 (2) in paragraph (2)(A), by striking “an insti-
14 tution of higher education, or a Federal agency” and
15 inserting “or an institution of higher education”.

16 (d) TECHNICAL AMENDMENT TO SPECIAL ASSIST-
17 ANCE PROVISION.—Section 126(c)(3) (42 U.S.C.
18 12576(c)(3)) is amended by striking “section 121(e)” and
19 inserting “section 121(d)”.

20 (e) PROVISION OF ASSISTANCE AND POSITIONS.—
21 Section 129 (42 U.S.C. 12581) is amended—

22 (1) in subsection (a)—

23 (A) in paragraph (1)—

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1 (i) by striking "Of the funds" and all
2 that follows through "the Corporation
3 shall" and inserting the following:

4 "(A) IN GENERAL.—Of the funds allocated
5 by the Corporation for provision of assistance
6 under section 121(a) for a fiscal year, the Cor-
7 poration may"; and

8 (ii) by adding at the end the follow-
9 ing:

10 "(B) MINIMUM STATE GRANTS.—Notwith-
11 standing subparagraph (A), no State described
12 in subparagraph (A) shall receive a grant under
13 subparagraph (A) for a fiscal year in an
14 amount less than \$500,000.";

15 (B) in paragraph (2)—

16 (i) by striking "provision of assistance
17 under subsections (a) and (b) of section
18 121" and inserting "provision of assistance
19 under section 121(a)"; and

20 (ii) by striking the second sentence;
21 and

22 (C) in paragraph (3), by striking "provi-
23 sion of assistance under subsections (a) and (b)
24 of section 121" and inserting "provision of as-
25 sistance under section 121(a)";

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1 (2) in subsection (d)—

2 (A) in paragraph (1), by striking “provi-
3 sion of assistance under subsections (a) and (b)
4 of section 121” and inserting “provision of as-
5 sistance under section 121(a)”;

6 (B) in paragraph (2)—

7 (i) in the paragraph heading, by strik-
8 ing “FEDERAL AGENCIES AND OTHER AP-
9 PLICANTS” and inserting “OTHER APPLI-
10 CANTS”;

11 (ii) by inserting “and” before “institu-
12 tions of higher education”; and

13 (iii) by striking “, and Federal agen-
14 cies”;

15 (C) by striking paragraph (3);

16 (D) by redesignating paragraphs (4) and
17 (5) as paragraphs (3) and (4), respectively;

18 (E) in paragraph (4) (as redesignated in
19 subparagraph (D))—

20 (i) in subparagraph (B)—

21 (I) in the heading, by striking
22 “ASSIST ENTITIES IN PLACING APPLI-
23 CANTS WHO ARE” and inserting “IN-
24 CREASE THE PARTICIPATION OF”;

25 (II) in clause (i)—

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1 (aa) in subclause (I), by
2 striking "receive a grant to carry
3 out a national service program
4 under paragraph (1) or (2)" and
5 inserting "receive assistance,
6 such as funding or an allotment
7 of approved national service posi-
8 tions, to carry out activities
9 under the national service laws";

10 (bb) in subclause (II), by
11 striking "a substantial number
12 of"; and

13 (cc) in subclause (III), by
14 striking "placing a substantial
15 number of such individuals with
16 a disability as participants in
17 projects carried out through the
18 program" and inserting "increas-
19 ing the participation of individ-
20 uals with disabilities in activities
21 carried out under the national
22 service laws"; and

23 (III) in clause (ii), by striking
24 "as funds made available through a
25 grant made under paragraph (1) or

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1 (2)" and inserting "as assistance de-
2 scribed in clause (i)(I)"; and
3 (ii) in subparagraph (C)—

4 (I) in the heading, by striking
5 "DISABILITY" and inserting "DISABIL-
6 ITY AND FOR DEMONSTRATION PRO-
7 GRAMS.";

8 (II) in the matter preceding sub-
9 clause (I), by striking "to pay for the
10 Federal share described in section
11 121(e)" and inserting "to support
12 demonstration programs promoting
13 the participation of individuals with a
14 disability in national service and to
15 pay for the Federal share described in
16 section 121(d)"; and

17 (III) in subclause (I), by striking
18 "the programs specified in section
19 193A(d)(10)" and inserting "national
20 service programs carried out under
21 the national service laws"; and

22 (3) by adding at the end the following:

23 "(h) RESERVATION OF FUNDS TO SUPPORT PRO-
24 GRAMS REDUCING CORPORATION COSTS.—

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1 “(1) PROVISION OF OPERATIONAL SUPPORT.—

2 From amounts appropriated for a fiscal year pursu-
3 ant to section 501(a)(2) and made available to pro-
4 vide financial assistance under this subtitle, and sub-
5 ject to paragraph (2), the Corporation may reserve
6 an amount of not more than \$15,000,000 to provide
7 operational support to programs that receive ap-
8 proved national service positions under this subtitle
9 but do not receive funds under section 121(a).

10 “(2) LIMITATION ON AMOUNT OF OPERATIONAL
11 SUPPORT.—The amount of operational support pro-
12 vided under this subsection may not exceed \$1,000
13 per individual placed in an approved national service
14 position in such a program.

15 “(3) NO ADMINISTRATIVE COST, MATCHING
16 FUND, AND PARTICIPANT BENEFIT REQUIRE-
17 MENTS.—Programs supported under this subsection
18 shall not be subject to the administrative cost,
19 matching fund, and participant benefit requirements
20 of subsections (d) and (e) of section 121, section
21 131(e), and subsections (a), (d), and (e) of section
22 140.”.

23 “(f) APPLICATION PROVISIONS.—Section 130 (42
24 U.S.C. 12582) is amended—

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1 (1) in subsection (a), by striking “using the as-
2 sistance” and all that follows through “or Federal
3 agency” and inserting “using the assistance, an ap-
4 plicant”;

5 (2) in subparagraphs (A) and (B) of subsection
6 (d)(1), by striking “subsection (a) or (b) of section
7 121” and inserting “section 121(a)”; and

8 (3) in subparagraphs (A) and (B) of subsection
9 (f)(2), by striking “institution of higher education,
10 or Federal agency” and inserting “or institution of
11 higher education”.

12 (g) TECHNICAL AMENDMENT TO APPLICATION CON-
13 sideration Provision.—Section 133(d)(2) (42 U.S.C.
14 12585(d)(2)) is amended—

15 (1) by striking subparagraph (A); and

16 (2) by redesignating subparagraphs (B)
17 through (G) as subparagraphs (A) through (F), re-
18 spectively.

19 (h) TECHNICAL AMENDMENT TO PARTICIPANT PRO-
20 vision.—Section 137(a)(3) (42 U.S.C. 12591(a)(3)) is
21 amended by striking “to be performed before, during, or
22 after attendance at an institution of higher education”.

23 (i) TECHNICAL AMENDMENT TO PARTICIPANT SE-
24 lection Provision.—Section 138(a) (42 U.S.C.
25 12592(a)) is amended by striking “Federal agency,”.

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1 (j) TECHNICAL AMENDMENT TO TERM PROVISION.—

2 Section 139(a) (42 U.S.C. 12593(a)) is amended by strik-
3 ing “perform full- or part-time national service for at least
4 one term of service” and inserting “complete at least 1
5 term of full- or part-time national service as”.

6 (k) LIVING ALLOWANCES.—Section 140(a) (42
7 U.S.C. 12594(a)) is amended—

8 (1) in paragraph (1), by striking “a living al-
9 lowance” and inserting “an annual living allowance,
10 for 12 months of service,”; and

11 (2) in paragraph (4) by striking “a reduced
12 term of service under section 139(b)(3)” and insert-
13 ing “a term of full-time service under section
14 139(b)(1) that is less than 12 months”.

15 **SEC. 105. NATIONAL SERVICE TRUST.**

16 (a) ESTABLISHMENT OF THE NATIONAL SERVICE
17 TRUST.—Section 145 (42 U.S.C. 12601) is amended—

18 (1) in subsection (a)(1)—

19 (A) in subparagraph (A), by striking “;
20 and” and inserting a semicolon;

21 (B) in subparagraph (B), by striking the
22 semicolon and inserting “; and”; and

23 (C) by adding at the end the following:

24 “(C) national service scholarships under
25 section 149;”;

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1 (2) in subsection (c), by striking "for payments
2 of national service educational awards in accordance
3 with section 148." and inserting "for—

4 "(1) payments of national service educational
5 awards and interest in accordance with paragraphs
6 (1) through (4) of section 148(a); and

7 "(2) awards of national service scholarships in
8 accordance with section 149."; and

9 (3) in subsection (d)—

10 (A) in paragraph (3)(B), by striking ";
11 and" and inserting a semicolon;

12 (B) in paragraph (4), by striking the pe-
13 riod and inserting "and"; and

14 (C) by adding at the end the following:

15 "(5) identify the number of students who
16 received national service scholarships under sec-
17 tion 149, and specify the amount and sources
18 of funds expended on the national service schol-
19 arship program carried out under section 149,
20 during the fiscal year."

21 (b) ELIGIBLE INDIVIDUALS.—Section 146 (42 U.S.C.
22 12602) is amended by striking subsection (c) and insert-
23 ing the following:

24 "(c) LIMITATION ON RECEIPT OF EDUCATIONAL
25 AWARDS.—An individual may receive, through the na-

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1 tional service educational awards, no more than an
2 amount equal to the aggregate value of 2 national service
3 educational awards for full-time service.”.

4 (c) TECHNICAL AMENDMENT TO AWARD AMOUNT
5 PROVISION.—Section 147(a) (42 U.S.C. 12603(a)) is
6 amended by striking “, for each of not more than 2 of
7 such terms of service,”.

8 (d) DISBURSEMENT.—Section 148 (42 U.S.C.
9 12604) is amended—

10 (1) in subsection (b)(7)—

11 (A) in subparagraph (A), by striking “;
12 and” and inserting the following: “or a loan to
13 a parent pursuant to part D of title IV of such
14 Act (20 U.S.C. 1087a et seq.) with the same
15 terms, conditions, and benefits as a loan made
16 pursuant to section 428B of such Act;”;

17 (B) in subparagraph (B), by striking the
18 period and inserting “; and”; and

19 (C) by adding at the end the following:

20 “(C) any loan (other than a loan described
21 in subparagraph (A) or (B)) determined by an
22 institution of higher education to be necessary
23 to cover a student's cost of attendance at the
24 institution and made directly to a student by—

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1 “(i) an eligible lender, as defined in
2 section 435 of the Higher Education Act
3 of 1965 (20 U.S.C. 1085);

4 “(ii) a State agency; or

5 “(iii) a lender otherwise determined
6 by the Corporation to be eligible to receive
7 disbursements from the National Service
8 Trust.”;

9 (2) in subsection (e), by striking “subsection
10 (b)(6)” and inserting “subsection (b)(7)”; and

11 (3) in subsection (f), by striking “Director” and
12 inserting “Chief Executive Officer”.

13 (e) NATIONAL SERVICE SCHOLARSHIP PROGRAM.—
14 Subtitle D of title I (42 U.S.C. 12601 et seq.) is amended
15 by adding at the end the following:

16 “SEC. 149. NATIONAL SERVICE SCHOLARSHIP PROGRAM.

17 “The Corporation may use amounts in the Trust to
18 support a national service scholarship program to recog-
19 nize secondary school juniors and seniors who are engaged
20 in outstanding community service.”.

21 SEC. 106. CIVILIAN COMMUNITY CORPS.

22 (a) PURPOSE.—Section 151 (42 U.S.C. 12611) is
23 amended—

24 (1) in paragraph (3), by striking “; and” and
25 inserting a semicolon;

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1 (2) in paragraph (4), by striking the period and
2 inserting “; and”; and

3 (3) by adding at the end the following:

4 “(5) whether such programs can meet national
5 and community needs related to natural and other
6 disasters in coordination with the Federal Emer-
7 gency Management Agency and other public and pri-
8 vate organizations.”.

9 (b) TECHNICAL AMENDMENT TO PROGRAM PROVI-
10 SION.—Section 153(c) (42 U.S.C. 12613(c)) is amended
11 by striking “BACKGROUNDS” and inserting “BACK-
12 GROUNDS”.

13 (c) CIVILIAN COMMUNITY CORPS.—Section 155(b)
14 (42 U.S.C. 12615(b)) is amended by adding at the end
15 the following:

16 “(4) TEAM LEADERS.—

17 “(A) IN GENERAL.—The Director may se-
18 lect individuals with prior supervisory or service
19 experience to be team leaders in the Corps, to
20 perform service that includes leading and super-
21 vising teams of Corps members.

22 “(B) CRITERIA.—Team leaders shall be se-
23 lected without regard to the age limitation de-
24 scribed in section 153(b)(1).

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1 “(C) TREATMENT.—For purposes of this
2 subtitle, particularly subsections (b) and (c) of
3 section 160, team leaders shall be deemed to be
4 members of the Corps and shall be provided the
5 rights and benefits applicable to Corps mem-
6 bers, except that the limitation on the amount
7 of the living allowance available under section
8 158(b) shall not apply.”.

9 (d) AUTHORIZED BENEFITS.—Section 158 (42
10 U.S.C. 12618) is amended—

11 (1) by striking subsections (e) and (g); and
12 (2) by redesignating subsection (f) as sub-
13 section (e).

14 (e) TECHNICAL AMENDMENT TO PROVISION CON-
15 CERNING OTHER DEPARTMENTS.—Section
16 162(a)(1)(B)(i) (42 U.S.C. 12622(a)(1)(B)(i)) is amended
17 by striking “section 4462 of the National Defense Author-
18 ization Act for Fiscal Year 1993” and inserting “section
19 1143a of title 10, United States Code”.

20 **SEC. 107. ADMINISTRATIVE PROVISIONS.**

21 (a) STATE COMMISSION COORDINATION.—Section
22 178(i)(2) (42 U.S.C. 12638(i)(2)) is amended—

23 (1) by striking subparagraph (B); and
24 (2) by redesignating subparagraph (C) as sub-
25 paragraph (B).

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1 (b) REFERENCE.—Section 181 (42 U.S.C. 12641) is
2 amended by striking “Section 414” and inserting “Section
3 422”.

4 SEC. 108. CORPORATION FOR NATIONAL AND COMMUNITY
5 SERVICE.

6 (a) BOARD OF DIRECTORS.—Section 192 (42 U.S.C.
7 12651a) is amended—

8 (1) by striking subsection (c) and inserting the
9 following:

10 “(c) TERMS.—Subject to subsection (e), each ap-
11 pointed member shall serve for a term of 5 years.”; and

12 (2) by adding at the end the following:

13 “(e) SERVICE UNTIL APPOINTMENT OF SUCCE-
14 SOR.—An appointed member of the Board whose term has
15 expired may continue to serve until the earlier of—

16 “(1) the date on which a successor has taken
17 office; or

18 “(2) the date on which Congress adjourns sine
19 die to end the session of Congress that commences
20 after the date on which the term expired.”.

21 (b) TECHNICAL AMENDMENTS TO AUTHORITIES
22 PROVISION.—Section 192A(g) (42 U.S.C. 12651b(g)) is
23 amended—

24 (1) in paragraph (9), by striking the semicolon
25 and inserting “; and”;

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1 (2) in paragraph (10), by striking “; and” and
2 inserting a period; and

3 (3) by striking paragraph (11).

4 (c) AGREEMENTS.—Section 193A(c)(3) (42 U.S.C.
5 12651d(c)(3)) is amended—

6 (1) by striking “(3)” and inserting “(3)(A)”;

7 (2) by striking the semicolon and inserting “;
8 and”; and

9 (3) by adding at the end the following:

10 “(B) enter into agreements with other Federal
11 agencies to carry out activities to further implemen-
12 tation of the national service laws;”.

13 (d) MONITORING AND EVALUATION.—Section
14 196A(b)(4) (42 U.S.C. 12651h(b)(4)) is amended by
15 striking “national service laws” and inserting “Domestic
16 Volunteer Service Act of 1973 (42 U.S.C. 4950 et seq.)”.

17 SEC. 109. POINTS OF LIGHT FOUNDATION.

18 Section 303 (42 U.S.C. 12662) is amended—

19 (1) by redesignating subsection (b) as sub-
20 section (c); and

21 (2) by inserting after subsection (a) the follow-
22 ing:

23 “(b) CHIEF EXECUTIVE OFFICER AS EX OFFICIO
24 MEMBER OF BOARD OF DIRECTORS.—The Chief Execu-
25 tive Officer of the Corporation may serve as an ex officio,

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1 nonvoting member of the Board of Directors of the Foun-
2 dation.”.

3 **SEC. 110. AUTHORIZATION OF APPROPRIATIONS.**

4 Section 501 (42 U.S.C. 12681) is amended—

5 (1) in subsection (a)—

6 (A) in paragraph (1)—

7 (i) in subparagraph (A), by striking “,
8 \$45,000,000 for fiscal year 1994 and such
9 sums as may be necessary for each of the
10 fiscal years 1995 through 1996” and in-
11 serting “such sums as may be necessary
12 for each of fiscal years 1999 through
13 2004”; and

14 (ii) in subparagraph (B)—

15 (I) in clause (i), by striking “sub-
16 part A” and inserting “subparts A
17 and D”; and

18 (II) in clause (ii), by striking
19 “subpart B” and inserting “subparts
20 B and D”;

21 (B) in paragraph (2)(A)—

22 (i) by striking “provide national serv-
23 ice educational awards” and inserting
24 “make payments from the National Service
25 Trust”; and

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1 (ii) by striking "\$300,000,000 for fis-
2 cal year 1994, \$500,000,000 for fiscal year
3 1995, and \$700,000,000 for fiscal year
4 1996" and inserting "such sums as may be
5 necessary for each of fiscal years 1999
6 through 2004";

7 (C) in paragraph (3), by striking "the fis-
8 cal years 1995 through 1996" and inserting
9 "fiscal years 1999 through 2004"; and

10 (D) in paragraph (4)(A), by striking
11 "\$40,000,000 for fiscal year 1994, \$60,000,000
12 for fiscal year 1995, and \$70,000,000 for fiscal
13 year 1996" and inserting "such sums as may
14 be necessary for each of fiscal years 1999
15 through 2004"; and

16 (2) in subsection (b), by striking "\$5,000,000
17 for each of the fiscal years 1994 through 1996" and
18 inserting "such sums as may be necessary for each
19 of fiscal years 1999 through 2004".

20 **TITLE II—AMENDMENTS TO THE**
21 **DOMESTIC VOLUNTEER SERV-**
22 **ICE ACT OF 1973**

23 **SEC. 201. REFERENCES.**

24 Except as otherwise expressly provided, whenever in
25 this title an amendment or repeal is expressed in terms

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1 of an amendment to, or repeal of, a section or other provi-
2 sion, the reference shall be considered to be made to a
3 section or other provision of the Domestic Volunteer Serv-
4 ice Act of 1973 (42 U.S.C. 4950 et seq.).

5 **SEC. 202. GENERAL PROVISIONS.**

6 The table of contents in section 1(b) (42 U.S.C. prec.
7 4950) is amended—

8 (1) by striking the item relating to the title
9 heading for title II and inserting the following:

“TITLE II—NATIONAL SENIOR SERVICE CORPS”;

10 (2) by striking the item relating to section 221
11 and inserting the following:

“Sec. 221. Promotion of National Senior Service Corps.”;

12 (3) by striking the item relating to section 224
13 and inserting the following:

“Sec. 224. Use of locally generated contributions in National Senior Service
Corps.”;

14 and

15 (4) by striking the item relating to section 502
16 and inserting the following:

“Sec. 502. National Senior Service Corps.”.

17 **SEC. 203. NATIONAL VOLUNTEER ANTIPOVERTY PRO-**
18 **GRAMS.**

19 (a) **PURPOSE.**—Section 101 (42 U.S.C. 4951) is
20 amended—

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1 (1) in the second sentence, by striking "af-
2 flicted with" and inserting "affected by"; and

3 (2) in the third sentence, by inserting after
4 "local level," the following: "to support efforts by
5 local agencies and organizations to achieve long-term
6 sustainability of programs in the absence of Federal
7 assistance,".

8 (b) SELECTION AND ASSIGNMENT.—Section 103 (42
9 U.S.C. 4953) is amended—

10 (1) in subsection (b)(2)(A), in the second sen-
11 tence, by striking "National and Community Service
12 Trust Act of 1993" and inserting "National and
13 Community Service Act of 1990";

14 (2) in subsection (c)(1)(F), by striking "Na-
15 tional and Community Service Trust Act of 1993"
16 and inserting "National and Community Service Act
17 of 1990"; and

18 (3) by adding at the end the following:

19 "(i) The Director is encouraged to enter into agree-
20 ments with public agencies and private organizations
21 under which the agencies and organizations pay for all,
22 or a portion of, the direct cost of supporting volunteers
23 serving under this part."

24 (c) VOLUNTEER LEADERS.—Section 105(a)(1) (42
25 U.S.C. 4955(a)(1)) is amended—

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1 (1) by redesignating subparagraph (C) as sub-
2 paragraph (D);

3 (2) in subparagraph (B), by striking the second
4 sentence; and

5 (3) by inserting after subparagraph (B) the fol-
6 lowing:

7 “(C) The Director may provide a stipend of a maxi-
8 mum of \$200 per month to persons designated by the Di-
9 rector to serve as volunteer leaders under this part. The
10 Director shall designate the leaders, in accordance with
11 standards established in such regulations as the Director
12 shall prescribe, on the basis of experience and special skills
13 and demonstrated leadership among volunteers or partici-
14 pants.”.

15 **SEC. 204. NATIONAL SENIOR SERVICE CORPS.**

16 (a) **TITLE.**—Title II (42 U.S.C. 2000) is amended,
17 in the title heading, by striking “NATIONAL SENIOR
18 VOLUNTEER CORPS” and inserting “NATIONAL
19 SENIOR SERVICE CORPS”.

20 (b) **PURPOSES.**—Section 200 (42 U.S.C. 5000) is
21 amended by striking “It is the purpose of” and all that
22 follows and inserting the following: “It is the purpose of
23 this title to provide—

24 “(1) opportunities for service by older individ-
25 uals to meet unmet national, State, and local needs,

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1 including needs in the areas of education, public
2 safety, health and human services, and the environ-
3 ment;

4 “(2) for the National Senior Service Corps,
5 comprised of the Retired and Senior Volunteer Pro-
6 gram, the Foster Grandparent Program, and the
7 Senior Companion Program, to utilize the vast tal-
8 ents of older individuals, empower older individuals
9 to contribute to their communities through service,
10 enhance the lives of the older individuals and the
11 persons served, and provide communities with valu-
12 able services;

13 “(3) opportunities for people age 55 or older,
14 through the Retired and Senior Volunteer Program,
15 to share their experiences, abilities, and skills to im-
16 prove their communities and themselves;

17 “(4) opportunities for low-income people age 55.
18 or older, through the Foster Grandparents Program,
19 to provide supportive, individualized service that has
20 a positive impact on the lives of children with excep-
21 tional or special needs; and

22 “(5) opportunities for low-income people age 55
23 or older, through the Senior Companion Program, to
24 provide critical support services and companionship
25 to adults who are at risk of institutionalization and

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1 who are struggling to maintain a dignified independ-
2 ent life.”.

3 (c) FOSTER GRANDPARENT PROGRAM.—Section 211
4 (42 U.S.C. 5011) is amended—

5 (1) in subsection (a)—

6 (A) in the first sentence, by striking “aged
7 sixty or over” and inserting “age 55 or older
8 (with individuals age 60 or older given priority
9 for enrollment)”; and

10 (B) in the fourth sentence, by striking
11 “per centum” and inserting “percent”;

12 (2) in the second sentence of subsection (d), by
13 striking “Any stipend” and all that follows through
14 “1997” and inserting the following: “Any stipend or
15 allowance provided under this section shall not be
16 less than \$2.55 per hour on or after October 1,
17 1999, and shall be adjusted once prior to September
18 30, 2004”; and

19 (3) in subsection (e)(1), by striking “125 per
20 centum” and inserting “150 percent”.

21 (d) SENIOR COMPANION PROGRAM.—Section 213(a)
22 (42 U.S.C. 5013(a) is amended by striking “aged 60 or
23 over” and inserting “age 55 or older (with individuals age
24 60 or older given priority for enrollment)”.

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1 (e) PROMOTION OF NATIONAL SENIOR SERVICE
2 CORPS.—Section 221(b) (42 U.S.C. 5021(b)) is amended
3 by striking paragraph (3) and inserting the following:

4 “(3) From funds appropriated under section 502, the
5 Director shall expend not less than \$375,000 and not
6 more than \$500,000 for each fiscal year to carry out para-
7 graph (2).”.

8 (f) TECHNICAL AMENDMENT CONCERNING AGE CRI-
9 TERION.—Section 223 (42 U.S.C. 5023) is amended by
10 striking “sixty years and older”.

11 (g) TECHNICAL AMENDMENTS CONCERNING
12 NAME.—

13 (1) HEADINGS—Sections 221 and 224 (42
14 U.S.C. 5021, 5024) are amended, in the section
15 heading, by striking “NATIONAL SENIOR VOLUNTEER
16 CORPS” and inserting “NATIONAL SENIOR SERVICE
17 CORPS”.

18 (2) TEXT.—Section 224 (42 U.S.C. 5024) is
19 amended by striking “National Senior Volunteer
20 Corps” and inserting “National Senior Service
21 Corps”.

22 (h) PROGRAMS OF NATIONAL SIGNIFICANCE.—Sec-
23 tion 225(d) (42 U.S.C. 5025(d)) is amended by adding
24 at the end the following:

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1 “(3) The Director may not make grants under sub-
2 section (a) for a fiscal year unless the amount appro-
3 priated under each of subsections (a), (b), and (c) of sec-
4 tion 502 exceeds the amount appropriated under that sub-
5 section for each of the 2 preceding fiscal years.”.

6 (i) **ADJUSTMENTS TO FEDERAL FINANCIAL ASSIST-**
7 **ANCE.**—Section 226 (42 U.S.C. 5026) is amended by
8 striking subsection (b) and inserting the following:

9 “(b) the Director shall prepare and submit, once
10 every 2 years, to the Committee on Education and the
11 Workforce of the House of Representatives and the Com-
12 mittee on Health, Education, Labor, and Pensions of the
13 Senate, a report on the extent to which adjustments are
14 made under subsection (a).”.

15 **SEC. 205. ADMINISTRATION AND COORDINATION.**

16 Paragraphs (13) and (14) of section 421, and section
17 425 (42 U.S.C. 5061, 5065) are amended by striking
18 “National Senior Volunteer Corps” each place it appears
19 and inserting “National Senior Service Corps”.

20 **SEC. 206. AUTHORIZATION OF APPROPRIATIONS.**

21 (a) **NATIONAL VOLUNTEER ANTIPOVERTY PRO-**
22 **GRAM.**—Section 501(a) (42 U.S.C. 5081(a)) is amend-
23 ed—

24 (1) in paragraph (1), by striking “\$56,000,000
25 for fiscal year 1994, and such sums as may be nec-

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1 essary for each of the fiscal years 1995 and 1996”
2 and inserting “such sums as may be necessary for
3 each of fiscal years 1999 through 2004”;

4 (2) in paragraph (2), by striking “\$5,600,000
5 for fiscal year 1994, and such sums as may be nec-
6 essary for each of the fiscal years 1995 and 1996”
7 and inserting “such sums as may be necessary for
8 each of fiscal years 1999 through 2004”;

9 (3) in paragraph (3), by striking “such sums as
10 may be necessary for each of the fiscal years 1994
11 through 1996” and inserting “such sums as may be
12 necessary for each of fiscal years 1999 through
13 2004”; and

14 (4) in paragraph (4), by striking “such sums as
15 may be necessary for each of the fiscal years 1994
16 through 1996” and inserting “such sums as may be
17 necessary for each of fiscal years 1999 through
18 2004”.

19 (b) NATIONAL SENIOR SERVICE CORPS.—Section
20 502 (42 U.S.C. 5082) is amended—

21 (1) in the section heading, by striking “NA-
22 TIONAL SENIOR VOLUNTEER CORPS” and insert-
23 ing “NATIONAL SENIOR SERVICE CORPS”;

24 (2) in subsection (a), by striking
25 “\$45,000,000” and all that follows and inserting

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1 "such sums as may be necessary for each of fiscal
2 years 1999 through 2004.";

3 (3) in subsection (b), by striking
4 "\$85,000,000" and all that follows and inserting
5 "such sums as may be necessary for each of fiscal
6 years 1999 through 2004.";

7 (4) in subsection (c), by striking "\$40,000,000"
8 and all that follows and inserting "such sums as
9 may be necessary for each of fiscal years 1999
10 through 2004."; and

11 (5) in subsection (d), by striking "such sums"
12 and all that follows and inserting "such sums as
13 may be necessary for each of fiscal years 1999
14 through 2004.".

15 (c) AVAILABILITY OF APPROPRIATIONS.—Section
16 504 (42 U.S.C. 5084) is amended—

17 (1) in subsection (a), by striking "the fiscal
18 years 1994 through 1996" and inserting "fiscal
19 years 1999 through 2004"; and

20 (2) in subsection (b), by striking "the fiscal
21 years 1994 through 1996" and inserting "fiscal
22 years 1999 through 2004".

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1 **TITLE III—TECHNICAL**
2 **AMENDMENTS TO OTHER LAWS**

3 **SEC. 301. REFERENCE TO SECRETARY OF EDUCATION.**

4 Section 502(b) of the National and Community Serv-
5 ice Trust Act of 1993 (42 U.S.C. 12501 note) is amended
6 by striking "Secretary of Education" and inserting "Chief
7 Executive Officer of the Corporation for National and
8 Community Service".

9 **SEC. 302. REFERENCE TO NATIONAL AND COMMUNITY**

10 **SERVICE TRUST ACT OF 1993.**

11 Section 7144(d)(3) of the Bilingual Education Act
12 (20 U.S.C. 7474(d)(3)) is amended by striking "National
13 Community and Service Trust Act of 1993 programs" and
14 inserting "programs carried out under the National and
15 Community Service Act of 1990".