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White House Office of National Service - Inventory of Department Service-Related Initiatives - April
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White House Office of National Service

Inventory of Department Service-Related Initiatives

**Presented to
Eli J. Segal
Assistant to the President
Director of the Office of National Service
April 22, 1993**

Presented by Peter Edelman, Josie Heath, Kate Frucher, Laura Gassner

Note: This inventory should be regarded as a work in progress. Since most departments are still assessing their existing service-related initiatives and developing new ones, information in many cases is incomplete. If you find that information is outdated, inaccurate, or incomplete in any way, please contact Kate Frucher at the Office of National Service so that appropriate changes can be made.

White House Office of National Service

President's Inventory of Departmental Service Related Programs

**Presented to
Eli Segal
Assistant to the President
Director of the Office of National Service**

**Presented by Peter Edelman, Josie Heath, Kate Frucher, Laura Gassner
April 22, 1993**

Enclosed Inventory

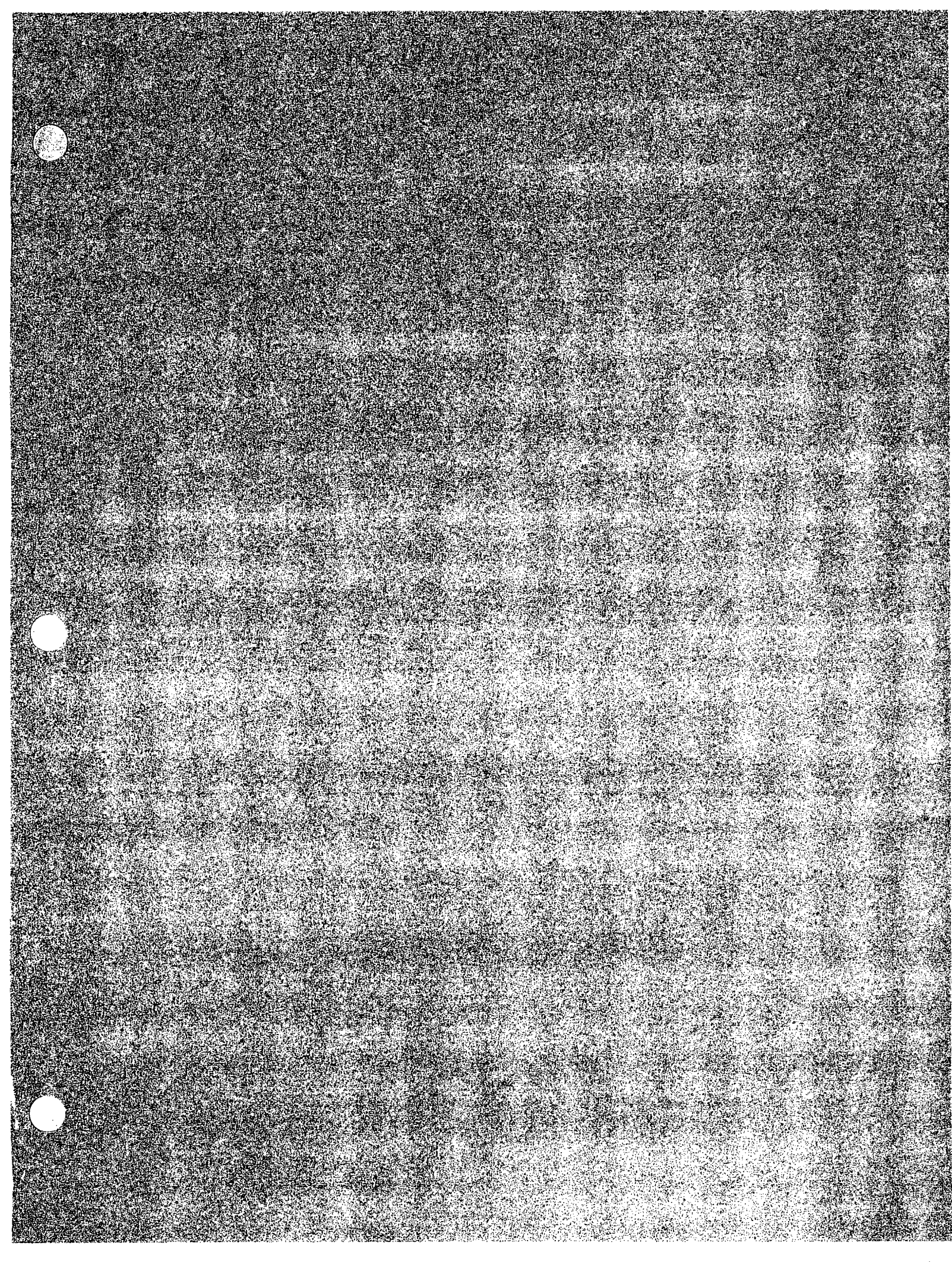
For each Cabinet Department the following information has been included:

- * A cover memo which highlights certain agency-sponsored service programs and presents the agency's ideas for further program development.
- * Spreadsheets which present a comprehensive inventory of the department's agency-sponsored programs and employee voluntary programs.

For each independent agency the following information has been included:

- * Spreadsheets which present a comprehensive inventory of the department's agency-sponsored programs and employee voluntary programs.

Note: This inventory is a work in progress. In most cases, the information has come to ONS directly from the Chief of Staffs' offices. They have made it very clear that the assessments are not yet complete. As the Department contacts learn more about their Department's various service initiatives, they will pass the information on the ONS and we will add it to this inventory.



**Department of Agriculture
The Honorable Mike Espy**

Chief of Staff:	Ron Blackley	Phone:	(202) 720-3631
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I. Agency Sponsored Programs -- Highlights

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

* **Earth Team.** A conservation program run by the Soil Conservation Service, the Earth Team engaged 10,000 volunteers in 50,000 hours of service at 1,800 sites throughout the nation. The volunteers staffed Soil Conservation offices, planted trees, surveyed land, designed and constructed grass waterways, developed environmental education materials, and created computer databases of local soils.

* **American Indian Youth Practicum.** Each summer, this program brings together 25-50 young people from tribes which are still at war for a week of service and learning in national forests in Montana and the Dakotas. The program teaches community cooperation, environmental conservation principles, and the importance of staying in school. The program was created by a man named Girard, a ranger in the Custer Forest in Montana. The program is paid for entirely by Custer Forest regular operating funds and is managed by Girard during his personal time.

* **Youth Forest Camps.** Run by the non-profit National Forest Foundation, the camps' programs will begin this summer at two sites in Washington state and one in Virginia. Each site will operate an eight or ten week session for approximately 200 people. The participants will be paid minimum wage and perform conservation work in National Forests.

II. Employee Voluntary Programs -- Highlights

Approximately 100 USDA employees volunteer at the Van Ness School in Southeast D.C. as part of the "Partners in Education" program. The employees tutor students, organize field trips, raise money to purchase computers, and buy and deliver gifts to students during the holiday season.

III. Total Amount Spent on Service Initiative

USDA spent approximately \$13.1 million on volunteer and youth service programs in 1992. The total could be as high as \$153.1 million, however, if 4-H and Jobs Corps funding are added. Over \$65 million in federal formula funds were spent on 4-H in 1992, and the Labor Department has allocated \$75 million to the Forest Service for the Jobs Corps programs in 1993.

IV. Ideas for Program Development

Secretary Espy has asked Joel Berg to chair a USDA working group on ways to incorporate USDA into the National Service program. Here are some initial ideas:

*** Expanding the role of USDA-affiliated Cooperative Extension Offices to incorporate more service initiatives.** Extension Service field offices nationwide are poised to play a leadership role in developing the infrastructure of service opportunities that the National Service program will need to survive in the long-run. Over 30 different Extension Offices submitted Summer of Service proposals. The proposals included a peer educators program in Southeast Colorado; a child care project in Hartford, Connecticut; a state-wide nutrition program in Mississippi; and a drug awareness project in Kansas City, Missouri.

*** The Department is developing plans for two separate youth corps to be run by the USDA:**

A Modern-day Civilian Conservation Corps run by the National Forest Service and the Soil Conservation Service. The Forest Service already runs the Youth Conservation Corps Program and the Youth Forest Camps. The Soil Conservation Service already runs the Earth Team. This new CCC would focus on the unique environmental problems of the 1990's, such as protecting drinking water supplies and developing community recycling programs.

A national anti-hunger and nutrition corps run by the Cooperative Extension System and the two USDA agencies which deal directly with the food stamps and nutrition programs. This program would be similar to the EFNEP program described above. Corps members would work in urban and rural areas to help families and individuals apply for food stamps and teach them about basic nutrition.

AGRICULTURE - The Honorable Mike Espy **Agency Sponsored Year-Round Programs**

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AGENCY MISSION: USDA works to improve farm income and develop markets for agricultural products abroad; administers rural development and conservation programs; addresses issues of poverty, hunger, and malnutrition nationwide; assists landowners to protect soil, water, forests, and other natural resources; conducts research, inspection, and grading services to safeguard and ensure standards for food quality.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Research Apprenticeship Program AGENCIES: Agricultural Research Service and Cooperative State Research Service	RAP provides paid volunteer opportunities for high school students to work in labs of the ARS and at universities. Students work with scientists on research projects in the biological and physical science and engineering fields. The program is particularly geared toward female and minority students. The purpose of the program is to increase awareness of opportunities in food and agricultural sciences and ultimately increase the pool of applicants for employment.		ARS provides \$500,000 to support the program of which \$250,000 is transferred to CSRS to fund the program at universities.	400-500 students	High school age			

AGRICULTURE - The Honorable Mike Espy **Agency Sponsored Summer Programs**

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Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Youth Conservation Corps AGENCY: Forest Service	The Youth Conservation Corps provides 8 weeks of summer employment for youths from all strata of society. Youths perform conservation work on the National Forest System. Each National Forest Park Director determines which projects should be completed by YCC works and which should be completed by professional seasonal and/or union workers.	On-going annual project	\$2.5 million	1,185 youths (1992)	15-18 years old	Minimum Wage The enrollees are paid from Forest Service resource activities funds.	N/A	The FS and cooperating private sector entities provide tools, training, and supervision. The government assumes tort and workmen's compensation liability.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
National Forest Foundation Youth Camps AGENCY: Forest Service	The National Forest Foundation is a non-profit corporation established by congressional statute. Some of its purpose is to raise funds from private sources for activities which support the programs administered by the Forest Service. The Foundation has just been established. One of its first projects will be operating three summer camps for at-risk youth in the George Washington, Mt. Hood, and Gifford Pinchot National Forests. Special attempts will be made to supplement the work experience with social and remedial education skills so that participants, once they complete the program, can successfully enter into the job corps or private sector employment into the job corps or private sector employment.	8 to 10 week programs	\$1.3 million	200		Minimum Wage	N/A	Private Sector will provide most of programs' funding National Forest Foundation will run the programs and assume administrative costs
Office of International Cooperation and Development Summer Employee's Program AGENCY: Office of International Cooperation and Development	OICD's Summer Employees Program provides professional on-the-job training experience to both college and high school students. In return for their services, students receive academic credit. <u>Experience enhancement:</u> 1. Students are exposed to guest speakers that cover an array of subjects from agriculture to transportation. 2. Field trips included: (a) visits to Congress to learn about its functions; (b) visits to embassies to learn about their relationship to the Federal Court, the National Association of State Departments of Agriculture, and the USDA					N/A	Academic Credit	

AGRICULTURE - The Honorable Mike Espy
Voluntary Programs which Enforce Department's Mission

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Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
National Forest Service Volunteer Program AGENCY: Forest Service	Offers individuals and organizations the opportunity to donate their talents and services to help manage the nation's natural resource. Volunteers participate in resource protection and management, cooperative forestry, and research. Typical positions include campground hosts, information specialists, fire lookouts, and recreations, wildlife and fisheries assistants.			108,977 students		N/A	N/A	
Earth Team Volunteer Program AGENCY: Soil Conservation Service	Volunteers helped staff Soil Conservation Service offices, planted trees, surveyed land, designed and constructed grass waterways, developed environmental education materials, and created computer databases of local soils.		\$100,000	10,000 at 1,800 sites nationwide		N/A	N/A	
Nutrition and Education Training Program AGENCY: Food and Nutrition Service	Volunteers provide basic nutritional information to child care centers, school meal programs, and other interested entities.					N/A	N/A	
National Agricultural Library Volunteer Program AGENCY: National Agricultural Library	NAL provides opportunities for adult and youth volunteers. Depending on the skill of the individual, volunteers provide clerical, technical, or professional assistance to NAL in operating its library and its databases.		N/A	20		N/A	N/A	

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Food Stamp Outreach Program AGENCY: Food and Nutrition Service	Outreach activities include explaining program rules, helping people apply and fill out forms, etc.					N/A	N/A	
The Emergency Food Assistance Program (TEFAP) AGENCY: Food and Nutrition Service	Volunteers unload trucks, hand out food at donation sites, help with applications, etc. Commodities are all donated.					N/A	N/A	
4-H			Co-op with land grant colleges	3 million	10-20 years old			Land grant colleges
Agricultural Research Service Volunteer Programs AGENCY: Agricultural Research Service	A number of ARS locations nationwide accept volunteer services for a wide variety of administrative and research support functions. The U.S. National Arboretum in D.C. relies on volunteers to perform a number of services, including serving as tour guides, providing assistance in the library, assisting in the maintenance of plant collections and working with researchers in the herbarium. Once they receive training, volunteers are asked to work for at least four hours per week.			Over 100			N/A	

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Extension				3 million				

AGRICULTURE - The Honorable Mike Espy **Employee Volunteer Activities**

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Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Youth at Risk Program AGENCY: Extension Service	The Youth at Risk Program provides funding for community-based programs to address the needs of at-risk youth. Programs provide youth with after school programs; reading and science enrichment classes; teen pregnancy, drug abuse and depression counseling. Opportunities are available for youth to be trained to provide these same services to their peers.		\$10 million Supplemented by local and private matching funds	100,000				1890 institutions serve as partners for several projects.

Department of Commerce
The Honorable Ronald H. Brown

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Report Date: April 8, 1993

The DOC office of Private Sector Initiatives in the Office of Business Liaison was established under the Bush Administration to coordinate both agency-sponsored and employee voluntary programs.

L Agency Sponsored Programs -- Highlights

*** Memorandum of understanding between Peace Corp and the Department of Commerce.**

This agreement was put in place in order to help develop new world-wide technical and business programs which would enhance international development. Under this agreement, DOC employees with expertise in a variety of fields provide training and technical assistance to volunteer projects in business, urban, and related technical development areas. In the long-run the assistance is meant to help further the development of economies and infrastructures in underdeveloped nations in order to create new commercial opportunities for the United States. The agreement went into effect on July 29, 1992 and will stay in effect for five years. To date, no assistance has been provided.

*** Cities in Schools Program.** This is a non-profit dropout prevention program that works with existing local social and educational services as part of a coordinated strategy to keep at-risk youth in school at both the elementary and secondary levels. CIS workers use field trips, after-school classes, counseling sessions, and home visits to draw young people back into the system at 433 "projected sites" (targeted schools) across the country. CIS is funded as a joint project between the Department of Commerce, Department of Justice, and other federal agencies. DOC allocated \$530,000 in FY 93 to the program.

II. Employee Voluntary Programs -- Highlights

*** Race for the Cure.** A race held each year in which all proceeds from runner-sponsorship go to breast cancer research

*** Holiday Gift collection for Homeless Families.**

* **Special Disaster Relief Collection.** (e.g., for Hurricane Andrew).

III. The Office of Private Sector Initiatives received a budget of approximately \$240,000 in FY 93.

IV. Ideas for Program Development

At this point, DOC is recognizing the Office of Business Liaison and rethinking OPSI's role in coordinating the volunteer activities of the DOC. Ultimately, DOC would like to play a major role in helping the National Service Program move forward.

*** The DOC could serve as a liaison between the Office of National Service and the business community. In this role, DOC could help ONS structure the National Service Program in a way which would encourage businesses to donate financial and technical assistance to the service programs which fall under the ONS umbrella. In more concrete terms, this would mean giving business incentives to "adopt" pieces of the National Service network. In this role DOC could also help ONS identify corporations which would be interested in assuming this sort of role.**

COMMERCE - The Honorable Ron Brown
Agency Sponsored Year-Round Programs

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AGENCY MISSION: Devoted to the expansion of opportunities for United States businesses at home and abroad. Through its ten internal agencies, including the International Trade Administration, the National Oceanic and Atmospheric Administration, the Patent and Trademark Office, the U.S. Travel and Tourism Administration, and the Minority Business Development Administration, Commerce strives to achieve its mission: to ensure and enhance opportunity for the American people.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Understanding between Commerce and the Peace Corps	Initiative to develop new world wide technical and business programs to enhance international economic advancement. Commerce employees with expertise in a variety of fields will be detailed to the Peace Corps to develop these new programs and further the development of economies and infrastructures to create new commercial opportunities for the United States. OPSI will work closely with the private sector as well to promote the new business and technical programs, seek their business and technical advice, and encourage private sector participation and resources.	July 1992-present						Peace Corps

**COMMERCE - The Honorable Ron Brown
Employee Voluntary Activities**

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Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Race for the Cure	An annual run from which all participant sponsorship monies support breast cancer research.							
Cities in School	Nonprofit prevention program that repositions existing local social and educational services in a coordinated strategy to keep at-risk youth in school at both the elementary and secondary levels. With an emphasis on coordinating existing resources, CIS workers use counseling sessions, after-school classes, field trips, and home visits to draw children back into the school system.		Dept. of Commerce allocated \$530,000 to the FY 1993 program.	433 "project sites" (targeted schools) across the country				Dept. of Justice and other federal agencies also supply funds for the program
Commerce Holiday Gift Collection for Homeless Families								
Blood Drives for Red Cross								
Special disaster relief collections								
Federal inter-agency collections								
Clothing and food collections								



OFFICE OF THE SECRETARY OF DEFENSE

WASHINGTON, DC 20301-1000

The Honorable Les Aspin

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I. Agency Sponsored Programs -- Highlights

Troops to Teachers

This program will train separated military personnel, terminated DOD and DOE civilian employees and displaced defense contractor personnel for public service jobs in education, health care, law enforcement and environmental positions. It has received FY93 funding of \$65, 000,000, in part to provide salary offsets of up to \$25,000 annually.

ChalleNGe -- Youth at Risk

This program targets youth, ages 16 - 18, who are "at risk." The program includes a five month residency and an 18 month post-residency mentoring program. The core components include: GED, leadership/followership, job skills, health, hygiene & sex education, citizenship, life coping/group skills, work/personnel values and post-program mentoring. This program is funded at \$44,000,000 for FY93.

MEDRETE USA -- Medically Underserved Communities in the US

This program targets medically underserved communities by providing continuous support to civilian health authorities. The focus is primarily inoculations and preventative health care. The FY93 funding is \$5,000,000.

II. Employee Volunteer Programs

There are hundreds of volunteer programs organized at DoD facilities around the world. The following are examples of programs organized on a larger level, but with participants that are volunteers.

Personal Excellence Partnership Program

This program has established over one thousand cooperative relationships between Navy commands and local schools nationwide. More than 17,000 Navy volunteers are involved in tutoring, mentoring, conducting science fairs, computer instruction, health/fitness activities, community service and environmental projects.

Drug Abuse Resistance Education (DARE)

This program is taught by Air Force security police in conjunction with community volunteers. It is designed to educate youths in grades K - 8th on problems associated with drug abuse. Administrative costs are all funded by the local communities.

III. Ideas for Program Development

Civil Military Cooperative Action Program

The primary purpose of this program is to "use the skills, capabilities, and resources of the armed forces to assist civilian efforts to meet the domestic needs of the United States." This program could 1) advance equal opportunity, 2) provide the domestic economy with training, education, and the transfer of technological advances, and 3) improve the environment and economic and social conditions.

Public or Community Service Jobs Registry

An existing registry could be expanded to include 1) members and former members who request registration for assistance in pursuing public and community service opportunities; registry includes information on individual job skills, qualifications and experience of registered personnel, and 2) public service and community service organizations; registry includes organization's location, size, types of positions, POCs, procedures for applying and descriptions of positions.

DEFENSE - The Honorable Les Aspin Agency Sponsored Year-Round Programs

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AGENCY MISSION: Provides military forces needed to deter war and protect security of the country. Major departments include the Army, Navy, Air Force, and Marine Corps. There are also reserve components to help with emergencies, as well as the National Guard. Under the President, the Secretary of Defense exercises control over all of the separately organized military departments.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Troops to Teachers	Established under section 4462 of Defense Authorization Act, this program trains separated military personnel, terminated DOD and DOE Civilian Employees and displaced Defense Contractor Personnel for public service jobs in education, health care, law enforcement, and environment. Present language covers only teachers.	In process of being developed	\$65 million			Up to \$25,000 per year salary offset		
Junior Reserve Officers Training Corps	More funding has been appropriated to expand this program. New JROTC High Schools and Career Academies will help at-risk youth with vocational and career opportunities.		\$50 million					
Army Shelters for the Homeless Program BRANCH: Army	The mission of the Army Shelters for the Homeless program is to assist communities and charitable organizations in creating shelters by providing a physical plant and basic incidentals such as utilities, bedding, transportation, renovation and minor repairs of facilities. The Army also provides shelters with liability insurance.		\$1.071 million	7 shelters with a capacity of nearly 500 beds				
Military Assistance to Safety and Traffic (MAST) BRANCH: Army	Assists the Departments of Education, Transportation, and HHS in providing medical emergency helicopter transportation services to civilians. MAST is an interim program designed to meet an existing need until an aeromedical evacuation capability can be developed within the civil sector.			16 active units: Air Force: 1 AC Army: 14 US AIR: 1				Departments of Transportation, HHS, and Defense

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
ChalleNGe BRANCH: Army	<u>Target:</u> At-risk youth who are drug-free and not involved with the legal system. <u>Core Components:</u> GED, leadership/followership, skills, health, hygiene and sex education, citizenship, life coping/group skills, work/personal values and post-program mentoring. <u>Main Characteristics:</u> Whole-person approach; stresses intervention vs. remedial program; strives to be ethnically/racially diverse; attempts to establish community ownership; intergovernmental/agency involvement; follow-up; independent assessment.	5 month residency 18 month post-residency mentoring	\$44 million		16-18 years old high school dropouts		GED	State-coordinated program through the governor's office
STARBASE BRANCH: Army	<u>Target:</u> At-risk youths, K-12 math/science classes in inner-city schools. <u>Core Components:</u> Teaches real-world applications of math and science theory, physical fitness and hygiene, drug use prevention, and environmental responsibility. <u>Main Characteristics:</u> Simulations; experiments; projects; teacher training; whole class participation; graduated lesson plans; mentors and role models; experiential learning; community-based.	1 day per week for 5 weeks and 1-2 weeks during the summer	\$2 million		K-12 th grade students			State-coordinated program through the governor's office
MEDRETE USA BRANCH: Army	<u>Targets:</u> Provides continuous support to civilian health authorities in medically underserved communities in the U.S. <u>Core Components:</u> Provides inoculations and preventative health care. <u>Main Characteristics:</u> Provides public health support service.	Continuous	\$5 million					No independent operations

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Los Angeles Unified School District Outreach Program BRANCH: Army	<u>Target:</u> K-12 math/science students. <u>Core Components:</u> Math/science and engineering classes <u>Main Characteristics:</u> Runs classroom and field programs which focus on formal and experiential learning	Daily; Year-round	\$10 million		K-12 th grade students			State-coordinated governor's plan and school superintendent's plan
Search and Rescue Operations BRANCH: Army	The Army provides specialized support to assist people in emergency situations, e.g., recent blizzard rescue operations.							
Support for International Events BRANCH: Army	The Army provides personnel, logistics, public affairs, and security support for the Olympics, the World University and Pan American Games.							
The Golden Knights Parachute Team	Demonstration of precision airborne military capabilities for public entertainment and recruiting operations.							
Marine Corps Community Drug Education Awareness Program BRANCH: Marine Corps	Marine Corps commands work with local communities in their efforts to reduce drug demand. Use of Marine Corps facilities and manpower is authorized to support local drug education and awareness programs.							Local community organizations
U.S. Army Field Band and Musical Groups BRANCH: Army	Support for official ceremonies, events, and public entertainment.							
Boy Scout and Girl Scout Activities BRANCH: Army	Fort A.P. Hill is provided for the Scout Jamboree	Every four years						Boys Scouts and Girls Scouts

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Council for Excellence in Government (CEO)	The CEO is a nonprofit, bipartisan organization with a commitment to a 2-year project to attract and recruit quality people into public service. Special emphasis has been placed on Historically Black Colleges and Universities and the Hispanic Association of College and Universities.							Partnership with the Office of Personnel Management (OPM), the Ford Foundation, and the federal agencies
DC Youth	This program was the result of a 1990 call from the Mayor of D.C. requesting job placement assistance for 500 resident youth. Since then, DOD had made a concerted effort to employ D.C. youth throughout the NCR.			65 youths were hired by OSD				
Federal Junior Fellowship Program	Fellowships provide two opportunities for college bound high school seniors: 1. earn money for college; 2. exposure to various high government careers through work-related experiences. Part-time and full-time students are eligible to work part-time during school and full-time during the summer and vacation periods.	Year round		29 active DOD fellowships in the NCR				
Historically Black Colleges and Universities Faculty Fellows Employment	The Historically Black Colleges and Universities (HBCU) faculty is a Presidential initiative to increase support to historically Black Colleges and Universities. The program provides short-term employment primarily during the summer. The program is mutually beneficial to the professors and OSD--these highly skilled individuals complete a wide variety of technical and professional assignments.			33 HBCU professors in the NCR; 18 of which were assigned to OSD				

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Art from the Heart of the City	This program is designed to allow "at risk" D.C. children the opportunity to contribute to their community by participating in art programs. Working with senior citizens living in inner-city retirement homes, the children have created quilts and other joint projects. One such project is the "Quilt of Public Service" created by students at the Langdon Elementary School with senior citizens of the Christian Communities Group Home. After visiting the David Taylor Naval Ship Research and Development Center and other Federal activities, they illustrated their concept of public service careers. (See attached picture of the quilt)							
Hispanic Association of Colleges and Universities (HACU's) Faculty Fellows Employment	Similar to the HBCU faculty program, OSD initiated a program for faculty from Hispanic serving Institutions (HSI).			One HSI faculty member was hired for the 1992 summer; five are expected to be hired for the 1993 summer.				

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Boren Amendment (3 initiatives) National and Community Service Act (Section 195, Subtitle H)	To create federally operated model service corps to utilize excess military in full-time service opportunities.	Annual Ongoing Project	\$30 million					
	PL 102-484 October 1992 Section 1091 Includes a number of different projects:	6 week duration	\$14 million		16-24 years old (High school dropouts)	100% of poverty line for family of two plus subsistence, quarters, travel, and equipment		Coordinated with CNCS
	1. <u>National Guard Civilian Youth Opportunities Pilot Program</u> : Pilot program for 10 National Guard sites for young people who have not completed secondary education. 2. <u>Civilian Community Corps</u> : To create federally operated model service corps to utilize excess military in full time service opportunities. <u>Initiatives are designed to determine:</u> a. whether residential service programs run by the federal government can increase support for National Service b. whether such a program will expand community service opportunities which enhance young people's skills c. whether retired and former Armed Forces members can provide guidance to the program d. whether CCC can serve as a substitute for a traditional military option for young Americans (The CCC will hold a demonstration project this summer. See page 6)	Program is under development	??		16-24 years old	/	\$5000	CNCS Depts. of Agriculture, Interior, and HUD

**DEFENSE - The Honorable Les Aspin
Agency Sponsored Summer Programs**

Special Assts.: Rudy DeLeon
and Larry Smith
phone: 703-697-8388
fax: 703-697-9080

Community Service Contact: Eric Fanning

phone: (703) 614-0363
fax: (703) 695-0864

AGENCY MISSION: Provides military forces needed to deter war and protect security of the country. Major departments include the Army, Navy, Air Force, and Marine Corps. There are also reserve components to help with emergencies, as well as the National Guard. Under the President, the Secretary of Defense exercises control over all of the separately organized military departments.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Civilian Community Corps Demonstration Program	PL 102-484 October 23, 1992 Sec. 195C Summer National Service Program A diverse group of youth from urban and rural areas shall work in teams on CCC projects. Federally operated service corps which will utilize excess military capacity and personnel in the creation of full-time opportunities. The amendments also provide for existing Commission grant programs that will help communities hit hardest by economic conversion.	May-September			14-18 years old		None	
US Army Computer-Related Engineering Science Studies	Conducted at North Carolina State University since 1982. The curriculum teaches about hardware and programming which includes 40 hours of intensive instruction in PASCAL language. Program also includes 80 hours of lecture and hands-on laboratory instruction in logic, microprocessors and robotics.	4 weeks		60 students	High school			

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Anacostia Public Service Academy	The objective of the academy is to provide students with education and experiences which not only meet mandatory education requirements, but also encourage them to graduate, become responsible citizens and pursue public service as a referred occupation. Academy students have an attendance rate of over 90% versus below 50% for other Anacostia students.			Currently, there are 40 seniors, 22 juniors, and 31 sophomores enrolled in the Academy.				The Academy is a joint effort developed by the Public Employees Roundtable (PER), the National Capitol Area Chapter (NCAC) of the American Society of Public Administration (ASPA) and the D.C. Public School System.
Federal Summer Employment Program	This program hires high school, undergraduate and graduate school students in temporary positions for the summer. Opportunities exist in a wide variety of occupations, such as clerk, typist, engineering assistant, program analyst. Students are placed based on work experience and academic achievement. Summer employees may return to work during holiday periods and the following summer.			More than 1,852 students were employed in the NCR and 138 in OSD in 1992.				
Uninitiated Introduction to Engineering Program	University tutorial program which encourages disadvantaged students to enroll in college and pursue careers in technical disciplines. The Army has four programs in operation at San Jose State University, Brigham Young University, University of Detroit, and University of Delaware.	2 weeks			Between sophomore and junior years of high school			
DOD Science and Engineering Apprenticeship Program for High School Students	Supported by military services. Students work on research projects in DOD labs or with researchers who are under DOD contracts. Students are paired with senior scientists and engineers in labs or with university researchers, who serve as mentors	Summer		Over 2,500 since the program began	High school			

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Drug Demand Reduction BRANCH: Army	<u>Target:</u> At-risk youth. <u>Core Components:</u> Mentoring, intervention, role modeling, resident and non-resident youth programs, Outreach. <u>Main Characteristics:</u> Volunteerism, state-federal ventures, support to law enforcement, community unique needs.	Year-round						State-coordinated governor's plan D.A.R.E. Drug Use is Life Abuse
Youth Conservation and Urban Youth Corps BRANCH: Army	<u>Target:</u> High school dropouts, from the inner-city, who are drug-free and who have not been involved in any criminal activity. <u>Core Components:</u> Teaches work and personal values; health and hygiene; sex education; and leadership/followership skills. <u>Characteristics:</u> Participants do not receive GEDs upon completion.	6 week residency (YCC) 6 week Armory-based (UYC)			16-18 year old high school dropouts			

DEFENSE - The Honorable Les Aspin
Voluntary Activities which Enforce the Department's Mission

Special Assts: Rudy DeLeon
and Larry Smith
phone: 703-697-8388
fax: 703-697-9080

Community Service Contact: Eric Fanning

phone: (703) 614-0363
fax: (703) 695-0864

AGENCY MISSION: Provides military forces needed to deter war and protect security of the country. Major departments include the Army, Navy, Air Force, and Marine Corps. There are also reserve components to help with emergencies, as well as the National Guard. Under the President, the Secretary of Defense exercises control over all of the separately organized military departments.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Cooperative Education Program	This program focuses on college students who divide their academic year between college attendance and a specified work program. Training agreements are developed between the University or college and the participating Defense activity which allows students to work in a position related to his/her field of study.			In the NCR, DOD employs 322 college age students and an additional 170 older students in a variety of occupations.			Upon graduation, COOP students may be offered full-time positions relevant to their work and educational experience.	
Apprenticeship Program	This program focuses on providing critical skills to trades and crafts employees allowing them to progress to the journeyman level. The program consists of blending on-the-job experience and related training.			DOD has 22 active apprenticeships in the NCR. OSD has six participants.				
Drug Demand Reduction BRANCH: Army	<u>Target:</u> At-risk youth <u>Core Components:</u> Resident and non-resident youth programs, which focus on mentoring and intervention role-modeling. <u>Main Characteristics:</u> Volunteers work in partnership with state and federal law enforcement agencies.	Year round						State-coordinated program through the governor's office D.A.R.E. Drug Use is Life Abuse

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Army Involvement in Educational Programs BRANCH: Army	The Army is involved in various educational volunteer activities including Adopt-a-School Programs, tutors for children, activities to support funding requests for schools on military installations. Impact Aid to Schools liaison.							

DEFENSE - The Honorable Les Aspin Employee Voluntary Activities

Special Assts.: Rudy DeLeon
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phone: 703-697-8388
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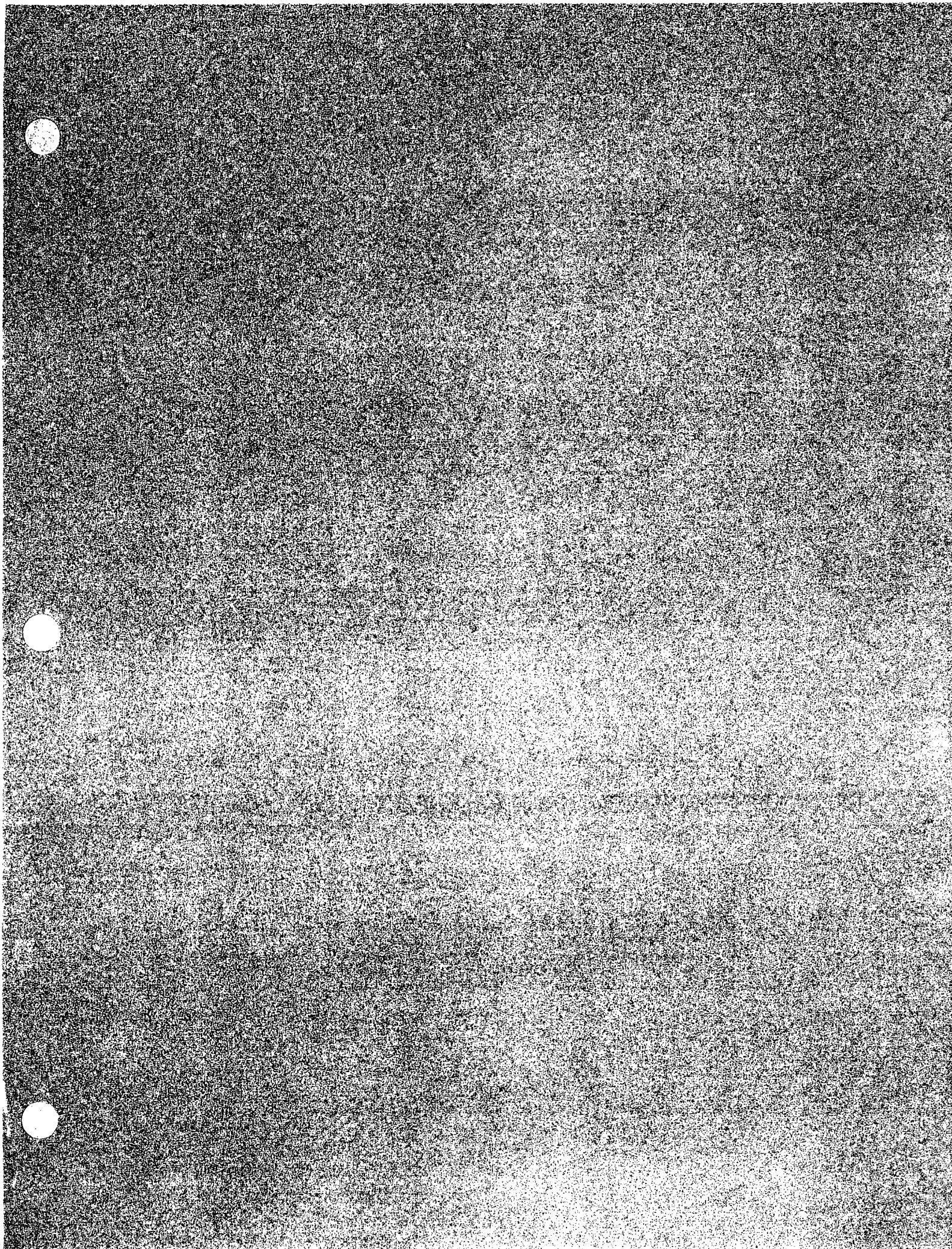
Community Service Contact: Eric Fanning
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fax: (703) 695-0864

AGENCY MISSION: Provides military forces needed to deter war and protect security of the country. Major departments include the Army, Navy, Air Force, and Marine Corps. There are also reserve components to help with emergencies, as well as the National Guard. Under the President, the Secretary of Defense exercises control over all of the separately organized military departments.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Partnership in Education Program	Provides volunteer services to a local D.C. area elementary schools. (See attachments)							
Drug Abuse Resistance Education (D.A.R.E.) BRANCH: Air Force	Program is designed to educate youths in grades K-8th, (especially 5th and 6th graders) on the problems associated with drug abuse. Classes are taught by Security Police and community volunteers.		Administrative costs locally funded					Dept. of Justice
Boy Scouts/Girl Scouts of America BRANCH: Air Force	Installation units and personnel sponsor troops and dens and serve as volunteer leaders.							Boy Scouts/Girl Scouts
Special Olympics BRANCH: Air Force	AF installations host and sponsor Special Olympics programs. Volunteers serve as coaches, huggers, officials, and drivers. Project sponsored at AF installations worldwide							Special Agency Foundation
American Red Cross BRANCH: Air Force	Chapter at each major Air Force installation Volunteers serve as instructors, case workers and counselors for Air Force and civilian community during times of crises.							American Red Cross

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Youth Sports BRANCH: Air Force	Volunteers organize sports team and recruit and train volunteer coaches and officials for a variety of youth sports activities.							
The Personal Excellence Partnership Program BRANCH: Navy	Volunteers are involved in tutoring, mentoring, science fair judging, computer instruction, health/fitness activities, community service and environmental conservation activities.			Over 1,000 cooperative relationships involving more than 17,000 Navy volunteers				
Campaign Drug Free BRANCH: Naval Reserve	Navy reservists volunteer to hold lectures on drug prevention in elementary, middle, and high schools nationwide.							Video tapes were produced in conjunction with Walt Disney Productions, New England Bell, the Boston Bruins hockey team and Brigham and Women's Hospital of Boston.
Youth and Physical Fitness BRANCH: Navy	Promotes fitness and nutrition in young people. Navy assists community school and youth organizations to replicate the Navy's proven successful program, Schools with Active Fitness in Education (SAFE).							

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Environmental Conservation Programs BRANCH: Navy	Focuses on preserving and restoring the environment by educating youth, their families, and the community. <u>Examples of such projects are:</u> <u>The Draketail Maritime Science Project at Annapolis:</u> The U.S. Naval Academy midshipmen volunteers worked with fifteen families to build a 39 foot draketail boat. The objective of the project is to develop a better understanding of Chesapeake Bay's ecology using a floating classroom <u>The Water for Life Project:</u> conducted by SUBGRU 9 in a collaborative partnership with local businesses and community organizations in the Bangor, WA area has cleared miles of beaches, tributaries and inlets in Puget Sound. <u>JASON IV:</u> recently reached over 750,000 students in classrooms and auditoriums throughout North America. In conjunction with the National Geographic Society, the Navy explored underwater phenomena and whale migration in Baja, California. The project was televised to 38 different link sites.							See examples
Young Marines BRANCH: Marine Corps	Youth educational organization that helps communities reduce the demand for illegal drugs among the Nation's youth. Youth from local neighborhoods are led by Regular, Reserve, and Retired Marine volunteers. Activities are desired to instill discipline, self-esteem, and physical development.			Serves 2,000 boys and girls in 31 units in 13 states	8-18 years old			



The U.S. Department of Education
The Honorable Richard Riley

Chief of Staff: Billy Webster Phone: (202) 401-1110
Fax: (202) 401-0596
Agency Contact: Paul Jamieson Phone: (202) 708-8646
Fax: (202) 708-7814

I. Agency Sponsored Programs -- Highlights

(See attached FY 1994 Budget summary for the Department of Education which includes a request for \$394 million for specific community service-related initiatives).

Perkins Loan cancellation provisions

Between 15 and 30 percent of outstanding loan balances may be cancelled for each year of service as a special education teacher, teacher of high-risk children, or teacher in a field in which there is a shortage of teachers; as a nurse or medical technician; as a law enforcement worker; in the Peace Corps or VISTA; or in combat in military.

Work-Study Community Service provisions

In the past, only 2 percent of schools have taken advantage of provisions allowing the use of Work-Study funds to support community service activities. The 1992 HEA reauthorization requires all institutions to use at least 5 percent of their Work-Study allocations to support community service beginning in FY 1994.

The Department's 1994 budget calls for all schools to use at least 10 percent of their total campus-based allocations to support Work-Study community service jobs.

Student Literacy and Mentoring Corps

Grants support the establishment of institutional programs in which students receive academic credit for tutoring disadvantaged children.

II. Employee Voluntary Programs -- Highlights

Amidon Adopt-A-School Partnership

Since 1983, the Department has had an active partnership with Amidon Elementary School in the District of Columbia. Each year, between 60-100 volunteers participate in activities mentoring and

tutoring students, hosting students in the office for a day to learn about the office environment, judging science fairs, assisting with pen-pal programs, and supporting library and physical education programs. In past years, arrangements have been made for students to tour the White House and attend a play at the Kennedy Center.

Education Volunteers Initiative

Since April 1992, the Department has sponsored a initiative that permits employees to receive matching administrative leave (up to four hours every four weeks) for annual leave taken to volunteer in public and private schools (pre-school through grade 12). Since the initiative was announced, approximately 300 Department employees have participated in service-related programs.

Operation Santa

This program is designed to brighten the holiday season for children from low income families in the D.C. area. Employees select names of children from a Christmas tree and then purchase, wrap and return appropriate gifts. In 1992, more than 700 Department employees provided over 1,000 gifts to local children.

III. Total Amount Spent on Service Initiatives

In FY93, the Department of Education allocated approximately \$73,016,000 for service-related programs.

IV. Ideas for Program Development

*** Programs Outlined in the FY 1994 Budget Request**

The President's budget for FY 1994 for the Department includes a request for \$394 million for specific community service initiatives:

Income-Contingent Repayment

The new direct loan system will offer students the option of basing loan repayment on income. Income-contingent repayment will help graduates serve their communities in jobs of high value but relatively lower pay without fear of defaulting on their student loans.

Work-Study Programs

Community service will be encouraged in the Work-Study program by requiring participating institutions to use at least 10 percent

of their overall campus-based program funding allocations for students working in community service jobs, such as tutoring high school students or providing literacy training.

Innovative Projects for Community Service

Funding will be doubled to \$2.9 million for Innovative Projects for Community Service, which supports student volunteers who work to solve social problems and to enhance the quality of life in their communities

*** Promoting Cooperation Between Federal Agencies**

The Department would like to help coordinate volunteer programs between federal agencies. Executive Order 12820 (Facilitating Federal Employees' Participation in Community Service Activities) did not make it easier for government employees to participate in the volunteer programs sponsored by other agencies. At this point, many agencies require Memoranda of Understanding (MOU's) from other Federal agencies before they will permit the other agencies' employees to participate in their volunteer programs. This requirement discourages employees from volunteering and may result in duplication of programs and overhead costs to administer programs. In order to encourage increased volunteerism and effectiveness in program administration, executive order language and/or legislation (if necessary) might be considered that would promote cooperation, flexibility and "open door" policies by Federal agencies. Including language that would foster cooperation with other private sector organizations might also be considered.

Expanding Federal Employee Participation in Service

The Department of Education, through our Education Volunteers Initiative, permits employees to receive matching administrative leave (within specified limits) for annual leave taken to volunteer in schools (pre-school through grade 12). This initiative supplements our adopt-a-school programs and permits employees a generic capability and choice in designing and arranging volunteer opportunities best suited to their talents and abilities. We understand that most agencies do not have such a capability, presumably because their charters are not "education." Some consideration should be given to providing clear authority to all agencies to establish flexible volunteer programs not only for volunteer work with schools, but potentially with non-profit community service charities. (Our Education Volunteer Initiative is up for renewal in June 1993 and we will examine how it may be expanded to cover community service in general.) Some provision for either matching leave and/or administrative leave would be an essential element of such a program.

(For more ideas, see attached memos).

DEPARTMENT OF EDUCATION

The Fiscal Year 1994 Budget



**SUMMARY AND BACKGROUND
INFORMATION**

SUPPORTING DIVERSITY IN HIGHER EDUCATION

- The new Historically Black College and University Capital Financing program will insure capital financing bonds up to \$357 million. This financing will contribute to the physical improvement and academic enhancement of colleges that are crucial to maintaining opportunity and diversity in American higher education.
- The Faculty Development Fellowship program will be funded for the first time. A request of \$8.5 million for this institutionally based program would provide fellowships to baccalaureate degree holders and faculty from underrepresented groups who wish to obtain a doctoral degree or participate in a professional development program.
- A request of \$4 million for the new Institute for International Public Policy will increase the number of African Americans and other underrepresented minorities in international service by supporting graduate fellowships, internships, junior-year abroad experiences, and intensive language training.
- As part of the Administration's program to invest in America, the 1994 budget includes \$12.5 million to support the construction, maintenance and endowment of the Mary McLeod Bethune Memorial Fine Arts Center at Bethune-Cookman College.

ENCOURAGING COMMUNITY SERVICE

President Clinton's National Service initiative will help participants pay for college and other postsecondary education by serving their country. The Administration will invest \$7.4 billion in National Service over the next four years, building from \$394 million in budget authority in 1994 to \$3.4 billion in 1997. The Department's budget and legislative proposals also reflect the President's emphasis on service by expanding opportunities for students to return to the community some of the benefits they receive from higher education.

- The new direct loan system will offer students the option of basing loan repayment on income. Income-contingent repayment will help graduates serve their communities in jobs of high value but relatively lower pay without fear of defaulting on their student loans.
- Community service will be encouraged in the Work-Study program by requiring participating institutions to use at least 10 percent of their overall campus-based program funding allocations for students working in community service jobs, such as tutoring high school students or providing literacy training.
- Funding will be doubled to \$2.9 million for Innovative Projects for Community Service, which supports student volunteers who work to solve social problems and to enhance the quality of life in their communities.

COMMUNITY SERVICE PROGRAMS

<u>Program</u>	<u>FY 1993</u> <u>Appropriation</u> (\$ in 000)	<u>FY 1994</u> <u>Request</u>
<u>Perkins Loan cancellation provisions:</u> Between 15 and 30 percent of outstanding loan balances may be cancelled for each year of service as a special education teacher, teacher of high-risk children, or teacher in a field in which there is a shortage of teachers; as a nurse or medical technician; as a law enforcement worker; in the Peace Corps or VISTA; or in combat in military.	\$14,880	\$15,000
<u>Work-Study Community Service provisions:</u> In the past, only 2 percent of schools have taken advantage of provisions allowing the use of Work-Study funds to support community service activities. The 1992 HEA reauthorization requires all institutions to use at least 5 percent of their Work-Study allocations to support community service beginning in FY 1994. The Department's 1994 budget calls for all schools to use at least 10 percent of their total campus-based allocations to support Work-Study community service jobs.	\$1,000 ¹	\$115,447
<u>State Student Incentive Grant (SSIG):</u> Grants to States encourage the provision of need-based State grant aid, including campus-based work in community service activities. Only two States, Washington and Iowa, use a share of their SSIG funds to support community service. SSIG funding would be eliminated in FY 1994.	\$315	---
<u>Douglas Teacher Scholarships:</u> This program funds annual State scholarships of up to \$5,000 to students in the top 10 percent of their high school class who agree to teach at least two years for each year of aid. Students who choose not to teach must repay a pro-rated portion of the aid.	\$14,731	\$15,379

¹ Estimate based on most recent OPE data on Federal support for Work-Study-related community service activities.

<u>Program</u>	<u>FY 1993 Appropriation</u> (\$ in 000)	<u>FY 1994 Request</u>
<u>National Academy of Science, Space, and Technology:</u> This program provides annual scholarships of up to \$5,000 to undergraduate students, selected on the basis of test scores, who agree to study mathematics, science, or engineering and work in a related field for the U.S. government or a U.S.-owned corporation for at least four years. Students who fail to fulfill the service requirements must repay the full aid amount.	\$2,161	0
<u>Student Literacy and Mentoring Corps:</u> Grants support the establishment of institutional programs in which students receive academic credit for tutoring disadvantaged children.	\$5,270	\$1,000
<u>Innovative Projects for Community Service:</u> Grants to schools and public and non-profit agencies support the development of programs encouraging students to perform community service in exchange for academic credit.	\$1,436	\$2,872
<u>Urban Community Service:</u> Grants to urban universities support research, planning, training, and technical assistance intended to involve local residents in solving community problems.	\$9,424	\$9,424
<u>School, College and University Partnerships:</u> Grants encourage partnerships between postsecondary and secondary schools to improve the academic skills and educational and career opportunities of low-income secondary students.	\$3,928	\$3,928
<u>Bilingual Education Fellowships:</u> Grants are provided to graduate students pursuing advanced degrees in bilingual education or related fields. Participants must work in a field related to bilingual education for period of time equal to that of the fellowship or repay the full aid amount.	\$5,907	\$5,907

<u>Christa McAuliffe Fellowships:</u> Teachers receive fellowships for projects to improve education through activities such as sabbaticals or the development of innovative programs of school-business partnerships. After completing the fellowship, recipients must teach in their current school district for at least two years.	\$1,964	\$2,104
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<u>Rehabilitation Long-Term Training:</u> Grants to States and public or nonprofit agencies and organizations, including institutions of higher education, support long-term rehabilitation training programs. Financial aid is provided to trainees, who must work in State or non-profit rehabilitation agencies or related agencies for two years for each year of aid. Overall FY 1993 funding for this program is \$24.9 million, approximately half of which supports student assistance.	\$12,000	\$12,000
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<u>Total funding:</u>	\$73,016	\$183,061
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Unfunded authorities: The Higher Education Amendments of 1992 included a number of community service-related provisions that were not funded in FY 1993, the most significant of which would provide Stafford Loan cancellations for students entering the teaching or nursing professions or performing national or community service.

Updated by OMB/CFO 4/12/93
Contact: Sally Christensen
202-401-1700



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF POSTSECONDARY EDUCATION

MEMORANDUM

April 1, 1993

TO: Peter Edelman

FR: Paul Jamieson *PJ*

RE: National service and the Education Department's goals

As a follow up to last week's meeting with David Haselkorn, I wanted to share some ideas from the Department of Education about the education part of national service. As I mentioned in the meeting, I think a link between the national education goals and national service makes both good substantive and good political sense. Not only will ED have a vested interest to select quality programs for national service participants to further Goals 2000, but education-related national service will be focused in key areas of need -- a major concern raised at last week's meeting.

At the initial meeting (3/10) called by Office of National Service (which you were unable to attend) to discuss the Teacher Corps legislation, there was general consensus among ED staff on the following ideas about national service:

- Particular needs are special education, bilingual teaching, math and science teaching (in certain geographic areas), and early childhood education.
- A program that drops full-time teachers in shortage areas with little or no support (as Teach for America does) is not the way to go. The national service program should focus on existing after school and summer programs (TRIO, for example) that don't displace workers or anger unions.
- Any in-the classroom teaching should have strong support mechanisms for new teachers with little or no training.

After that meeting, we solicited broader memos from acting assistant secretaries in the following areas:

- Office of Special Education and Rehabilitative Services
- Elementary and Secondary Education
- TRIO (run out of Postsecondary Education)
- Policy and Planning
- Educational Research and Improvement
- Vocational and Adult Education *
- Bilingual Education and Minority Languages Affairs *

* I will get these early next week

MEMORANDUM

MAR 15
RECEIVED

March 15, 1993

TO: Addressees

FR: Deputy Secretary Madeleine Kunin

RE: Request for ideas on education-related programs for national service

The White House Office of National Service (ONS) is drafting comprehensive national service legislation to place volunteers in National Service positions in the fields of education, health, public safety, the environment. ONS has asked the Education Department to recommend how best to utilize young (primarily high school to college age) national service participants -- both in and out of Education Department programs.

While many of the specifics of the proposal are still being finalized (draft summary of the legislation attached), the Department has an opportunity to articulate priorities and provide examples of programs in which young people can step in and make a contribution -- as teachers, teachers aides, youth counselors, after school tutors, child care workers, etc. We are particularly interested in projects that focus on the National Education Goals.

Organizations eligible to apply to fund national service positions will include:

- 1) Local school districts
- 2) Locally-based but federally-funded education programs

The Office of National Service would like to know the following:

- 1) General areas of need in your program area (i.e. special ed, bilingual education, etc), supported by empirical data.
- 2) Examples of successful program models that work with volunteers. These should have adequate support mechanisms for inexperienced workers.
- 3) Interest groups which we should include in the development of these proposals.

Your experience is critical to funding the best programs. Please submit a one to three page memo summarizing your ideas (along with relevant background material) by Thursday, March 18 to Paul Jamieson in the Office of Postsecondary Education (phone 708-5547; fax 708-9814) by the close of business on Thursday, March 18.

Thank you in advance for your help and cooperation.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

March 18, 1993

TO : The Deputy Secretary

FROM : Mary Jean LeTendre
Acting Assistant Secretary
for Elementary and Secondary Education

SUBJECT: National Service in Education Related Programs

The majority of programs administered by this office are designed to provide services to underprivileged, economically or educationally deprived persons. Tutoring services, teacher aide services, assistance to parents seeking access to educational or social support services for their children are all valid activities for National Service.

Migrant students, Native American children on reservations and in BIA schools, inner city youth, and children in rural settings could benefit from these services both in terms of instructional support and as advocates to ensure that they and their parents receive all the health care and social support to which they are entitled.

The sole cautionary note is that state, local, and tribal officials be involved in the selection and placement of person under the national service program. Following are some specific ideas of possible uses of National Service in our programs.

Program Needs:

- o youth tutoring youth in all areas of instruction
- o chaperon field trips for summer school students
- o serve as aides for teachers in summer schools
- o child care workers
- o adopt an elementary student (big brother/sister)
- o shadowing programs where youth work on the job with various professionals
- o counselors at summer camps or recreational facilities
- o participate in specialized activities on college campuses and other agencies such as NASA, corporations, zoos, museums, military, and public libraries

- o aides to assist employees at juvenile centers
- o bilingual students serve as aides and translators in summer schools
- o help paint and remodel school and other community buildings

Program Models Working With Volunteers:

- o Youth Tutoring Youth Programs
- o Adopt-a-School program where businesses adopt a school
- o HOSTS Program (helping one student to succeed)
- o Parent Centers in a variety of school districts
- o Models from the National Diffusion Network
- o Replicate the California Mini Corps Program (additional information attached)
- o Recruit migrant college students each year to work as teacher assistants in schools with large migrant student populations
- o Use participants in the College Assistance Migrant Program to provide volunteers for Migrant Education, health, and labor activities

We are attaching a list of groups who could be included in the development of these proposals. If you or your staff have any additional questions about this material please contact me.

MAR 2



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

THE ASSISTANT SECRETARY

PURPOSE: INFORMATION

REVIEW NEEDED BY

DAY :

DATE :

TIME :

DATE : MAR 19 1993

TO : The Deputy Secretary
Through: ES *for*

FROM : William L. Smith *Andy Rep*
Acting Assistant Secretary

SUBJECT: Request for Ideas on Education-Related Programs for
National Service

As you requested, I am attaching ideas for programs for national service from the Office of Special Education and Rehabilitative Services (OSERS).

The materials include input from each of the three OSERS components: Rehabilitative Services Administration, Office of Special Education Programs, and the National Institute on Disability and Rehabilitation Research. I believe each of the program offices has submitted a number of suggestions that will offer outstanding opportunities for service under the President's plan for a national service program. If you have any questions, please let me know.

Attachments

PREPARED BY: OSERS:EAnthony:3/19/93:205-9439

CONTACT: OSERS:EAnthony:205-9439

cc: Billy Webster, OS

Office of Special Education Programs

The National Service Volunteer Program could provide critical support for including students with disabilities in regular education environments, and thus for integrating special education into education reform efforts. For years, State-reported data have indicated serious shortages in personnel needed to provide students with disabilities a free appropriate public education. Though many of the personnel needs are for special education teachers and related service personnel, States also report shortages in terms of teacher aides and paraprofessionals needed. It is anticipated that efforts to include students with disabilities in regular education and community activities will exacerbate these needs. This is because successful inclusion models frequently use aides or paraprofessionals to provide the support needed by students with disabilities to be successful in these settings.

Volunteers could be used by education agencies as well as by other community agencies (such as recreation programs or employment training programs) to provide the support needed by students with disabilities to participate in a range of community-based activities. Volunteers could also be used to provide the support needed by adults with disabilities to live and work independently in the community. Some training models already exist to train paraprofessionals, special education aides, and job coaches. OSEP anticipates funding additional training models for paraprofessionals in FY 1994. Though not developed specifically for volunteers, it should be possible to adapt these models to meet the needs of the National Service Program.

The impact of this use of National Service Volunteers should be two-fold. First of all, it would help alleviate the shortage of teacher aides and paraprofessionals--allowing a greater number of students with disabilities to be included in regular education and community service activities. Secondly, it is likely that such an experience would result in many volunteers becoming interested in careers in special education or related fields at a critical point in their educational career. This would further help the persistent problem of personnel shortages for serving students with disabilities.

Rehabilitation Services Administration

Projects With Industry Program -- Presently RSA funds 113 grants which will be entering their third year of funding. We anticipate funding 7 new grants effective October 1993. Emphasis has been placed on National, Regional, and State awards which demonstrate a partnership with private industry to facilitate placement of severely disabled workers into competitive employment. Priority has been given to funding projects which focus on transition projects for disabled youth preparing to enter the labor market.

Assistance might be provided by volunteers to assist industry plan, develop, and implement "developmental" programs in the basic skills areas (reading, mathematics and social/behavior). Considering many disabled youth may be employable, the increase in re-referrals to VR may be directly correlated to their inability to adequately perform due to limited capacity.

Special Projects and Demonstrations -- Beginning in October 1993, RSA will fund approximately 10 programs under a Transition priority. These projects will offer transitional services focussed on meeting the special job training and placement needs of one or more groups of individuals with physical or mental disabilities that present unusual and difficult rehabilitation problems. Emphasis may be placed on establishing "developmental" programs to meet the unique needs of this population.

American Indians With Disabilities Program -- RSA continues to fund a total of 23 projects awarded to Indian tribes located on Federal and State reservations. In FY 92 two absolute priorities were funded. One priority dealt with establishing programs for Indians with severe learning disabilities; the other focus on prevalent issues (including alcoholism) found on individual reservations. For individuals interested in working on Federal or State Reservations, this may motivate some students to apply.

Utilize volunteers to provide information and referral services in the Centers for Independent Living (CILs) located around the country. The volunteers could work with individuals with disabilities, their families and friends and service workers to assure the delivery of services to individuals with severe disabilities to improve their ability to function, continue functioning or move them towards functioning independently in the family or community or to continue in employment. CILs frequently use VISTA volunteers to provide services.

Utilize volunteers as rehabilitation aides in community rehabilitation programs which provide direct services to their clients with disabilities. Many programs now are unable to afford to hire the aides needed to work individually with severely disabled clients to increase their potential for employment and improve their capability to live independently.

Utilize volunteers as mentors for disabled students transitioning from school to the world of work. The volunteers would have only recently left school and should be very familiar with many of the feelings and experiences of the disabled students.

National Institute on Disability and Rehabilitation Research

Personal attendants (including readers, interpreters, personal care providers, or homemakers) to individuals with disabilities, particularly to college students with disabilities.

Playground and recreational aides focusing on involving children with disabilities in recreational activities.

Respite care providers for families with members (old or young) with severe disabilities, perhaps under the auspices of a community-based disability organization or the Visiting Nurse Association.

Aides and relief workers in residential facilities/group homes for persons with mental retardation or other disabilities, to create a higher level of services, provide weekend and vacation coverage for regular staff, and help to prevent burn-out and turnover among staff.

Transportation providers/van drivers to transport persons with disabilities to medical and rehabilitation services, recreational programs, and employment.

Survey communities for their degree of accessibility under ADA, and work to make simple accessibility improvements.

Library aides to promote effective use of library services by persons with disabilities, including providing special storytelling for children with cognitive or sensory impairments, assisting children with disabilities to use library computers and audio-visual equipment, outreach and transportation.

Literacy aides and tutors to assist in achieving the goal of 100 percent literacy by working with individuals with learning, sensory, or cognitive disabilities.

Consumer aides in commercial establishments such as shopping malls, airports, train or bus stations, supermarkets, etc. to assist persons with disabilities to locate accessible facilities, locate merchandise, handle or carry packages or luggage, and otherwise make these public accommodations more accessible.

Client aides in clinics, medical offices, hospitals, etc. to assist persons with disabilities to read and interpret directions, locate accessible facilities, fill out forms, locate rooms, services, gift shops, visit friends, or otherwise access services.

National Service Workers (NSW) could be trained to work in schools with children with a variety of disabilities. For example, the NSW's could be trained to:

- o be a "Best Buddy" to a child with a disability to enable the child to more fully participate in and enjoy recreational activities, such as school field trips, recess,
- o be a tutor and/or reader for a child who has difficulty keeping pace in a mainstream classroom, and
- o provide respite care to parents to enable them to attend school meetings, such as IEP, PTA

In schools and colleges:

- o Be an attendant to a person with a disability--student, teaching assistant--to aid in summer study or year round education. Personal attendant for physically impaired, reader/guide for visually impaired, or even learn to sign to assist hearing impaired, for example.

Assistants to Service Providers:

- o Rehabilitation follow-up care technician - provide home-based follow-up coordination for severely disabled persons after rehabilitation discharge. Go into home and complete data forms, interview, and report back to hospital rehabilitation services.
- o Rehabilitation services advocate - case coordinator for elderly disabled in community - not in nursing home/hospital. Gets and arranges services.
- o Rehabilitation service provider assistant/intern - work with individual PT, OT, RT, MSW, psychologist for assistance in family, arranging, coordinating of specific services of discipline.

From "locally-based, but federally-funded education (rehabilitation) programs"

- o They might be able to serve as first-line information and referral personnel, manning telephone lines or receiving walk-in inquirers at Independent Living Centers, Regional Information Exchanges, Regional Disability and Business Accommodation Centers, State Technology projects, etc.
- o With funding shortages for fully staffing information and referral operations and increased interest in and need for the expansion of information dissemination opportunities, volunteer students, with some training, could help take incoming requests for information received by Independent Living Centers, Regional Information Exchanges, Regional Disability and Business Accommodation Centers, State

technology projects, and perhaps, through community partnerships, disability-related private organizations.

- o The students could answer telephones or receive walk-ins. They could log in calls and provide basic, prepared information. They could pull together information packets and see that they were mailed out properly. With some training, they could consult computer data bases for referral organizations addresses or phone numbers or publications. For more difficult inquiries or where the client needs to talk with a professional before he/she knows exactly what he/she needs, they could turn the inquirer over to a more senior person.
- o This also could train students for information careers in the future. This type of activity also increases the number of persons in the general community aware of disability issues for further dissemination activities. NIDRR sponsored a National Rural Independent Living Network several years ago. Community volunteers linked persons in the communities with services and other volunteers who could be of assistance to them. They also set up files of persons who had used assistive technology to loan or give away and those who needed them. Other volunteers in the community offered to drive persons around, read to the blind, provide recreational opportunities.
- o Many disability organizations have used volunteers for such activities as telephone fund raising, stuffing envelopes for mailings. It would be especially good to have students with disabilities fill this function.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF POLICY AND PLANNING

MAR 26 1993

NOTE TO PAUL JAMIESON

As requested, attached is OPP's paper that links the National Service Program to the National Education Goals, based on the need for volunteer services in each goal area. We see a real need and potential for national service in high-poverty communities. The impact of the program will likely dissipate if it is limited to individual scholarships that are not project-based and well targeted.

We hope you find our ideas useful.

Val Plisko

Val Plisko

Attachment

Linking the National Service Program to the National Education Goals

The National Service Program highlights President Clinton's national service proposal, calling for high school students, college students, college graduates and others to perform community service to help repay their student loans. This attractive proposal is expected to appeal to large numbers of youth and adults and to result in a large influx of diverse and talented individuals working in their communities.

The talent and energy mobilized by the National Service Program should focus community service projects on attaining the six National Education Goals. Community service projects could be developed to address the national goals in areas where there is the greatest need for volunteer services.

The Need for Volunteer Services

Schools located in poverty areas typically have far fewer volunteers than affluent schools. Findings from the 1990 study *Volunteers in Public Schools* revealed that:

- Public schools with a predominately minority enrollment were *less* likely to use volunteers. Some 50 percent of the minority schools reported having *no* volunteers.
- About 25 percent of all elementary schools and more than 50 percent of all middle and secondary schools reported *no* use of volunteers.

Organizing Community Projects by the National Goals

Goal 1: By the year 2000, all children in American will start school ready to learn.

A major objective of children's early learning experiences is to lay the foundation for success in school and in adult life.

- Poor children are also less likely to be born healthy, to receive all required immunizations and have regular doctor visits.
- In 1991, only about 40 percent of 3- to 5- year-olds from families with incomes of \$30,000 or less were enrolled in preschool, compared with 55 percent from families with incomes from \$40,000 to \$50,000 (Goals Report, 1992).

The National Service Program could provide much needed personnel in projects that support school readiness such as:

- Early Childhood and Family Education (ECFE). ECFE programs work to strengthen families and help parents provide the best possible environment for the healthy growth and development of their children by using a holistic approach which includes both physical and

cognitive development. As such, many activities for these programs often include health-related services such as screening children for developmental delays, referring parents for counseling and other social support services. Other activities for volunteers include:

- providing day care for children;
 - visiting a child's home to work with parents;
 - providing information on available community resources for families and young children;
 - assembling libraries of books, toys, and other learning material;
 - working with a specific population, such as Hispanic children and their parents;
 - working with disadvantaged parents to help them develop their parental literacy, vocational, and other basic skills by fostering their preschool children's development;
 - leading discussion groups for families;
 - designing learning activities to play with children; and
 - devising special events for family participation.
- Promoting Parents as Teachers. Volunteers working in this type of early childhood and family education program are generally trained as parent educators who provide an array of services to parents and children. Programs are designed to provide systematic parental education and support services to help parents in their role as their children's first teachers from the third trimester of pregnancy through age three. Types of activities include:
 - visiting parents' homes for the purposes of screening of their child's educational and sensory development; and providing information and referral to support programs;
 - holding regularly scheduled meetings for parents who have children of similar ages;
 - providing parents with information on social activities, and access to books and toy lending libraries.
- Family Literacy. Often family literacy projects try to break the intergenerational cycle of low education and poverty by helping parents develop their parental, literacy, vocational and other basic skills and by fostering their preschool children's development. Volunteers working in these programs often provide:
 - adult basic education and literacy instruction;
 - GED preparation; and
 - early childhood education
- Promoting Reading and Library Skills. Many children are not involved in library programs, because they are not encouraged, lack transportation, and are unaware of the programs offered by the library. Volunteers in these types of programs could:
 - organize story-hour programs;
 - provide a component of a family literacy program for preschool and elementary school-age children and their parents;

- schedule children's story hours at the branch libraries and selected bookmobile stops.

Goal 2: By the year 2000, the high school graduation rate will increase to at least 90 percent.

The rate at which students drop out of school nationwide is well recognized as a major educational, social, and economic problem. Students are often not interested in school because they see no connection between remaining in school and improving their future prospects. These youth often have little information about jobs and careers and few role models in good jobs. Students must often overcome personal and social problems that contribute to dropping out of school.

- Twenty-seven percent of youth age 16 to 24 from low-income families dropped out of school in 1991.
- For Hispanic youth from low income families, the dropout rate was 48 percent. The problem is most acute among Hispanics, although the dropout rates are estimated to be as high or higher among Native Americans.

The types of volunteers needed to work with at-risk youth in dropout prevention programs include teachers, counselors, peer tutors, adult tutors, career counselors, social workers, business and industry professionals, and mentors. Types of projects and activities for volunteers may include:

- Special Education. The greatest teacher shortage is in the field of special education which accounted for 36 percent of all teaching vacancies. Volunteers are needed to work with youth who are multi-handicapped, deaf, mentally handicapped, and learning disabled. Youth with disabilities experience inordinately high dropout rates. For example, longitudinal studies of high school students show that students with disabilities are almost twice as likely to dropout compared to other students.
- Mentoring Programs. Good mentors can reach out to children who need support and guidance and provide them with individual attention for a sustained period of time. A one-on-one relationship with a mentor can provide a positive role model for success and can encourage at-risk students to stay in school and plan for the future by providing information on possible careers and expectations of employers. Mentoring programs are diverse and can be designed to address many of the career, social, language, and academic needs affecting at-risk students. For example, mentor programs that focus on career awareness counseling and employability skills training can foster the development of appropriate work attitudes and behaviors including what employers call the "work ethic."
- Peer Tutoring Programs. Research demonstrates that peer tutoring may be more effective for advancing student achievement, and more cost-efficient, than reduced class size or computer-assisted instruction (Commission on National and Community Service, 1993). Similar to mentoring programs, peer tutoring programs are also diverse and can be designed in all academic areas.

- **Citywide Partnership Programs.** Citywide partnerships are comprehensive programs that provide incentives for youth to stay in school and excel. The collaborative projects generally involve the commitment of a major corporation, and others from the corporate sector, the Mayor's Office, the city's Superintendent of Schools, the Private Industry Council, area universities, and area residents. Volunteers in citywide partnerships work closely with the school system to address their most severe problems of truancy, dropouts, and low performance.
- **Business\School\Community Partnership Programs.** Countless volunteers could be trained to effectively work with students and community members in partnership programs. Establishing links between school and business provides opportunities for students to gain work experience, to meet adult supervisors and models in the workplace, and to relate their academic learning to the world of work--facilitating the transition from school to work for at-risk youth. Assistance with job placement is particularly important to youth who have little information and few connections enabling them to find an initial job with opportunity for future advancement. In addition, partnerships can provide high-quality vocational training that develops occupational skills that help youth find well-paid, stable jobs upon graduation and prepare them for postsecondary training.
- **Extended Time Programs for Adolescents.** These school or community-based programs provide adolescents with increased contact with caring adults, a chance to contribute to their communities, be protected from the drug trade and gang-related violence, and offer an alternative to the many hours spent alone after school. Activities for volunteers include:
 - providing transportation for students;
 - referring students to available community services such as health services, legal aid and financial support;
 - working as school/parent coordinators to promote increased parental awareness and involvement;

Goal 3: By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Goal 4: By the year 2000, U.S. students will be the first in the world in science and mathematics achievement.

American students need to show improvement in all the core subject areas. America's assessments of our students show that they need to develop advanced skills and become more civic oriented.

- The gap in mathematics performance on the 1992 National Assessment of Educational Progress (NAEP) between students attending disadvantaged urban schools and those

attending advantaged urban schools was wide. Most students in disadvantaged urban districts perform *below* the basic level; 72 percent of 8th graders in such communities did not achieve at the basic level compared to 18 percent in urban advantaged communities. Only 3 percent of 4th graders and 6 percent of 8th and 12th graders attending disadvantaged urban schools scored at or above the proficient level in mathematics.

- The 1990 NAEP science performance of students in disadvantaged urban communities was consistently and appreciably lower than that of their advantaged peers for grades 4, 8, and 12.
- In 1990, eight out of ten 10th graders reported that they hardly ever or never performed community service.
- Among 20 countries sampled by the second International Assessment of Educational Progress, 13 year old students from 9 industrialized countries attained higher mean mathematics achievement scores than their contemporaries in the U.S.
- In the area of science, a teacher shortage exists in physics and chemistry (ASCUS, 1992).
- There is a shortage of minority teachers in all subject areas (ASCUS, 1992).

Enriching activities outside of school are more limited for disadvantaged students.

- Income from parental fees is the largest source of revenue for before- and after-school programs (83 percent), and this poses a severe obstacle for low-income parents in obtaining supervision for their children while they are working (National Study of Before- and After-School Programs, 1993).
- 18 percent of third graders in high-poverty schools spend 2 or more hours alone at home after school, compared to 10 percent of third graders in low-poverty schools (Abt Associates, unpublished tabulations).
- Forty percent of low-income adolescents reported no involvement with any after-school youth program. For adolescents from upper-income families, only 17 percent of eighth graders did not participate in organized out-of-school activities (The 1988 National Education Longitudinal Study).

Projects and activities designed to help children achieve academic proficiency include:

- Partnership Programs. Business/school/community partnerships can be developed to address each subject area, running the gamut from developing a city's garden ecosystem to electronic high technology. For example, a college or university could sponsor a partnership program with industry for **Academies for Mathematics and Science Teachers**. Scientists from industry could volunteer as instructors for the Academies. In this type of academy, teachers can go to be reeducated and retrained in many fields related to mathematics and science. Teachers are trained to focus on experimentation, hands-on work, and problem solving.

- **Family Math.** This type of program provides parents with suggestions for math activities that the family can do at home. Family Math promotes the idea of parents working on math problems with their children, and helps parents understand the changes in the mathematics curriculum. Volunteers could arrange and provide instruction in family math programs.
- **Housing Authority Study Halls.** This type of program works with public housing developments, local businesses, and volunteers to provide incentives that promote educational attainment and aspirations. Children living in the projects are paired with employees who serve as mentors and role models. The study center is staffed by volunteers, who tutor students in math, reading, and social studies. A resident relations coordinator helps residents with parenting and housekeeping skills.
- **Homework Hotlines and Drop-In Centers.** Volunteers work in their local schools to answer students' questions related to homework. Drop-in centers are usually staffed by students and adults who provide on-site tutoring to students who come in for help.

Goal 5: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

As many as 20 to 30 million adults lack the basic skills necessary to function effectively on the job and to serve as full and active citizens of the community.

- The numbers of students enrolling in adult education programs have increased dramatically in the last 5 years, so much in fact, that the two major national literacy programs had to stop recruiting students (Westat, 1993).
- Between 1978 and 1987, adult education participants with limited English proficiency almost doubled; such students now represent almost one-third of all participants in the adult education program.
- The adult education research community generally considers the inadequate preparation of adult education teachers and volunteer instructors to be a fundamental weakness of adult education services.

Programs where volunteers are needed include:

- **Training Adult Basic Education Volunteer Instructors.** Research literature on volunteer teacher training supports the need for sequenced training, in which teachers participate in several training sessions over a period of time.
- **Adult Basic Education and Literacy Training.** Provide training to both English speaking and LEP populations.
- **GED Preparation.** Prepare participants to take their GED exam.

- **Skills Clinics.** These are one-stop assessment and referral centers for education and training. At these clinics, prospective workers could receive information about what skills are required for different jobs, have their skills assessed, and receive basic skills and job training.

Goal 6: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Drug use and violence interferes with a student's ability to learn. Comprehensive programs involving schools, parents, community groups, social service agencies, law enforcement, and religious groups in prevention efforts are more likely to offer the most promise for curbing drug use and incidents of crime.

- A 1989 survey of representatives of the American Federation of Teachers found that over-two thirds (67 percent) of those surveyed said that members of their union had been victims of teen violence.
- The Department of Justice estimates that over 100,000 students carry guns to school each day.
- Forty percent of low-income adolescents reported no involvement with any after-school youth program compared with only 17 percent of eighth graders from upper income families (The 1988 National Educational Longitudinal Study).

Volunteers could be used for the following programs:

- **Alcohol and Drug Prevention.** Volunteers are needed to get the message about drugs out in the neighborhood and work with schools, community agencies, law enforcement officials, and religious institutions, and others to help stop crime and stop drug abuse.
- **After-School Programs for Low-Income Adolescents.** Findings from national surveys and focus groups found that many young adolescents do not want to be left alone, but after-school programs were both too far from home and too expensive.
- **Neighborhood Patrols.** Many children are too afraid to walk to school. Volunteers are needed to escort children who live in crime-ridden neighborhoods to and from school.
- **School Mediation.** Volunteers are needed to be trained in the mediation process. Programs have shown some success with peer mediators in resolving student disputes.



UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202-_____

NOTE

TO : Paul Jameson
FROM : Dick Sonnergren
RE : National Service

Paul,

Here are some thoughts regarding the possible relationship of the TRIO programs to the National Service. I think TRIO participation in such a program would not only benefit the National Service but also the TRIO community itself. Looks to me like a very natural fit.

Please let me know if I can be of further help.

Dick
Dick

Attachments

The Federal TRIO Programs
and
The School, College, and University Partnerships Program

Background

The Division of Student Services within the Office of Postsecondary Education administers the Federal TRIO Programs and the School, College, and University Partnership Program. There are eight separate programs in all:

- Upward Bound (UB)
- Upward Bound-Math/Science (UB-MS)
- Talent Search (TS)
- Educational Opportunity Centers (EOC)
- Student Support Services (SSS)
- Ronald McNair PostBaccalaureate Achievement
- Training of TRIO Personnel
- School, College, and University Partnerships (SCUP)

Each of the programs are briefly described in the attached brochure. The first seven are authorized under Title IV of the Higher Education Act; the SCUP program is authorized under Title I of HEA. Collectively these programs are designed to identify individuals from disadvantaged backgrounds, to prepare them for postsecondary education, provide academic support while pursuing postsecondary programs, and motivating student participants to go as far in the educational pipeline as their interest and capabilities take them. All of the program are "locally-based but federally funded education programs", thereby potentially eligible to apply for national service positions.

Additional Facts Concerning the TRIO and SCUP Programs

1. **Meeting the National Educational Goals.** One or more of the programs address four of the National Education goals:
 - Goal #2 Increasing the high school graduation rate.
 (TS, UB, EOC)
 - Goal #3 Demonstrated competency in English, mathematics,
 science, history and geography. (All programs)

Goal #4 Achievement in Mathematics and Science. (UB; UB-MS; SSS; McNair)

Goal #5 Improving the knowledge and skills necessary to compete in a global economy. (All programs but particularly SCUP, EOC and McNair).

2. Scope of the Programs

- . Presently there are over 650,000 individuals being served by these programs at 1,750 plus sites throughout the United States and territories.
- . The federal investment in FY 1993 exceeds \$390,000,000
- . The vast majority of participants are low-income, first-generation (or potentially first-generation) college goers.
- . Better than 60% are from minority groups.
- . A sizeable number are disabled.
- . Each program has a specific target population which it serves including: middle school students, high school students, high school dropouts, college students, college drop-outs and college junior and seniors with demonstrated potential for doctoral or other graduate studies.
- . Kinds of services include instruction in a wide variety of subject areas, counselling tutoring, mentoring, and exposure to educational, cultural, and work place sites, and other aspects of American life that are not typically available to individuals living in poverty.

3. Relationship to Other Federal Programs

Characteristics of individuals or families served by TRIO and SCUP programs are most similar to those served by the following need-based programs:

Head Start (pre-school)
Chapter I, ESEA (primary grades-high school)
Pell Grant (college)

Note: The TRIO programs serve as a continuum of the Head Start and Chapter 1 services for the same target population.

4. Staffing of TRIO & SCUP Programs

Roughly 85% - 90% of the program budgets are for personnel costs (salaries and fringe benefits) Project staff, whether at an institution of higher education or a non-profit community based organization are on "soft-money" dependent upon discretionary grant funds. The approximately 20,000 jobs are both full-time and part-time and include jobs in such capacities as:

Administrator (project director
Instructor /Teacher
Professional Counselor
Peer Counselor
Tutor
Mentor
Staff Assistant
Secretary

Interest Groups

The TRIO community (1,750 projects) is well organized for sharing professional expertise in serving the needs of disadvantaged students. In states when there are a dozen or more projects, a state organization has been created. There also are ten regional associations roughly corresponding to the Department of Education regional areas. Then, on top of these state and regional groups is the National Council of Educational Opportunity Associations (NCEOA). The NCEOA headquarters is located here in Washington; its executive director, is Dr. Arnold Mitchem, and he and members of his staff could make significant contributions in the development and passage of the National Service legislation.

Conclusion

I believe the TRIO community could be effectively enlisted as major contributors in: 1) the development of national service legislation, 2) the implementation of the National Service and 3) the success of the National Service.

First of all, these programs constitute a mechanism for ensuring participants (volunteers) in the National Service from low-income disadvantaged backgrounds. These projects could readily identify candidates for pre-college, college-going and post-college service in education, health, environment and public safety.

Secondly, the projects themselves could readily absorb any number of volunteers in available jobs within the project itself or, at the sponsoring educational institution or community based organization.

MEMORANDUM

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

DATE : MAR 18 1990
TO : Paul Jamieson
Office of Postsecondary Education
FROM : Joseph Conaty
Acting Director of Research
SUBJECT : National Service for Achieving the National Goals

A number of national education goals can be served by the meaningful participation of young adults in a National Service program. Three goals, in particular, would be well-served by this program: goal one, dealing with readiness for school; goal three, dealing with student achievement; and goal five, dealing with adult literacy and lifelong learning.

The overall strategy for this National Service program should be mutually beneficial to the National Service participants and to national, state, and local efforts to achieve the education goals. National Service participants would be assisting and learning from, and not replacing service providers.

Activity One: Assistance to Latchkey Kids:

Since the 1950s, American families have gone through many significant changes. Two of these changes are especially important: (1) an increased proportion of households are headed by single parents, especially single mothers; and (2) both parents working outside the home is becoming the national norm. Rather than merely returning to a TV in an empty home, many children need a safe place to stay after school hours. Public libraries are increasingly viewed as such places for so-called "latchkey kids." A survey conducted in 1990 of 110 public libraries revealed that almost all of them encountered unattended children. These children were from single-parent households, as well as from households where both parents worked. These children were in libraries, in most cases, because they needed a safe place to stay. In many cases, librarians performed a custodial function and libraries did not serve as "learning environments" for these children. Some librarians even argue that libraries are turning into social service agencies taking care of society's neglected people, like the homeless, the aged and the children.

Candidates for National Service can be quickly trained to be mentors to children left in public libraries. The data clearly show that mentoring is important in providing positive role models for younger children. Traditional programs such as Big Brothers/Big Sisters have been joined by school-based programs, independent living skills programs court-mandated programs and

PAGE 2

recreational "buddy" programs to provide mentoring. Increasingly, older youth are encouraged to volunteer as part of their educational requirements. For example, an evaluation of Project RAISE, a Baltimore, MD-based mentoring project, found that one-on-one mentoring had positive impacts on school attendance and grades in English.

Activity Two: Assisting Hard-to-Reach Parents on School Readiness:

To accomplish goal one, there is a need for parent access to information and help in pre-natal care and early childhood (pre-school) parenting especially in disadvantaged areas, such as Indian reservations and remote rural areas. To serve these information needs, a collaborative approach between education and health and human services has been identified in a recent OERI report (Together We Can) to provide responsive approaches to serving these parents. National Service participants could be information providers on pre-natal care and post-natal care to expectant mothers or those with young children. They could assist local social service agencies, community groups, and others who are already serving as "intermediaries" with these parents.

Model programs offer social, educational, health and nutritional services to pregnant women, new mothers and infants. For example, Women Infants and Children (WIC) provides access to feeding programs, housing services, welfare aid and the like. (Evaluation of WIC for USDA found positive cognitive outcomes for children whose mothers were WIC participants). National Service recruits could assist professionals in these programs.

Activity 3: Developing Skills for Non-English Speaking Learners:

Between 1980 and 1989, adult enrollment in programs for English as a Second Language (ESL) nearly tripled. Currently one of every three student enrolled in adult education participates in ESL instruction (OVAE, October 1991). Typical ESL students are immigrants unfamiliar with American culture as well as the English language. Classes challenge instructors since they include students from a variety of languages and cultures. Effective ESL programs have identified several key attributes, including support services that emphasize counseling, child care, and communication between support and instructional services. Promising programs described by the U.S. Department of Education exist in diverse settings such as the Sweetwater Union High School District in Chula Vista, California and the Massachussets Workplace Education Initiative in Quincy, Massachussetts. National Service participants could assist in programs that

PAGE 3

provide services for non-English speaking learners in education and work settings such as these.

The proposed activities are based on research findings reported by the OERI Work Groups on the National Education Goals. Barbara Lieb, co-chair for Goal Five has collaborated with me in the preparation of this paper. Others who have helped me are:

Betty Demarest, Office of Research;
Ann Benjamin, Office of Research;
Mindi Maline, Office of Research;
Susan Tally, Programs for the Improvement of Practice;
Carol Mitchell, Programs for the Improvement of Practice;
Charles Stalford, Programs for the Improvement of Practice;
and Ray Fry, Library Programs.

The primary contact for this activity is Nevzer Stacey, Office of Research. She may be reached at 219-2111.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF VOCATIONAL AND ADULT EDUCATION

APR 2 1993

MEMORANDUM

TO : Paul Jameson
Office of Postsecondary Education

FROM : Ricky Takai *R. Takai*
Acting Assistant Secretary
for Vocational and Adult Education

SUBJECT: Ideas for Incorporating Adult Education into the
National Service Program

Linkage between the National Service Program and Goal #5-- literacy and lifelong learning for all adults in the United States--is a natural association. Nearly 50 million adults have basic and other education skills that are inadequate for work or for life. The existing delivery system for serving those adults is stretched thin: demand is exceeding supply. Infusion of a new cadre of committed instructors/tutors would affirm the Administration's commitment to helping those at the lowest end of the education spectrum gain equal access to all the opportunities this nation has to offer.

Providers of adult education services in every state and territory offer numerous opportunities for National Service participants. These services are provided under the Adult Education Act--the major source of federal support provided through basic grants to states. The states, in turn, allocate these funds to local programs that provide grass-roots learning opportunities. This past year, 3.8 million adults were served by 3,000 local programs operating at more than 24,000 learning sites.

These 3,000 local programs rely primarily on part-time instructors. Without question, these programs could benefit immensely from availability of additional human resource support. Currently, only a small proportion of the target population is being reached: the 1990 decennial Census estimates that population at 45.4 million. The target population is defined as adults over the age of 16, not currently enrolled in school, who lack a high school diploma or the basic skills to function effectively in the workplace and in their daily lives.

Educational services provided under the adult education program also relate to National Education Goal #1--preparing children for school. Many adult education programs focus specifically on family literacy and intergenerational learning, where parents and children interact together in learning situations. Many of the parents and children involved constitute "at-risk" families. Three-fourths of the states last year were operating more than 1,000 family literacy programs.

Part-time, uncredentialed staff play important roles in the delivery of adult education and literacy. They not only serve as tutors and counselors but also help provide other critical services such as child care, transportation, counseling, outreach and recruitment, administrative, and case management. National Service participants could perform these same types of services in the following arenas:

- Local programs providing instruction in Adult Basic Education, Adult Secondary Education, English as a second language, workplace or family literacy, and in programs serving the disabled and homeless.
- Programs serving inmates or parolees, as well as residents of other types of institutions such as long-term health care facilities and homes for the aged.
- Newly funded State Literacy Resource Centers, which will eventually form a nationwide electronic network for sharing of resources on what works. Specific roles in these Centers could include researching information resource projects; preparing, maintaining and distributing literacy materials; manning state-wide literacy resources hotlines; and responding to technical assistance requests.
- The JOBS program (Job Opportunities and Basic Skills), which integrates education as an essential tool for moving recipients of public assistance into self-sufficiency.
- Even Start, an innovative combination of programs for adult basis education, parenting education, and early childhood education, with a partnership between Chapter I and adult education at the State and local levels to expand educational services to families.

Local adult education programs are eligible to apply for services and hire National Service workers as teacher assistants or experts in other areas, based on their professional backgrounds or experience. Because 10 percent of federal funds for Adult Basic Education must be spent for staff development activities, National Service participants will have access to the training needed to serve in adult education programs.

Attached is a publication titled Portraits of Excellence: the Secretary's Awards for Outstanding Adult Education and Literacy Programs, 1992. It describes 10 examples of successful local programs that are representative of thousands of others around the country. All of these programs either currently use volunteers or could use volunteers to benefit the communities in which they operate.

Suggested interest groups to be included in the planning of the proposals include:

The Council of State Directors of Adult Education
c/o National Adult Education Professional
Development Consortium, Inc.
Hall of the States, Suite 422
444 North Capital Street, N.W.
Washington, D.C. 20001
Fran Tracy-Mumford, Chair

Literacy Volunteers of America (LVA), Inc.
5795 Widewaters Parkway
Syracuse, New York 13214-1846
(315) 445-8000
Jinx Crouch, President

Laubach Literacy Action
1320 Jamesville Avenue
Box 131
Syracuse, New York 13210
(315) 422-9121
Peter Waite, Executive Director

Teachers of English to Speakers of
Other Languages
1600 Cameron Street
Suite 300
Alexandria, VA 22314-2751
(703) 836-0774
Susan Bayley, Executive Director

Page 4 - Ms. Madeleine Kunin

National Association of Adults with Special Learning Needs
c/o Center for Alternative Learning
P.O. Box 716
Bryn Mawr, PA 19010
Richard C. Cooper, Chair

Interagency Council on the Homeless
551 7th Street, S.W., Room 7274
Washington, D.C. 20410
Henry Chisneros, Chairman

National Alliance of Business
1201 New York Avenue, NW
Washington, D.C. 20005
Brenda Bell, Director, Business Services

AFL-CIO
815 16th Street, N.W.
Washington, D.C. 20006
Tony Sarmiento, Assistant Director,
Education Department



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

Post-It™ brand fax transmittal memo 7871		# of pages = 3	
To	Paul Jamieson	From	Joyce Murphy
Ca.		Ca.	GERI
Dept.		Phone #	219-2039
Fax #	708-9814	Fax #	219-2030

TO : David Haselkorn

FROM : Joyce Murphy
Senior Research Associa

SUBJECT : Further Ideas on National Service in Education

DATE : April 6, 1993

I appreciated the opportunity to join the group on March 24, 1993. It has been useful to have your discussion draft and outline (which I did not have at the meeting) as I organized these thoughts to send to you.

Using the Integrated Services Concept for Children and Families
as the Framework for the National Service Teacher Development
Emphasis

The new vision of teachers working within a team of professionals from other agencies that serve children and families offers serious possibilities for National Service options. Whether in a "career corridor" or an early involvement service (precollegiate or collegiate), the person could be learning while assisting, by working in a sequence of "interprofessional" experiences with different professionals, all of whom concentrate on serving the same set of children, yet from the unique perspective, knowledge base and mission of their own profession.

This type of national service would generate serious activity for the integrated services approach, which is being seen as the sensible way to help people with their problems and reduce the costs of separate, fragmented and duplicated actions. Currently, there is more rhetoric than reform.

The school is the logical site for this focused attention on the child/youth/student. A concentration of national service persons, all mentored by the team of specialized human service professionals, could have a significant effect on the children in these urban/rural schools.

The attitudes and skills of national service corps individuals for working in a interprofessional collaborative way as future teachers could be developed-- a fresh mindset. The skills and attitudes

of teachers (or any of the other types of professionals: social workers, health, legal, and human service professionals) have not been developed or supported for working in a broader community-based, collaborative way. An initiative as national service interprofessional corps could begin the reform necessary to change the way in which teachers are prepared.

Research-based Concepts:

- o Transforming American education is predicated on transforming beliefs of teachers and others about the role of the teacher and the student. This personal transformation is difficult to create and sustain. For example, it is not evident in the "Alternative Certification" graduates from short term (six week to one summer then with sporadic first year seminars) preparation programs where evolving evidence shows these "alternative new teachers" are still using teaching approaches that are traditionally teacher telling/lecture. Whatever situations the national service persons are to be in, several strategies (e.g., well prepared mentors, special demo videos) would need to be used or we will simply be perpetuating more of the same type of teaching. Reform within the individual novice and within the institution has not happened without serious planning and developmental time with support.
- o Mentors or supervising teachers who are experienced teachers do not usually know how to assist a novice. Mentors, too, need "training" to learn how to talk about teaching and learning and to engage the novice in reasoning through problems and challenges. The ill-chosen or poorly prepared mentor simply reinforces the teaching patterns that are traditional and are seen by reformers as those approaches which are causing our school failures today.
- o The new kind of teaching, "teaching for understanding", which is advocated by reformers of American education (both within and external to the education system) is a way to stimulate our youth to think critically, to reason and analyze conditions they face, to work with other students and to try to understand and respect their ways of thinking, and to be deeply involved in learning. This teaching for understanding is not a quick gimmick or series of steps for a teacher to learn in one week. In fact, a great deal of study is currently being conducted to identify useful examples of such teaching.

to become this type of teacher, and to evaluate the student results of being taught in this more thoughtful and stimulating way.

- o Behavior that is new and complex, and particularly that has been rarely experienced during one's own education, is more difficult to learn, even when a person is predisposed to making the change. Therefore, there needs to be a planned period of development for both new and experienced teachers who are learning to teach in this new way. Support and reinforcement by people around them appear to be critical factors.
- o Learning or professional "communities" of people, predominately teachers, who engage in frequent discussion about their teaching and the impact on the students have been shown to make (1) the greatest impact on the achievement of students, and (2) the most progress in transforming their beliefs and practices of teaching.

I would be concerned about advocating for a national service program that would result in a teaching license at the end of the year. As pointed out in the comments above, it takes special conditions to develop a teacher prepared to teach subject matter in a new kind of way, yet this year of service could certainly offer a major step along that career "corridor".

You can reach me at 202-219-2039 through Thursday (4/8) or at home during most of Friday (410-437-8412) if you wish to talk about any point in this memo. I will be at the American Educational Research Association (AERA) in Atlanta all next week. Sorry these comments were delayed in coming.

cc: Paul Jameson

EDUCATION - The Honorable Richard Riley
Agency Sponsored Year-Round Programs

Chief of Staff: Billy Webster
 phone: (202) 408-1110
 fax: (202) 401-0596

Community Service Contact: Paul Jamieson
 phone: (202) 708-8646
 fax: (202) 708-7814

AGENCY MISSION: Establishes policy for, administers, and coordinates most federal assistance to education.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Perkins Loan	Up to 100% for full-time teaching in designated subjects and areas, includes low-income schools, teacher shortage areas, special education, Head Start, Peace Corps, VISTA, law enforcement, etc.	2 years	\$14.8 million				Undergraduate: \$3,000 per year (\$15,000 maximum) Graduate: \$3,000 per year (\$30,000 maximum)	
Perkins Loan Cancellation Program	Between 15 and 30 percent of outstanding loan balances may be cancelled for each year of service as a special education teacher, teacher of high-risk children, or teacher in a field in which there is a shortage of teachers; as a nurse or medical technician; as a law enforcement worker; in the Peace Corps or VISTA or in combat in military.		\$14,880,000 (FY 1993) \$15,000,000 requested for FY 1994					
State Student Incentive Grant (SSIG)	Grants to states encourage the provision of need-based state grant aid, including campus-based work in community service activities. Only two states, Iowa and Washington, use their share of their SSIG funds to support community service.	None	\$315 million SSIG funding will be eliminated in FY 1994			No set amount		

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Work-Study Community Service Provisions	Schools can use funds to place students in community service jobs. In the past, only 2% of schools have taken advantage of provisions allowing the use of Work-Study funds to support community service activities. The 1992 HEA reauthorization requires all institutions to use at least 5% of their Work-Study allocations to support community service beginning in FY 1994. The Department's 1994 budget calls for all schools to use at least 10 percent of their total campus-based allocations to support Work-Study community service jobs.	No set time line	\$1 million (FY 1993) \$115,447,000 requested for FY 1994			Varies		
Douglas Teacher Scholarships	This program funds annual state scholarships to students in the top 10 percent of their high school class who agree to teach at least two years for each year of aid. Students who choose not to teach must repay a pro-rated portion of the aid.	\$14,731,000 (FY 1993) \$15,379,000 requested for FY 1994				Annual state scholarships of up to \$5,000		
National Academy of Science, Space, and Technology	This program provides annual scholarships to undergraduate students, selected on the basis of test scores, who agree to study mathematics, science, or engineering and work in a related field for the U.S. government or a U.S. owned corporation for at least four years. Students who fail to fulfill the service requirements must repay the full aid amount.	4 years work in math/science/engineering for U.S. government or corps	\$2,161,000 (FY 1993) \$0 requested for FY 1994			Annual scholarship of up to \$3,000	\$5,000 per year of school	
Student Literacy Mentoring Corps	DOE makes 2 year, renewable grants, up to \$100,000 per higher education institution, to fund tutoring through existing community agencies that serve disadvantaged youth (schools, prisons).	2 hours per week (literacy) 60 hours per term (mentoring)	\$5,270,000 (FY 1993) \$1 million requested for FY 1994			None; students receive course credit.		

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Innovative Projects for Community Service	Grants to schools and public and non-profit agencies to support the development of programs encouraging students to perform community service in exchange for academic credit.		\$1,436,000 (FY 1993) \$2,872,000 requested for 1994					
Urban Community Service	Grants to urban universities to support research, planing, training, and technical assistance intended to involve local residents in solving community problems.		\$9,424,000 (FY 1993) Same funding requested for FY 1994					
School, College, and University Partnerships	Grants to encourage partnerships between postsecondary and secondary schools to improve the academic skills and educational and career opportunities of low-income secondary students.		\$3,928,000 (FY 1993) Same funding requested for FY 1994					
Bilingual Education Fellowship	Grants are provided to graduate students pursuing advanced degrees in bilingual education or related fields. Participants must work in a field related to bilingual education for a period of time equal to that of the fellowship or repay the full aid amount.	1 year of work for bilingual education for every year of aid	\$5,907,000 (FY 1993) Same funding requested for FY 1994			3 years maximum of the cost of tuition, books, and travel		
Christa McAuliffe	Full-time teachers (K-12, eight years minimum experience) can apply to state educational agencies for grants to work on independent projects to improve education.	2 years teaching in their school district	\$1,964,000 (FY 1993) \$2,104,000 requested for FY 1994			Fellowship and/or sabbatical Fellowship may not exceed more than 3% of the teacher's most recent salary.		

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
FIPSE Community Service	DOE makes grants to schools, public and private nonprofit agencies for community service (includes teacher prep courses).	No formal requirements	\$1 million			Varies; usually takes the form of tuition reduction		
Teach For America	After six weeks of training, applicants teach in shortage areas as full-time teachers.	2 years expected	\$0 (private funding)			Limited loan deferral Paid salary from local school districts		
Long-Term Rehabilitation Training	DOE makes grants to states, public and private nonprofit agencies to support long term rehabilitation training	1 year of work in state nonprofit agencies for each year of aid	\$12,000,000 (FY 1993) Same funding requested for FY 1994			Varies; usually scholarships		
Real Chance CONTACT: Sandy Hagans (202) 401-3626	Provides clerical work experience--120 days to Public Assistance recipients	Year-round		12 since July 1992	Adults	\$35 per week plus transportation (paid by D.C. Government)	N/A	D.C. City Government
Cooperative Education Program CONTACT: Sandy Hagans (202) 401-3626	This program hires high school through graduate school students to work in technical jobs in the Department. Co-op students may be converted to permanent status and employment at the end of their program.	Year-round	Not specifically budgeted	3 (1992)	18 years old and over	Regular pay (GS-2 through GS-7)	N/A	OPM guidelines Chapter 308 FPM
Stay-in-School Program CONTACT: Sandy Hagans (202) 401-3626	Provides economic assistance to disadvantaged students enrolled in high school	Year-round	120 slots	119 (1992)	16 years old and over	Minimum wage (GW-4)	N/A	OPM guidelines Chapter 308 FPM

EDUCATION - The Honorable Richard Riley
Agency Sponsored Summer Programs

Chief of Staff: Billy Webster
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Community Service Contact Paul Jamieson
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AGENCY MISSION: Establishes policy for, administers, and coordinates most federal assistance to education.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Project Team CONTACT: Annette Lusby (202) 401-1947	The Summer Enrichment Program is a two day program to help develop career goals/objectives for students	July	\$10,000 proposed	50-65 students 50-65 federal employees	8 th grade (13 years old)	N/A	N/A	Federal Agencies/D.C. Public Schools
Summer Employment Program CONTACT: Sandy Hagans (202) 401-3626	Students and non-students are employed to perform temporary and office work at GS-2 through GS 12 levels.	May-November	Not specifically budgeted	46 (1992)	16 years old and over	Regular pay	N/A	OPM guidelines Bulletin 414
Washington Urban League Summer Program CONTACT: Sandy Hagans (202) 401-3626	Summer Enrichment Programs in which students learn about the federal government	2 weeks, July 1992	\$4,000 (1992)	50 students (1992)	15-16 years old	\$80 each	N/A	Urban League/OPM/ D.C. Public Schools

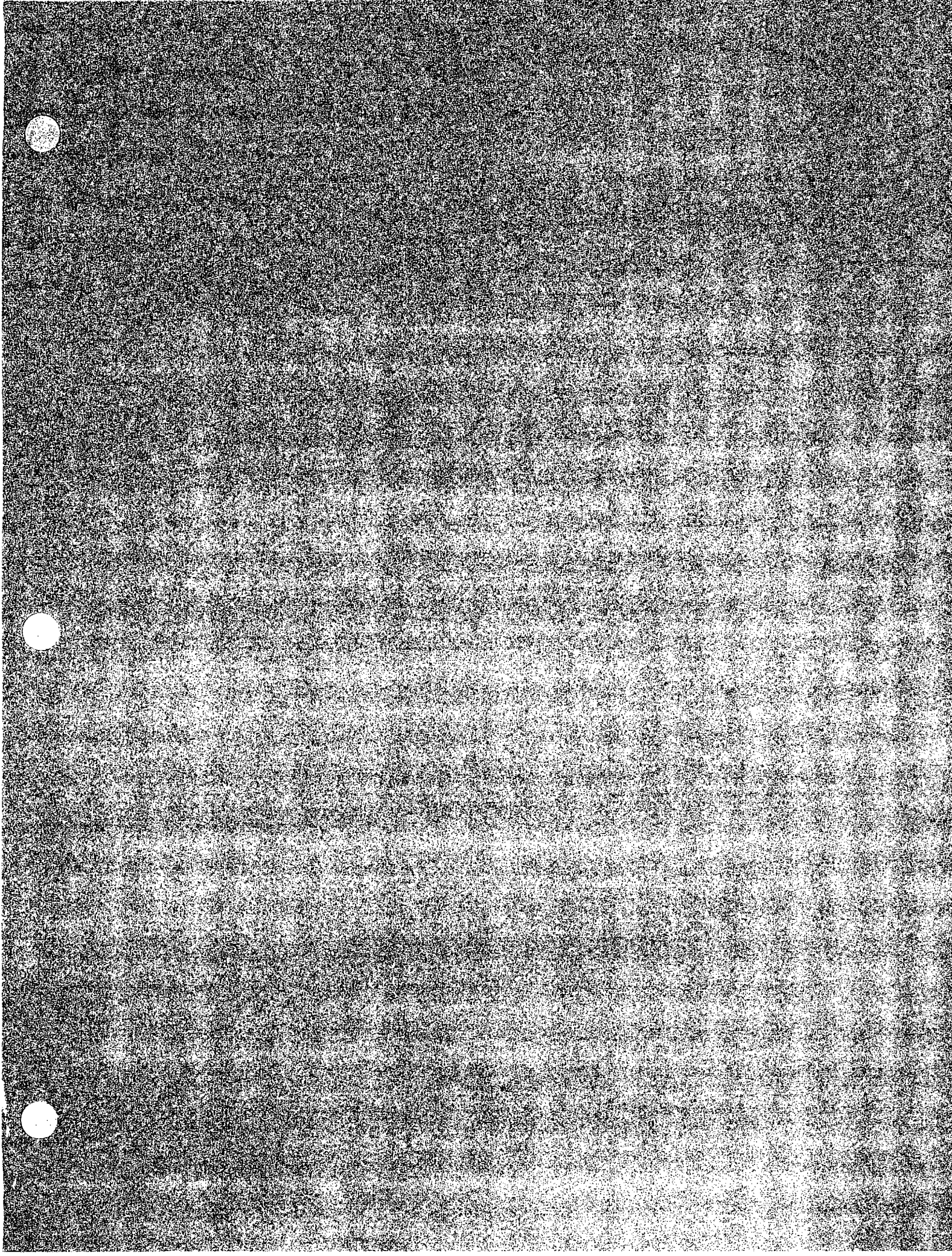
EDUCATION - The Honorable Richard Riley
Employee Voluntary Activities

Chief of Staff: Billy Webster
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Community Service Contact: Paul Jamieson
 phone: (202) 708-8646
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AGENCY MISSION: Establishes policy for, administers, and coordinates most federal assistance to education.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Amidon Elementary School (Adopt-a-School Partnership) CONTACT: Annette Lusby (202) 401-1947	On-going partnership since 1983. Employees involvements include tutoring and mentoring and holding science fairs and field trips	September to June	Employees receive 2 hours Administrative leave per week	60-100 employees 200 students	Pre K-6 th grade (4-12 years old)	N/A	N/A	D.C. Public Schools
Education Volunteers Initiative CONTACT: Ray Van Buskirk (202) 401-0505	Employee volunteers in schools (nationwide, pre-school-12 th grade -- both public and private) All types of volunteer activities ranging from mentoring at-risk students to assisting with science projects.	Year-round	Employees receive matching administrative leave	300 employees Several thousand students	Pre K-6 th grade (2-18 years old)			Public and private schools
Operation Santa CONTACT: Terry Newell (202) 401-1973	Annual program that provides toys to disadvantaged children. Employees are asked to select names of children from a Christmas tree and to purchase, wrap and return appropriate presents.	November-December		700 employees 1,000 students	K-6 th grade (5-12 years old)	N/A	N/A	



**Department of Energy
The Honorable Hazel R. O'Leary**

Chief of Staff: Rich Rosenswig Phone: (202)-586-6210

Department Community Service Contacts:

Mark Fallon Phone: (202)-56-6210 Fax: (202)-586-7644

Ann Elliott Phone: (202)-586-1607

I. Agency Sponsored Programs – Highlights

*** Weatherization Assistance Program (WAP).** WAP is a financial assistance program established to reduce fuel use by enhancing energy conservation for low-income families, particularly the elderly and handicapped, through the installation of energy conserving measures in homes. Funds are provided by DOE to install insulation, windows, caulking, weather-stripping, and other improvements to reduce heat loss and fuel consumption.

II. Employee Voluntary Programs – Highlights*

*** School Partnerships.** DOE has established partnerships with hundreds of elementary and secondary schools around the nation. These partnerships vary according to the type of facility – from "Adopt-a-School" programs and loans of equipment by DOE's field offices and power administrations to statewide and regional education partnerships by the National Laboratories.

The Department's educational programs focus on building children's math and science skills. The programs are coordinated and planned by designated education officials at involved facilities who work with DOE's professional scientists, engineers, and technicians.

*** DOE grants administrative leave to those employees who participate in school partnership programs.**

III. Total Amount Spent on Service Initiatives.

Approximately \$300 million was spent on service activities in FY93. This includes funds spent on the Department's education programs and weatherization program.

IV. Ideas for Future Development

The Department is mainly interested in expanding employee volunteer opportunities. Here are their ideas:

- * DOE employees could speak at junior high and high schools about working for DOE in particular and for the government in general. DOE might also be able to arrange for interested students to spend a day at DOE so that they can get a sense of the Department.
- * The Department could initiate "Adopt-a-Shelter" or "Adopt-a-Nursing Home" programs.
- * DOE could organize a "Weekend Service Activity Club."
- * The Department could ask employees to donate school supplies, eg. extra notebooks, pens, lunch boxes, to local schools at the beginning of each term.

DOE:KF

ENERGY - The Honorable Hazel O'Leary Agency Sponsored Year-Round Programs

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Community Service Contacts:

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AGENCY MISSION: Provides national energy plan through coordination and administration of energy functions of Federal Government. Responsible for long term, high risk research and development of energy technology, marketing of Federal power, energy conservation, the nuclear weapons program, energy regulatory programs, and a central energy data collection and analysis program.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
International Exchange Program	Administration and Management Employees are involved in establishing a "sister city" program that offers the opportunity for monetary exchange of skills, technology, and other scientific and cultural resources which will support Russia's transition to a market economy and will foster a better relationship between our two nations.							Working with public officials in Tennessee and Obinsk, Russia
Weatherization Assistance Program (WAP) CONTACT: Jean Van Vandren (202) 586-2204	Attempts to reduce fuel use by enhancing energy conservation for low-income families particularly the elderly and handicapped, through the installation of energy conserving measures in homes.	Program initiated in 1977	\$185 million plus \$47 million proposed supplemental	200-900	Varying ages			Public Utility Companies throughout the country, state and other non-profit organizations, universities and citizen groups.
Science and Engineering Research for Undergraduate Students CONTACT: Richard Stephens (202) 586-8949	Semester-length research appointments for university students at DOE labs	Annual	\$2.1 million	400	19-24	\$225 per week	None	Cooperation with colleges and universities

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
North Carolina Chapter of the Health Physics Society	To train high school teachers in radiation technologies to improve high school science programs		\$50,000		High School students			North Carolina Chapter of the Dept. of Energy

ENERGY - The Honorable Hazel O'Leary Agency Sponsored Summer Programs

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Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Summer Research Appointments CONTACT: Richard Stephens (202) 586-8949	Summer Internship Appointments for undergraduate students at DOE labs	Summer	\$6.7 million	1,100	20-24	\$200-\$250 per week	None	None
Minority Research Apprenticeships CONTACT: Richard Stephens (202) 586-8949	Minority Student Research Apprenticeships at DOE Department Labs	Summer	\$0.5 million	150	16-18	\$100 per week	None	Local School Districts
Prefreshman Enrichment Program CONTACT: Richard Stephens (202) 586-8949	Summer institutes for middle school minority students	Summer	\$2.2 million	7,000	11-15	N/A	None	Universities and Local School Districts

ENERGY - The Honorable Hazel O'Leary
Voluntary Programs which Enforce the Department's Mission

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Community Service Contacts:

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AGENCY MISSION: Provides national energy plan through coordination and administration of energy functions of Federal Government. Responsible for long term, high risk research and development of energy technology, marketing of Federal power, energy conservation, the nuclear weapons program, energy regulatory programs, and a central energy data collection and analysis program.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
National Science Bowl CONTACT: Richard Stephens (202) 586-8949	Nationwide academic competition aimed at heightening interest in mathematics, engineering, technology, and science among American students	January through April	\$300,000	2,000	20s-50s	N/A	N/A	Cray Research Foundation
STEPS CONTACT: Dean Sterling (202) 586-0435	STEPS was designed as a community based science enrichment program for elementary students (Pre K-6 grade) to take an active interest in science education. Leaders from the business community volunteer to be paired with high school honor students to form "teaching pairs."			194	High School Students	N/A	N/A	Wilson High School, Washington, D.C.

ENERGY - The Honorable Hazel O'Leary Employee Voluntary Activities

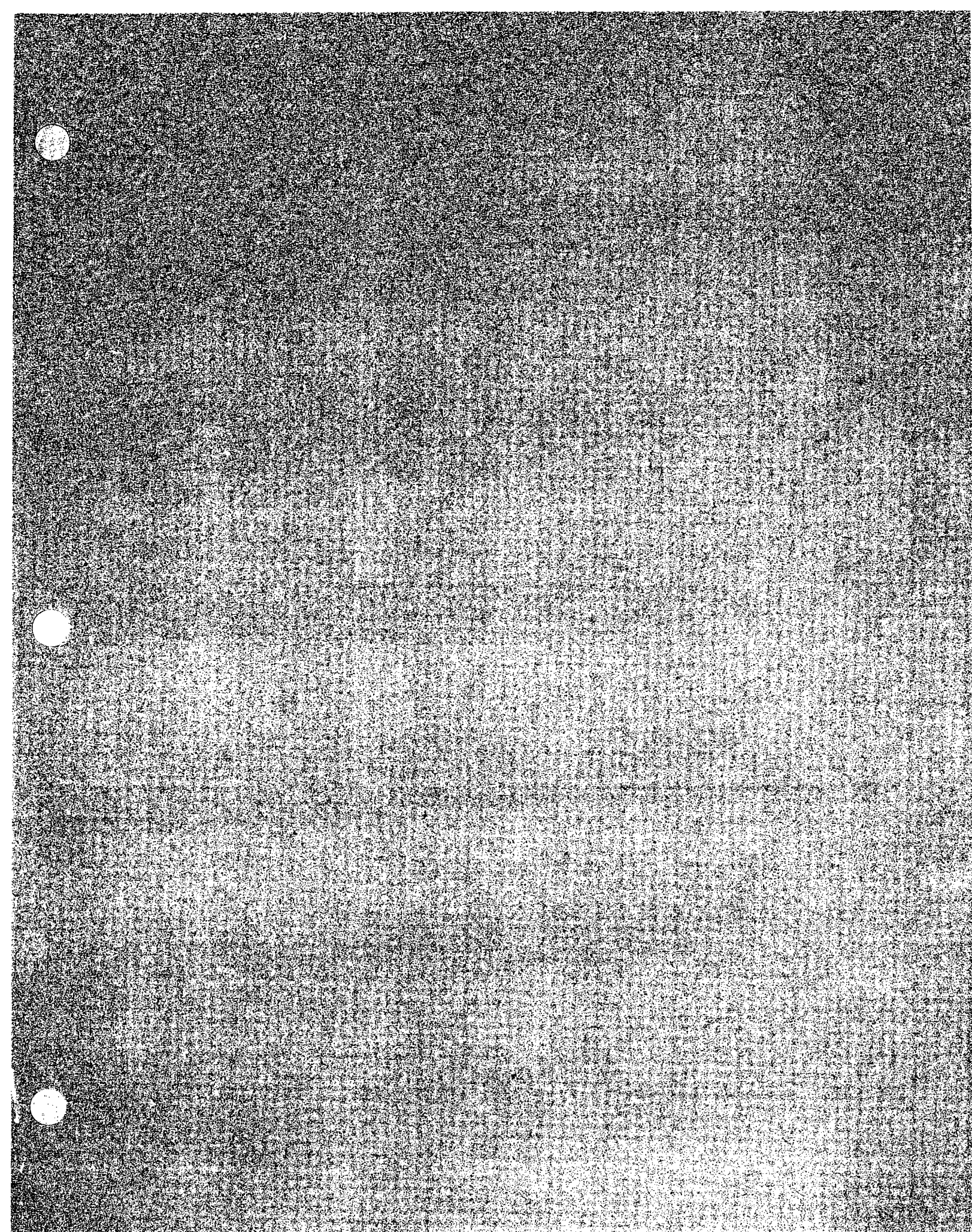
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Mark Fallon: phone: 202-586-6210
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AGENCY MISSION: Provides national energy plan through coordination and administration of energy functions of Federal Government. Responsible for long term, high risk research and development of energy technology, marketing of Federal power, energy conservation, the nuclear weapons program, energy regulatory programs, and a central energy data collection and analysis program.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
DOE Partnership Programs CONTACT: Richard Stephens (202) 586-8949	Ranges from 100 plus formal adopted schools to equipment loans and state - regional local systemic partnerships conducted in DOE Labs	Annual	\$6 million in formal Partnerships plus undetermined volunteer time	More than one million students and teachers	6-18	N/A	None	State and Local School Systems plus local industrial support



The Environmental Protection Agency

401 M Street SW
Washington D.C. 20460

The Honorable Carol Browner

Chief of Staff: Gordon Binder Phone:260-4700 Fax:202-260-0279
Agency Contact: Allison Rainey Phone 260-7960 Fax:202-260-0835

I. Agency Sponsored Programs-Highlights

Internships for approximately 20 students are available through Tufts University, Morgan State University and other institutions. There are also agency summer programs to attract minority students for environmental careers.

II. Employee Voluntary Programs-Highlights

Agency volunteers are involved in Adopt-a-School where they have adopted several DC public schools. In these schools they do tutoring, neighborhood clean up projects, rain forest projects, mentoring, science fair judging and provide information about environmental careers. The agency also does Greenleaf Gardens with public housing. There are also many decentralized programs which are involved with the Regional offices.

III. Total Spent on Service Initiatives

No information related to spending on service initiatives.

IV. Ideas for Program Development

IV. Ideas for Program Development

**EPA - The Honorable Carol Browner
Agency Sponsored Year-Round Programs**

Chief of Staff: Ann Hardison
phone: 202-260-7960
fax: 202-260-0279

Agency Community Service Contact: Allison Rainey
phone: 202-260-4700
fax: 202-260-0835

AGENCY MISSION: To protect and enhance the environment to the fullest extent possible under the laws enacted by Congress. Responsibilities include controlling air and water pollution, solid waste, pesticides, radiation, and toxic substances. Mandate is to mount an integrated, coordinated attack on environmental pollution in cooperation with state and local governments.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
EPA Internship Programs:	Environmental Management Internship Program (EMI)	Ongoing	\$10,000	7 interns		None	Enhanced hiring opportunities and increased skills	Interns can work at other agencies
	Morgan State University Intern Program (MSUIP)	Ongoing	\$32,000	4 interns		\$8,000 per student	Enhanced hiring opportunities and increased skills	None
	National Urban Fellows, Inc. Intern Program (Tufts University)	Ongoing	\$40,000	8 interns nationally		Included Amount?	M.S. Degree Enhanced hiring opportunities and increased skills	None
Other various EPA service initiatives	The following are service initiatives which exist in the EPA, but the Office of National Service has not yet received specific program information: Neighborhood Clean-Ups and Restoration Projects Rain Forest Projects Recycling Programs Adopt-a-mile Keep America Beautiful							

**EPA - The Honorable Carol Browner
Agency Sponsored Summer Programs**

Chief of Staff: Ann Hardison
phone: 202-260-7960
fax: 202-260-0279

Agency Community Service Contact: Allison Rainey
phone: 202-260-4700
fax: 202-260-0835

AGENCY MISSION: To protect and enhance the environment to the fullest extent possible under the laws enacted by Congress. Responsibilities include controlling air and water pollution, solid waste, pesticides, radiation, and toxic substances. Mandate is to mount an integrated, coordinated attack on environmental pollution in cooperation with state and local governments.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Environmental Associate Intern Program – Minority Environmental Summer Associate Intern Program (ECO)	Program enhances hiring opportunities and increased skills of minority students	Summers only	\$8,000 per student per summer	25-30 interns		None		Sponsored by Environmental Careers Organization (ECO)

EPA - The Honorable Carol Browner
Voluntary Programs Which Enforce the Department's Mission

Chief of Staff: Ann Hardison
 phone: 202-260-7960
 fax: 202-260-0279

Agency Community Service Contact: Allison Rainey
 phone: 202-260-4700
 fax: 202-260-0835

AGENCY MISSION: To protect and enhance the environment to the fullest extent possible under the laws enacted by Congress. Responsibilities include controlling air and water pollution, solid waste, pesticides, radiation, and toxic substances. Mandate is to mount an integrated, coordinated attack on environmental pollution in cooperation with state and local governments.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Adopt-a-School	EPA has adopted Bertie Backus Junior High School in Washington, D.C. The Agency has built an Ecology Center and sponsored recycling programs there as well. Typical volunteer activities include job shadowing, mentoring, summer jobs, science fair judges, and guest speakers	Ongoing		45		N/A		KMart Corporation, Davey Tree Company (Ecology Center) US Forest Service (Ecology Center)
Community Outreach Program	EPA has asked the District Government to indicate which schools could most benefit from EPA's volunteer efforts. The two schools chosen were: Bowen Elementary School Syphax Elementary School The goal of the outreach is to enhanced student environmental understanding and interest in environmental careers.	Ongoing		100		N/A		None

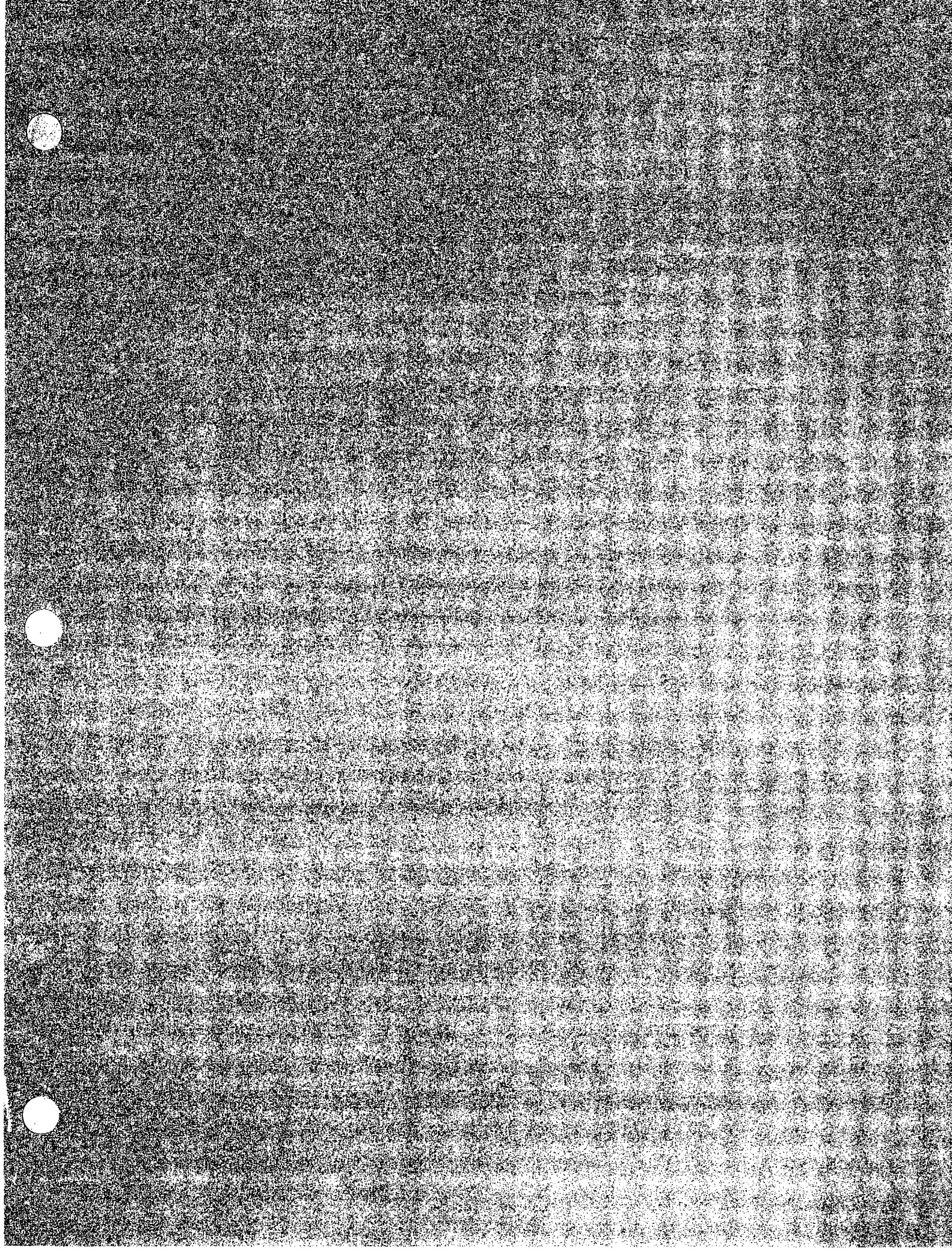
**EPA - The Honorable Carol Browner
Employee Voluntary Activities**

Chief of Staff: Ann Hardison
phone: 202-260-7960
fax: 202-260-0279

Agency Community Service Contact: Allison Rainey
phone: 202-260-4700
fax: 202-260-0835

AGENCY MISSION: To protect and enhance the environment to the fullest extent possible under the laws enacted by Congress. Responsibilities include controlling air and water pollution, solid waste, pesticides, radiation, and toxic substances. Mandate is to mount an integrated, coordinated attack on environmental pollution in cooperation with state and local governments.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Greenleaf Gardens (Public Housing)	EPA provided this community with drug abuse programs, a self-defense class, a cook out, an arts and crafts program and a Black History Workshop.							



**MEMORANDUM**

TO: Eli Segal
Office of National Service

FROM: Peter Edelman
Counselor to the Secretary

SUBJECT: Report to the President on Departmental Service Initiatives

We are pleased to share with you highlights of the Department's current activities relating to community service and to describe emerging opportunities to enlarge our agenda in this area. In researching this information we have discovered numerous projects which, though in most cases not operated directly by the Department, nonetheless offer great potential to foster community service at local levels. We recognize exciting possibilities for more effective development, leadership and coordination of these and additional programs.

I. SUMMARY INFORMATION**A. Agency-Sponsored Programs**

The National Health Service Corps (NHSC) of the Public Health Service is currently the model Department program demonstrating an ethic of service in a medically underserved community in exchange for educational financial assistance, although the total number of participants in the program is still quite modest. Recently the NHSC concept of community service has become a media icon through its portrayal on the popular TV series, *Northern Exposure*. The NHSC had 1,256 participants as of September, 1992, about 75% of whom were physicians or medical students, and the rest other health professionals. The program is currently funded at \$120 million, with about 400 new scholarships each year.

The Head Start Program, now funded at \$2.7 billion, currently has a very strong mandatory community service/volunteerism component. Head Start requires that each local program contribute 20% of the cost of the program, and volunteer time is counted toward this requirement. During the 1991-1992 school year about 606,000 persons, mostly parents, grandparents, aunts and uncles of Headstart children contributed thousands of hours of volunteer time; a number of health care professional and other community organizations also volunteered services, space and materials for local programs. The Department has entered a \$.4 million contract with the Ad Council to develop attractive advertising in an aggressive bid to increase the number of parental and professional volunteers in Headstart programs.

The National Youth Sports Program is a \$9.4 million program funded by the Office of Community Service within the Administration for Children and Families. Grants are made to the National Collegiate Athletic Association (NCAA) to contract with 173 colleges and universities in 44 states to provide a comprehensive developmental and instructional sports program for approximately 70,000 low income children and youth. The program makes extensive use of community volunteers to help give information concerning career and educational opportunities, study habits, drug and alcohol prevention, and nutrition; volunteers also assist in insuring that each child in the program receives a complete medical examination.

The Legal Counsel for the Elderly Money Management Program is a project that was jointly sponsored on an expanded basis by the American Association for Retired Persons (AARP) and the Administration on Aging. Volunteers are recruited, trained and monitored by AARP after it is determined by a Social Security Administration field office that a recipient needs a representative payee because he or she is mentally or physically disabled, severely forgetful, or confused. Volunteers keep an accurate record of all financial transactions, maintain control over the benefits, sign all checks for the client's expenditures, and spend the client's money in his/her best interest on food, shelter, utilities, medical care and personal needs. This project is active in 58 cities and counties within 20 states.

B. Employee Voluntary Programs

A recent non-exhaustive survey of employee volunteer activity reported that about 5,637 DHHS employees in the regions and headquarters spent some 111,696 volunteer hours per year in various community activities. The reported activities were very diverse, ranging from work in food kitchens and holiday gift drives to mentoring programs and blood drives. Much of the volunteer work is performed on employees' personal time. A sample of the more popular activities included the following:

- participation in national health initiatives such as the American Red Cross Blood Drive, the Race for the Cure for Breast Cancer, the March of Dimes WALK AMERICA, and the Walk for Multiple Sclerosis;
- participation in the several Partnership in Education Program's Adopt-A-School projects which pair federal agencies with local elementary and secondary schools. Department employees act as tutors and mentors to individual students, and present special enrichment material in classrooms and assemblies. Employees in several Department agencies have served in the program in Bell Multicultural High School, and in Brent Elementary School in Washington; Baltimore employees adopted the Calvin Rodwell and Edmondson Heights Elementary Schools in Baltimore; other schools around the country have been adopted, as well. In 1991 a very special Partnership program was established at Eastern High School of Washington, D.C., with the organization of the Health and Human Services Academy, a thematic "school-within-a-school" to prepare Eastern students for careers in health and human service industries, and in public service. Social Security employees in numerous cities have started Student Mentoring Programs in local school systems.
- participation in patient-related fundraising and support activities. Over 850 employees within the National Institutes of Health contributed between 3000 and 4000 volunteer hours toward many activities designed to entertain, house, and give financial support to patients of the NIH Clinical Center, particularly children with cancer. Programs such as Project Zest, the Children's Inn at NIH, and Special Love-Camp Fantastic, among others, provide gifts, parties, celebrity visits, home-baked cookies and other amenities for patients.
- participation in food collection and distribution projects, voter registration drives, senior citizen, and other civic volunteer projects too numerous to specify.

C. Total Amount Spent on Service Initiatives

We have provided some approximate funding levels for the strongest agency-sponsored programs outlined in Part A of this report. However, there are numerous other programs in the Department that are managed at the state or local level and which depend upon volunteer service or contributions to meet in-kind requirements or to operate effectively (e.g., the Court-Appointed Special Advocate programs, sponsored by the Office of Child Abuse and Neglect and managed by county and state agencies, often employ volunteer guardians ad litem to assist juveniles; also, community action agencies in 36 states receiving Community Service Block Grants reported in 1990 that 14,007,312 volunteer hours were donated to them); however, these programs vary widely across localities.

Thus, funding amounts for volunteer segments of these and other Department programs are extremely difficult to calculate for several reasons: first, most DHHS programs are funded through state agencies rather than directly, and although at the local level volunteer activity is an integral program component, it is difficult to ascertain how much of DHHS funding is spent to support community service or volunteer activity; secondly, Department grant requirements do not currently require community service as a condition of program support; and finally, with respect to employee programs, volunteer activity is rarely monitored or costed out, although we are exploring better methods to capture this information.

D. Ideas for Program Development

We are exploring program development opportunities in several areas and are studying these possibilities:

1. Find ways to expand the service programs that presently exist in the Department. We could establish a new "Health for America Corps" (for young people aged 17 to 25), and/or a "Primary Care Intern Program" (for high school students), within the Public Health Service as a complement to the existing National Health Service Corps. These programs could allow young people to work in community and migrant health centers, and in Indian Health Service sites. This could give young people excellent exposure to health professions, and could serve to ease their entry into academic study and careers.

We might also consider formalizing the community service component required for federal financial assistance and loans. For instance, we could require that health professions education loans be conditioned on school-time participation in community service activities; or we could require that educational institutions participating in such loan programs establish community service curricula.

2. Find ways to support future participants in a National Service Initiative. DHHS can operate in several ways to support such an Initiative:
 - insure that low-income participants have access to HHS-funded health facilities (e.g., community and migrant health centers);
 - distribute information on national service to youthful beneficiaries of DHHS programs;

- insure that participants have access to DHHS training and technical assistance centers for use in their work;
 - provide participants with independent living skills training; health and nutritional counseling and information; and prevention services related to high risk behavior (e.g., alcohol, tobacco or other drug abuse, etc.), related to their personal care or for use in their work.
3. **Develop effective methods to encourage, chart and reward employee volunteer activity.** We could modify a program within the Local Area Network to request that employees who participate in Department-sponsored or other volunteer programs to so indicate in a simple LAN entry. In this way we could keep track of person-hours expended and other details and necessities of an employee program.



APR 14 1993

MEMORANDUM TO: Peter Edelman
Counselor to the Secretary ,

THROUGH: Eugene Kinlow
Deputy Assistant Secretary
for Personnel Administration

FROM: Paul C. Johnson
HHS Representative to
the Office of National Service

SUBJECT: HHS Headquarters School Partnerships

As a follow up to the meeting held Tuesday, April 6, concerning volunteerism, I am submitting for your perusal information on our Departmental school partnerships. Additional information about OPDIV partnerships, (headquarters & field), with various schools is being collected through a separate survey.

HEALTH AND HUMAN SERVICES ACADEMY

Since February 11, 1991, HHS has been engaged in a partnership with Eastern Senior High School in support of a thematic school within a school, the HHS Academy. Eastern Senior High School is located in northeast, Washington, D.C. The program design and memorandum of understanding are attached (TAB A). Richard Jackson is the contact for this program. He can be reached on 690-7358.

BELL MULTI-CULTURAL CENTER

In 1992, DHHS through the Office for Civil Rights (OCR) sponsored a partnership with the Bell Multi-cultural center which is located in northwest Washington, D.C. This outreach was accomplished under the auspices of the Private, Public, Partnership program in conjunction with the D.C. Public Schools. The partnership agreement is attached (TAB B). Ms. Denise Carver is the contact for this program. Her telephone number is 619-3376.

BRENT ELEMENTARY SCHOOL

For a number of years, the Department has had an adopt-a-school relationship with Brent Elementary School located at 3rd and C Streets S.E. Students are invited to commemorative programs sponsored in the Department and employees on a regular basis volunteer as speakers or tutors at the school. Both ASPA and ASPER have been the major points of contact for this school. I am currently the contact for this program.

ACADEMY OF HEALTH AND HUMAN SERVICES
EASTERN SENIOR HIGH SCHOOL
WASHINGTON, D.C.

PROGRAM DESIGN

I. PROGRAM BACKGROUND

THE HEALTH AND HUMAN SERVICES ACADEMY, (HHSA) was established February 11, 1991, by a "MEMORANDUM OF UNDERSTANDING" between the Department of Health and Human Services (DHHS), The District of Columbia Public Schools (DCPSS), and the District of Columbia Government (DCG), as a "school within a school".

The HHSA is one of several programs developed within the District of Columbia Public School System, with the cooperation of public and private organizations as full partners, in an effort to establish a comprehensive set of "Schools of Distinction". The first academy summit meetings were held in May, 1991 and, in June, 1991, at which time academy "partners" developed a list of program requirements and a set of proposed characteristics.

II. PROGRAM PURPOSE

The purpose of the HHSA is to develop a program, (including curriculum, administrative support, external arrangements, resources, and other necessary elements) that emphasizes education, values, constructive employment, and careers in various modes of the health and human service industry; thereby serving as a model for other such academies.

III. PROGRAM GOAL

The goal of the HHSA is to provide a holistic, innovative, performance based alternative to traditional secondary education by combining an enriched, thematic, academic program with the "real world" applications students will confront in a dynamic work environment. This approach, whereby students learn and "do" simultaneously, constitutes an effort to improve both individual competency and service delivery in the "field", while emphasizing the relationship of both the student and the service organization to "people".

IV. PROGRAM MISSION

The mission of the HHSA is to prepare students for higher education and jobs in the health and human service industry, and to increase the rate of graduates who go on to college.

To accomplish this mission the HHSA has established five basic program objectives, they are:

- A. Stimulate students to stay in school and graduate.
- B. Inculcate values and the importance of education, constructive employment, and careers in various modes of the health and human services industry.
- C. Expose students to the many places where higher education is offered and health and human services work is done.
- D. Provide a center for expanding the understanding of the health and human services industry at the junior high and elementary school levels, and a School of Distinction to attract students from through out the District of Columbia.
- E. Maximize the school system's and the community's resources in the field of health and human services.

V. PROGRAM DESIGN

The HEALTH AND HUMAN SERVICES ACADEMY expands upon previous academy models by offering two tracks, "HEALTH" and "HUMAN SERVICES". It is the intent, overtime, to create a prototype, innovative, break the mold, New American School which will achieve world class standards.

The seed of the HHSA will require time to develop, and it will continue to grow and change as conditions in the health and human service industry and the school system changes.

Major factors or documents relevent to the design and thrust of the HHSA are:

- A. HHS Academy Memorandum of Understanding
- B. DCPS Academy Summit Recommendations on Academies
- C. Projections For Workforce 2000 (U.S. Dept. of Labor)
- D. America 2000: An Education Strategy (U.S. Dept. of Education)
- E. DCPS Proposals For America 2000
- F. DCG Countdown 2000 - Education Reform
- G. A SCANS Report For America 2000 (U.S. Dept. of Labor)
- H. Findings and Recommendations New Schools Development Corporation

VI. PROGRAM COMPONENTS

The major elements of the HHS Academy program include:

1. A strong academic program with health and human service components.
2. An operational Family Care Laboratory. (To be developed.)
3. A personal health orientation and values program for elementary and junior high feeder schools. (To be developed.)

VII. PROGRAM ELEMENTS

A. ACADEMIC PROGRAM

The academic program is the central and single most important element of the HHSA and includes but is not limited to the following:

1. A core curriculum for high school graduation, emphasizing basic competencies in reading, writing, computation, and problem solving, and an enriched curriculum.
2. Special emphasis courses related to the health and human services industry, featuring visiting speakers and field trips.
3. Student externships in various modes of the health and human services industry as appropriate.
4. College credit courses and job skills training during the junior and senior years.
5. Job and college placement assistance for graduates, including access to scholarships.
6. Enriched development opportunities (for school administrators and teachers) in the health and human services industry, including intergovernmental personnel assignments.
7. Continuing support from the partners and other government, nonprofit, and business contributors.
8. Shadowing assignments with practitioners and administrators within the Health and Human Services industry.

9. Dedicated mentors for each academy student in order to provide personal access to expertise within the industry.
10. Employment preparation and readiness training.
11. Strong career counseling and development.

B. CURRICULUM

Of major importance to the HHSA academic program is the integration of technical skills with academic curricula. This integration is achieved through the active involvement of health and human service industry experts with academic faculty in the planning, designing, development and revision of curriculum. Oversight of this activity is provided by a sub-committee of the HHS Steering Committee.) This collaboration enables curriculum designers to infuse the curriculum with practical applications in order to make it relevant to the workplace by stressing the importance of certain skills for success on the job. As the program develops, linkages will be developed between academic coursework and worksite assignments, laying the framework for meaningful placement and true career development.

It is the intent of the HHS Academy however to emphasize broad areas of competency within the health and human service industry and a general enhancement of student skills rather than focusing upon specific job skills.

The academies curriculum will be THEMATIC (constructed around health and human service issues, skills, knowledge, and abilities) and INTERDISCIPLINARY. COLLABORATIVE learning will be stressed for academy students.

In addition to a thematic orientation toward the health and human services industry, Academy curriculum will focus upon the five competencies, (Resources, Interpersonal, Information, Systems, and Technology) as well as the three-part foundation, (Basic Skills, Thinking Skills, and Personal Qualities) identified by the Secretary's Commission on Achieving Necessary Skills for Work. (The SCANS report.)

A core of academy courses will be block rostered, thereby permitting the widest flexibility for group learning activities and faculty planning.

C. ENRICHMENT ACTIVITIES

HHSA students will be exposed to a wide variety of enrichment opportunities including presentations from practitioners in the field, visitations to operating sites, and policy making organizations. In addition, trips such as outings to plays and concerts as well as those to more traditional industry sites are anticipated in order to expose students to a wide range of experiences that they might not otherwise enjoy, and to teach them appropriate social skills.

D. SUPPORT SERVICES

Support services will be geared to reinforce in students the belief that they can "make it". Key to this strategy is individual attention, tutoring, and personal, academic, and career counseling. Motivational awards and activities highlighting achievement, (such as student of the month) will also be stressed.

Technology is critical to the development of students preparing for careers in tomorrow's world of work. Towards this end, priority will be given to providing and upgrading the use of modern technology and technological skills for students enrolled in the academy.

E. PROGRAM COMPLETION

Inasmuch as the mission of the HHSA is twofold, (to prepare students for jobs in the health and human services industry, and to stimulate them to stay in school and graduate (and go on to college)), completion of the HHSA program encompasses more than eligibility for high school graduation.

The HHS academy will establish and operate an assessment center which academy completers will be expected to pass. The center will assess levels of competencies, skills, and knowledge which the student has gained through course work, externships, and employment over the course of his or her academy career. Successful completers will be awarded certificates of mastery which ultimately will increase employability and/or college selection.

F. PROGRAM EVALUATION

Evaluation of the HHSA program will be conducted independently by the DHHS Office of Research and Evaluation and the American Society for Training and Development. The evaluation instrument will be developed in conjunction with the HHS Academy Steering Subcommittee which has delegated oversight responsibility for evaluation. ASD

H. ORGANIZATION/STAFFING

The HHSA builds upon and expands the pre-existing Health Careers Program at Eastern High School. The operational level of the Health Careers Program is 175 students. It is planned that the Human Service component will match this number, bringing the Academy, at full strength, to 350 students.

OVERALL RESPONSIBILITY FOR POLICY AND OVERSIGHT resides with the HHS Academy Steering Committee and the Principal of Eastern Senior High School.

DELEGATED RESPONSIBILITY FOR DAY-TO-DAY ADMINISTRATION of the HHSA rests with the Assistant Principal of Eastern Senior High School.

OPERATIONAL RESPONSIBILITY for the academy is twofold.

- 1) ACADEMIC AND STUDENT AFFAIRS responsibilities reside with PROGRAM COORDINATOR.
- 2) PROGRAM MANAGEMENT AND INDUSTRY COORDINATION AND LIAISON responsibilities reside with The HHS PROGRAM ADMINISTRATOR.

Responsibility for CURRICULUM PLANNING AND COURSE DELIVERY resides with Core Teachers who will plan collaboratively activities to include curriculum, enrichment activities, field trips, etc.

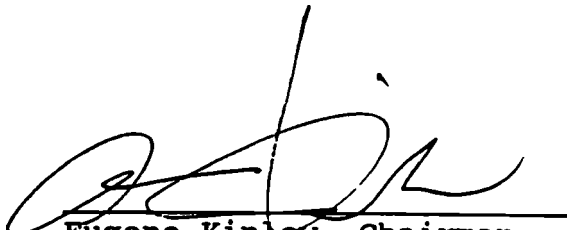
ACADEMIC ADVISORY COUNSEL, composed of Core Teachers, Academic Department Heads, Counselors, Program Administrators, and the Librarian will meet regularly to review academy progress and activities, problem solve, expedite solutions and procedures, and make recommendations.

Responsibility for CAREER AND PERSONAL COUNSELING will primarily reside with the counseling staff for ESH, however, support for career counseling and information will be provided by industry sources.

MENTORSHIP for students will be provided by HHSA partners and other industry practitioners.



Ralph H. Neal, Principal
Eastern Senior High School



Eugene Kinlew, Chairman
HHSA Steering Committee

MEMORANDUM OF UNDERSTANDING

THE ACADEMY OF HEALTH AND HUMAN SERVICES

Purpose

The Department of Health and Human Services and the D.C. Public Schools (hereinafter referred to as the partners) propose an alliance to establish a Health and Human Services Academy at the Eastern High School.

Goal

The Goal of the Academy is the development of a program (including curriculum, administrative support, external arrangements, resource, and other necessary elements) that emphasizes education, values, constructive employment, and careers in various modes of the health and human services industry; thereby serving as a model for other such academies.

Objectives

The objectives of this undertaking are to:

- 1. Stimulate students to stay in school and graduate.**
- 2. Inculcate values and the importance of education, constructive employment, and careers in various modes of the health and human services industry.**
- 3. Prepare students for higher education and jobs in the health and human services industry, and importantly, to increase the rate of graduates who go on to college.**
- 4. Expose students to the many places where higher education is offered and health and human services work is done.**
- 5. Provide a center for expanding the understanding of the health and human services industry at the junior high and elementary school levels, and a School of Distinction to attract students from throughout the District of Columbia.**

Elements of the Program

The partners intend to develop a program that maximizes the school system's and the community's resources in the field of health and human services. The program will bridge the gap between the classroom and the workplace. It will enable students to learn about, visit, and work in various modes of the health and human services industry.

The elements of this program will include, but not be limited to:

- 1. A core curriculum for high school graduation, emphasizing basic competencies in reading, writing, computation and problem solving, and an enriched elective academic program.**
- 2. Special emphasis courses related to the health and human services industry, featuring visiting speakers and field trips.**
- 3. Student externships in various modes of the health and human services industry during the summer and the school year, as appropriate.**
- 4. College credit courses and job skills training during the junior and senior years.**
- 5. Job and college placement assistance for graduates, including access to scholarships.**
- 6. Enriched development opportunities for administrators and teachers in the health and human services industry, including intergovernmental personnel assignments.**
- 7. Continuing support from the partners and other government, nonprofit, and business contributors.**

Implementation Tasks

The partners intend to:

- 1. Identify, recruit, and hold preliminary discussions with representatives from leading public, private, and nonprofit health and human services organizations.**
- 2. Prepare for convocation of the partners, teachers and administrators, and community and parent representatives to reach agreement on a design to guide program planning.**
- 3. Identify and select instructors for developmental activities of the Academy.**
- 4. Complete the planning phases during the spring and summer of 1991 and initiate Academy activities in the fall of 1991.**

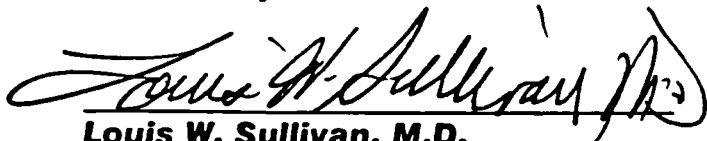
The partners recognize that initiation of the program will be the planting of the seed of the academy, which will require time to develop, and which will continue to grow and change as conditions in the health and human services industry and the school system change.

Action

The partners concur with and formalize their commitment to the Health and Human Services Academy by affixing their signatures to this Memorandum of Understanding.

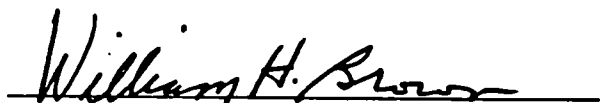
Agreed:

For the Department of Health and Human Services:



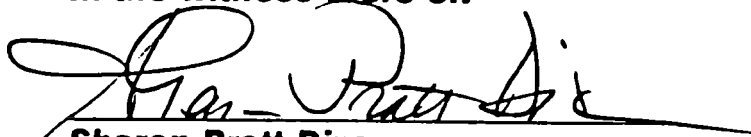
**Louis W. Sullivan, M.D.
Secretary of Health and Human Services**

For the District of Columbia Public Schools:



**Dr. William H. Brown
Acting Superintendent of D.C. Public Schools**

In the witness there of:



**Sharon Pratt Dixon
Mayor of the District of Columbia**

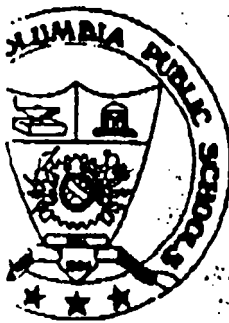
MEMORANDUM OF AGREEMENT FOR DHHS
AND BELL

PURPOSE:

The purpose of this agreement is to establish an educational and social bond by initiating a partnership in education between the U.S. Department of Health and Human Services, Office for Civil Rights and the Bell Multicultural High School.

OBJECTIVES:

- o To provide tutorial services to those students identified by the school faculty as Limited English Proficient.
- o To assist faculty with the "dropout prevention" program by participating in the mentorship program.
- o To expose students to federal career opportunities through lectures, one-day seminars, and workshops.
- o To support the school's translation program by utilizing the students with this skill for agency projects.
- o To assist the "Ambassadors" (a group of students who deal with the school cultural diversity matters) in their cultural sensitivity training by utilizing their skills during OCR sponsored training efforts and providing the necessary resources (personnel, literature, pamphlets, etc.).
- o To participate when possible in special activities and events, such as art and science fairs and contests, literature and essay programs, athletic field days, and computer assistance, with consultants, judges, materials and other resources to specific requests from the school.
- o To provide the school with available Civil Rights informational and educational literature as part of activities such as the National Hispanic Heritage Month, National Black History Month, and National Women's Awareness Month.
- o To integrate the Office for Civil Rights mission related initiatives into the school curriculum through joint planning by the school and the Office for Civil Rights.
- o To offer the students and faculty opportunities to participate in special DHHS activities and ceremonies.



Declaration of Partnership With the District of Columbia Public Schools



U. S. Department of
Health and Human Services
Office of the Secretary
Office for Civil Rights

hereby declares its partnership with

Bell Multicultural High School

This certificate joins the hands of federal government and public schools in a uniquely designed partnership. Both may pursue a mutually enriching relationship with each other with full benefits accruing to the community.

In witness, thereof, all parties execute this agreement on this 17th day of October, 1991.



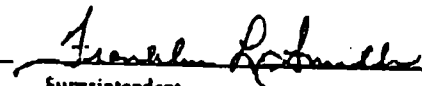
Director
Office for Civil Rights
Department of Health & Human Services



Principal
Bell Multicultural High School



Secretary
Department of Health & Human Services



Superintendent
District of Columbia Public Schools

**HHS - The Honorable Donna Shalala
Agency Sponsored Year-Round Programs**

Chief of Staff: Kevin Thurm
phone: (202) 690-8204
fax: (202) 690-6154

Community Service Contact: Maria Cromer
phone: (202) 690-8157
fax: (202) 690-7595

AGENCY MISSION: Responsible for the nation's human concerns, including income security for children and families, and the disabled; services for the aging; health research and services.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
The National Health Service Corps CONTACT: Craig Hostetler (301) 443-3030	This program offers funding for health professions education in exchange for service in medically underserved communities.	N/A	\$120 million	1,256	Varied	\$796 per month plus tuition and books	N/A	Indian Health Clinics and Community Health Centers
The Head Start Program CONTACT: Joseph Matola	Child Development Program (volunteer time counts toward the statutory 20% matching funds requirement)	N/A	\$2.7 billion	721,168 children	3-5 years old	Volunteer hours are credited at minimum wage rates.	N/A	N/A
Eastern High School Health and Human Services Academy CONTACT: Paul Johnson (202) 690-7358	This is a thematic school-within-a-school which emphasizes education, values, constructive employment and careers in various modes of the health and human services industries.	N/A	\$70,000 for staffing \$30,000 for equipment	200	13-18 years old	None	N/A	Cooperation agreements with the Department of Defense

HHS - The Honorable Donna Shalala Agency Sponsored Summer Programs

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AGENCY MISSION: Responsible for the nation's human concerns, including income security for children and families, and the disabled; services for the aging, health research and services.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
National Youth Sports Program CONTACT: Jacqueline Lemire (202) 401-9342	A grant program sponsored jointly with the NCAA to provide summer instruction in sports, hygiene, and health education to disadvantaged youths.	Summer	\$9.4 million	70,000	10-16 years old	N/A	N/A	NCAA
Summer Jobs for Eastern High School Students CONTACT: Paul Johnson (202) 690-7358	Employment of Eastern Health and Human Services Academy students in various health professions.	N/A	\$45,000	30	High school juniors and seniors	\$1,5000 per student	N/A	N/A

HHS - The Honorable Donna Shalala
Voluntary Program which Support the Department's Mission

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The AARP Elderly Money Management Program CONTACT: Dr. Al Dunk (202) 619-0441	Volunteer program which assists mentally or physically disabled elderly people with bill paying and money management.	N/A	None presently; grant funds expired in 1992	1,736	Over 65 years old	N/A	N/A	State and community-based agencies
The SHARE Program DIVISION: Health Resources and Services Administration CONTACT: Jackie Painter (202) 443-2063	A volunteer program to assist senior citizens in nursing homes and who live independently.	N/A	N/A	Unknown	Varied	None	N/A	N/A
Toiletries for New Moms DIVISION: Health Resources and Services Administration CONTACT: Jackie Painter (202) 443-2063	Collects soaps and personal hygiene items for distribution to new mothers.	N/A	N/A	Unknown	Varied	None	N/A	N/A

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Rockville City Thanksgiving Dinner DIVISION: Health Resources and Services Administration CONTACT: Jackie Painter (202) 443-2063	Annual Thanksgiving dinner for homeless people co-sponsored by HRS Volunteer and the City of Rockville, MD.	N/A	N/A	Unknown	Varied	None	N/A	City of Rockville, MD
The Martin Luther King, Jr. Annual Dinner DIVISION: Health Resources and Services Administration CONTACT: Jackie Painter (202) 443-2063	Dinner and ceremony honoring Reverend King for homeless and needy people.	N/A	N/A	Unknown	Varied	None	N/A	N/A
Program 1 DIVISION: National Institutes of Health CONTACT: Andrea Rander	Provides recreational and self support programs for children in Washington, D.C. homeless shelters	N/A	N/A	Unknown	Varied	None	N/A	N/A
Friends of the Clinical Center DIVISION: National Institutes of Health CONTACT: Andrea Rander	A volunteer program to coordinate fund-raising and other support for patients and their families	N/A	\$17,000 raised by volunteers	Unknown	Varied	None	N/A	N/A

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
The Children's Inn at the National Institutes of Health DIVISION: National Institutes of Health CONTACT: Andrea Rander	A 36-room house for chronically ill children who are undergoing treatment at NIH, and their families	N/A	N/A	Unknown	Varied	None	N/A	N/A
Special Love-Camp Fantastic DIVISION: National Institutes of Health CONTACT: Andrea Rander	Program to give recreation and family support for children and their families, providing sports events, celebrity visits, ski parties, picnics, etc.	N/A	N/A	Unknown	Varied	None	N/A	N/A
Miriam's Kitchen DIVISION: Administration for Children and Families CONTACT: Jacqueline Lemire (202) 401-9342	A food program for homeless people	N/A	N/A	Unknown	Varied	None	N/A	N/A
Watsonian Society Dinner for AIDS patients	Weekly program of meal delivery for AIDS patients	N/A	N/A	Unknown	Varied	None	N/A	N/A

HHS - The Honorable Donna Shalala **Employee Voluntary Activities**

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Community Service Contact: Marica Cromer
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AGENCY MISSION: Responsible for the nation's human concerns, including income security for children and families, and the disabled; services for the aging; health research and services.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Boy Scouts/Girl Scouts DIVISION: Administration for Children and Families CONTACT: Jacqueline Lemire (202) 401-9342	Employees volunteer leaders for scouting programs; assist scouts with badge and recreational programs	N/A	N/A	Unknown	Varied	None	N/A	N/A
Partnerships in Education Program DIVISION: Centers for Disease Control CONTACT: Don Berreth (404) 639-3286	(Adopt-a-School Program) Volunteers adopted Tilson Elementary School in Atlanta, and Dorsey Elementary School in Morgantown, WV.	N/A	N/A	Unknown	Varied	None	N/A	N/A
Christmas Toy Drive DIVISION: Centers for Disease Control CONTACT: Don Berreth (404) 639-3286	Volunteers collected toys for 750 children in DeKalb and Fulton counties in Georgia.	N/A	N/A	Unknown	Varied	None	N/A	N/A

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Project Plus DIVISION: National Institutes of Health CONTACT: Andrea Rander	A literacy program co-sponsored with ABC-TV.	N/A	N/A	Unknown	Varied	None	N/A	ABC-TV
Partnerships in Education DIVISION: National Institutes of Health CONTACT: Allison Rander	Employees have adopted Takoma Park Elementary School and Seneca Valley High School	N/A	\$17,000 raised by volunteers	Unknown	Varied	None	N/A	N/A
Race for the Cure DIVISION: Administration for Children and Families CONTACT: Jacqueline Lemire (202) 401-9342	Employee/public race/walk.	N/A	N/A	Unknown	Varied	None	N/A	N/A
Walk for Multiple Sclerosis DIVISION: Administration for Children and Families CONTACT: Jacqueline Lemire (202) 401-9342	Employee/public race/walk.	N/A	N/A	Unknown	Varied	None	N/A	N/A

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Walk America-March of Dimes DIVISION: Administration for Children and Families CONTACT: Jacqueline Lemire (202) 401-9342	Employee/public race/walk.	N A	N/A	Unknown	Varied	None	N/A	N/A
American Red Cross Blood Drive DIVISION: Administration for Children and Families CONTACT: Jacqueline Lemire (202) 401-9342	Employee/public race/walk.	N/A	N/A	Unknown	Varied	None	N/A	N/A
Partnership in Education DIVISION: Health Care Financing Administration CONTACT: Kathy Clay (410) 966-5562	Employees volunteer in the Adopt-a-School Program. Adopted Calvin Rodwell and Edmondson Heights Elementary School.	N/A	N/A	Unknown	Varied	None	N/A	N/A

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Harvest for Hungry DIVISION: Health Care Financing Administration CONTACT: Kathy Clay (410) 966-5562	A Maryland statewide food bank.	N/A	N/A	Unknown	Varied	None	N/A	N/A
Partnership in Education Program DIVISION: Office for Civil Rights CONTACT: Marcella Haynes (202) 619-0671	Employees volunteer in the Adopt-a-School Program. Adopted the Bell Multi-cultural Program and Brent Elementary School; tutored and mentored students, and presented enrichment materials and programs.	N/A	N/A	Unknown	Varied	None	N/A	N/A
The Washington Humane Society DIVISION: Office for Civil Rights CONTACT: Marcella Haynes (202) 619-0671	Animal safety and adoption	N/A	N/A	Unknown	Varied	None	N/A	N/A
Teens for Tots DIVISION: Office for Civil Rights CONTACT: Marcella Haynes (202) 619-0671	Program encouraging teen volunteers to collect toys for and mentor younger children.	N/A	N/A	Unknown	Varied	None	N/A	N/A

**The U.S. Department of Housing and Urban Development
The Honorable Henry Cisneros**

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Agency Contact: Liz Arky Phone: (202)-708-3161
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I. Agency Sponsored Programs Highlights and Ideas for Further Development.

*** Severely Distressed Public Housing Program (formerly Urban Revitalization Demonstration Program, HOPE VI):**

The Urban Revitalization Demonstration program, developed by Senator Barbara Mikulski (D-MD) in 1992 with national service in mind, is a competitive grant program for no more than 15 cities with grants of no more than \$50 million each. Grants are given to cities with severely distressed public housing for the rehabilitation and renovation of these public housing projects. Grant recipients must include a community service component that engages residents living in the housing projects in programs which address the project's unmet needs. Service programs could include drug abatement, crime prevention, tutoring/mentoring services, day care for children and elderly individuals, housing rehabilitation, or community health services. Participants in community service programs are eligible for a stipend that is drawn from the grant to the PHA. The Commission of National and Community Service administers the service-related component of the grant (see attachment).

\$300 million was appropriated for FY 1993 under the HOPE VI program. For 1994, the Department is proposing a separate appropriation of \$483 million for the program.

*** Community Partnerships Against Crime (formerly Drug Elimination Grants):**

The Drug Elimination Grant program provided funds (\$167 million in FY 93) to Public Housing Authorities for drug elimination activities. The proposed Community Partnerships Against Crime (COMPAC) will provide \$255 million in grants (if funded at the budget request for FY 1994) for the development of a broader, comprehensive program. COMPAC will encompass a wide variety of crime reduction, security enhancements and other efforts to eliminate violent crime, substance abuse and gang-related activities in Public and

Indian housing. In addition, \$10 million will be available for assessment and evaluation, technical assistance, and training and information dissemination.

Public housing youth will specifically be targeted as a resource in solving community problems. This approach will place more emphasis on training, education, recreation, career planning, employment, substance abuse education and prevention. Since the inception of the Drug Elimination program in fiscal year 1989, a total of 1,278 Public Housing Authorities/Indian Housing Authorities (PHAs/IHAS) have been awarded grants. PHAs/IHAS in all ten HUD Regions report a reduction in criminal activity since receiving the funds.

A community service component could be developed to encourage national service participants to act as security guards, work with resident groups in drug and crime prevention patrols or provide career planning, substance abuse counseling, etc.

*** HOME Program:**

The HOME program provides grants to participating jurisdictions to increase the affordability of housing and homeownership for low-income families. Eligible participating jurisdictions include states, metropolitan cities and urban counties. Indian tribes and Insular Areas are also eligible recipients. Funds can be used for tenant-based rental assistance, acquisition, rehabilitation of affordable rental and ownership housing and for construction of housing.

In addition to the \$1 billion appropriated for FY 1993, another \$60 million is available in 1993 from the 1992 Supplemental Appropriations Act for housing assistance to disaster victims located in states impacted by Hurricanes Andrew and Iniki and Typhoon Omar. The 1994 Budget request seeks \$1.6 billion.

The Community Housing Partnership (CHP) provides at least 15% of HOME funds to community housing development organizations and is an excellent vehicle for the national service program. Community housing development organizations have produced thousands of low income units around the country and have been a driving force in neighborhood and community revitalization projects. These organizations are often understaffed and in need of additional resources. Participation in such a community service program could provide opportunities to learn about housing development, finance, and rehabilitation.

*** McKinney Act Homeless Programs:**

Homeless programs provide many opportunities to link with the national service program because many providers currently rely on volunteers and therefore have established systems and programs to manage and train individuals. In addition, almost 90% of our grantees are nonprofits and therefore are eager for help.

Community service participants could participate in several McKinney Homeless programs, including the Emergency Shelter Grant program, the Shelter Plus Care program, and the Single Room Occupancy program. Each of these programs provide grants to local service providers.

National Service participants could work in shelters, build or renovate shelters and Single Room Occupancy buildings, manage life skills programs for homeless recipients, and work as caseworkers for homeless families.

*** Federal Housing Administration:**

The FHA Department estimates that the HUD Field Offices could quickly absorb community service participants in housing finance loan review, maintenance and rehabilitation activities and other activities related to the single and multi-family housing programs. The field offices are significantly understaffed and could create small training programs for community service participants to learn about real estate and housing finance through activities such as underwriting and loan review.

Single-family programs

There are several programs that offer opportunities to national service participants to perform various monitoring functions. For example, there is a need for inspection of acquired properties for general maintenance, lawn care and security. Monitors could also help homeless providers and HUD ensure that properties leased for homeless use are put to proper use and the residents are provided supportive services, such as job training and drug abuse counseling. With minimal technical training, participants could monitor closing agents to see that procedures are properly followed and HUD is advised of serious violations or problems.

Students or graduates with minimal training could perform site reviews of lenders' Quality Control plans, especially newly approved mortgagees. Participants with an accounting background could assist Headquarters staff in reviewing

financial statements of applicants for FHA Mortgagee Approval or annual recertification of their approved status.

Multifamily Programs

National service participants could seek employment in individual multifamily projects screening applicants, developing tenant programs, dealing with drug and youth problems. Opportunities for employment would also exist for community public relations representatives to explain HUD programs in seminars and town meetings. National service participants with interests in social work or psychology could either assist current social service coordinators in elderly or family projects, or assist those projects that do not currently have this service and want to provide it. Finally, participants could serve as coordinators for summer youth programs in multifamily projects.

HUD - The Honorable Henry Cisneros
Agency Sponsored Year-Round Programs

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AGENCY MISSION: Responsible for programs concerned with the Nation's housing needs, fair housing opportunities, and improvement and development of the Nation's communities. Department programs include Federal Housing Administration mortgage insurance programs, rental assistance for lower income families, Government National Mortgage Association, fair housing, community and neighborhood development and preservation, and home buyer protection.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Severely Distressed Public Housing Program [Formerly Urban Revitalization Demonstration (HOPE VI)] (Public Housing Division)	Under the Department of Veterans Affairs, HUD, and Independent Agencies Act of 1993, grants will be available to revitalize severely distressed or obsolete public housing developments in up to 15 sites chosen from 40 of the most populated American cities. The programs will focus on housing rehabilitation, crime prevention, victim assistance, drug abatement, after school programs, day care for children and elderly people. The program <u>requires</u> that 20% of each grant be used to support community service initiatives in the housing developments. The Commission on National and Community Service is responsible for administering the service component, establishing guidelines, providing technical assistance, reviewing and approving grant applications, and ensuring the successful implementation of service programs to address unmet needs.	First grant applications due April 5, 1993	\$300 million for planning and implementation grants FY1994 proposing \$483 million		Varies: Grant recipients must involve residents living in public housing projects in programs	Participants in community service program are eligible for stipend Amount?		Various independent agencies

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
COMPAC -- Community Partnership Against Crime (formerly Drug Elimination Grants) (Public Housing Division)	Provides funds to Public Housing Authorities for drug elimination activities. Focuses on crime reduction, security enforcements, substance abuse, and gang-related activities in public and Indian housing. Public housing youth will specifically be targeted as a resource in solving community problems. This approach will place more emphasis on training, education, recreation, career planning, employment, substance abuse education and prevention.		\$167 million Proposed \$255 million in FY 1994 \$10 million used for assessment and evaluation, technical assistance, and training and information dissemination	Since FY 1987, more than 1,278 public housing/ Indian housing authorities have been awarded grants				

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
HOME	Provides grants to city and state governments to increase the affordability of housing and homeownership for low-income families. Funds can be used for tenant-based rental assistance, acquisition, rehabilitation of affordable rental and ownership housing, and for construction of housing.		\$1 billion has been appropriated for FY 1993. Another \$60 million is available in 1993 for the 1992 Supplemental Appropriations Act for housing assistance to disaster victims located in states impacted by hurricane Andrew and Nikiand Typhoon Omar. The FY 1994 budget request seeks \$1.6 billion.					
Youthbuild	Authorized under the Housing and Development Act of 1992, this program provides disadvantaged youth with education and employment skills through rehabilitating and building houses for low-income and homeless people. The program includes both on-site construction work and off-site academic and job skills training. Youthbuild planning grants can cover costs associated with designing and setting up a program and with preparing an applications for an implementation grant. Awards granted on a competitive basis to both public and private nonprofit agencies.		\$40 million will be available in 1993 in monies appropriated for HOPE I, II, and III programs. No funding was available directly for this program.					

HUD - The Honorable Henry Cisneros
Volunteer Programs Which Enforce the Department's Mission

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Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
The Emergency Shelter Grants Program (McKinney Act Homeless Program)	Established to assist communities in providing temporary emergency shelters for the homeless. Grants are also used to operate emergency shelters, provide essential social services to homeless individuals, and metropolitan cities, urban counties, the territories and Indian Tribes.		FY 1993: \$73.2 million Proposed for FY 1994: \$51.4 million					
The Shelter Care Plus Program (McKinney Act Homeless Program)	Provides rental assistance to homeless persons with disabilities. Supportive services at least equal in value to the aggregate rental assistance must also be provided by grant recipients, using other Federal, State, local and private resources. Eligible recipients include states, units of general local government, Public Housing Agencies, and Indian Tribes. Grants are awarded on a competitive basis.		FY 1993: \$110 million Proposed for FY 1994: \$273.7 million					
The Section 8 Moderate Rehabilitation of Single Room Occupancy Program (McKinney Act Homeless Program)	Provides funds for moderate rehabilitation of SROs for occupancy by homeless individuals. The amounts made available under the program are allocated on the basis of a national competition to the eligible applicants that best demonstrate need and ability to carry out the program, which have included Public Housing Authorities and Indian Housing Authorities. Private nonprofits organizations are now eligible to participate.		FY 1993: \$105 million Proposed for FY 1994: \$107.8 million					

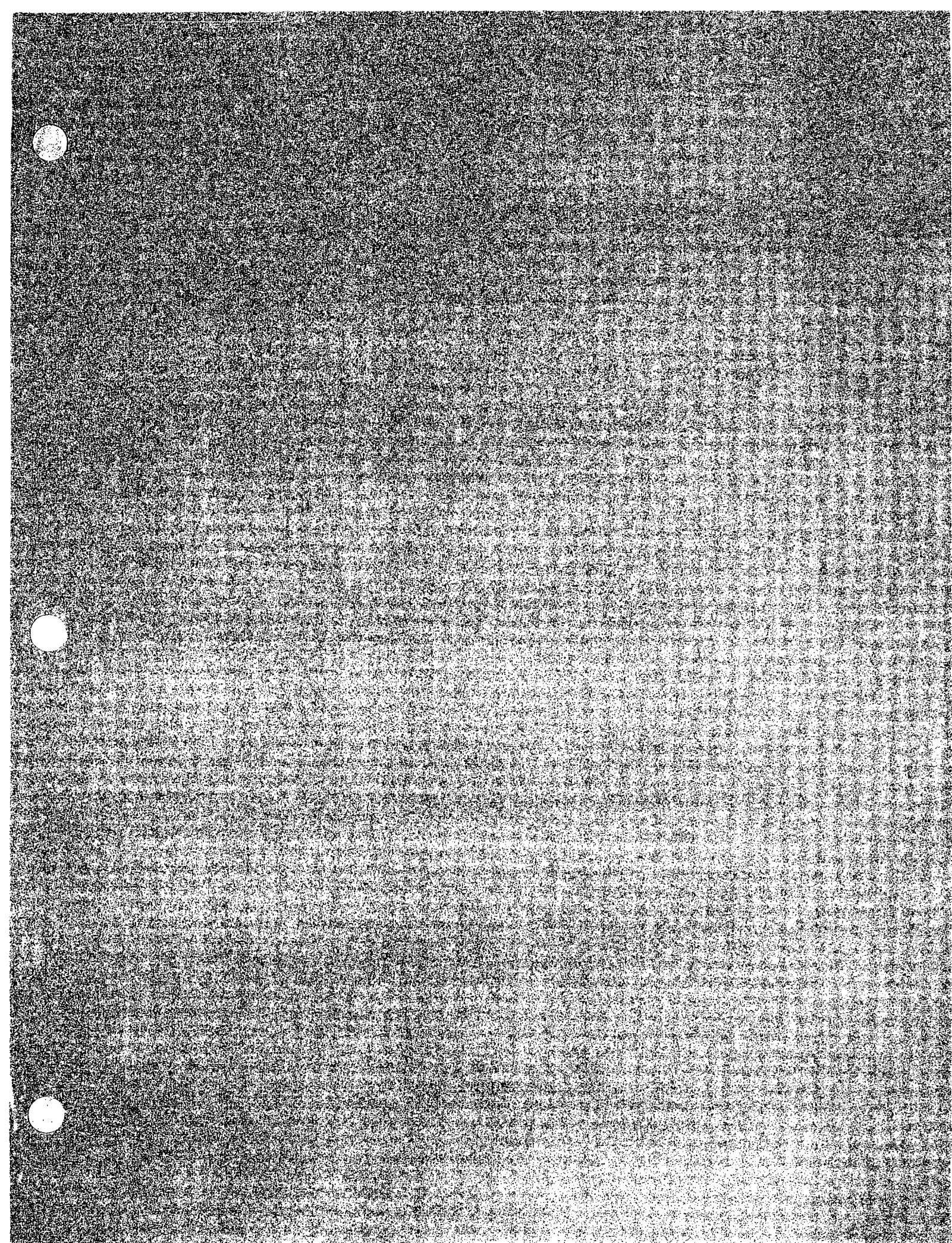
HUD - The Honorable Henry Cisneros Employee Voluntary Activities

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Headquarters' Adopt-a-School	Pursuant to the Partners in Education initiative developed during the Reagan administration, HUD Headquarters established a Partnership with Jefferson Junior High School HUD provides tutors for students and collects grocery receipts towards the purchase of equipment.			32 volunteer student tutors				



Summary of Departmental Service Initiatives:
Department of the Interior

A. Agency Sponsored Programs -- Highlights

Job Corps Civilian Conservation Centers

The Department of the Interior operates 12 Job Corps Civilian Conservation Centers by way of Interagency Agreements with the Department of Labor. Job Corps is for economically disadvantaged youth who voluntarily participate in the program. These young people participate in an intensive program of education, vocational skills training, work experience and group living. The day-to-day operations are administered by the National Park Service, U.S. Fish and Wildlife Service and the Bureau of Reclamation. Whereas policy and program oversight is provided by the Office of Historically Black College and University Programs and Job Corps.

Youth Conservation Corps

A Youth Conservation Corps program is funded and operated by both the National Park Service and the U.S. Fish and Wildlife Service. It is a summer employment program for young men and women, ages 15 through 18, who work learn and earn together by doing work projects that further the development and conservation of natural resources e.g. construction of fencing, trail maintenance, erosion control, etc.

Student Conservation Association

The Student Conservation Association links with three DOI bureaus, NPS, FWS, and BLM to recruit and place students in a special natural resources oriented 12 week summer work program. Approximately 1500 students (18-23) are place as resource assistants in 250 projects conducted in areas managed by the participating bureaus.

Resource Apprenticeship Program for Students (RAPS)

RAPS, which is operated by BLM, encourages students to complete high school and to go on to college while offering practical work and educational experiences. Overall, RAPS provides minority and disadvantaged student with field and/or laboratory experiences designed to develop critical thinking skills and enhance interest in science, math, written and verbal communications. Specific training components include natural resource skill, basic education curriculum, leadership development, family/community involvement, mentorship and education and job placement. The 1992 program provided

positive work experience for 75 students.

Funds for students stipends, transportation and housing come from outside sources (Job training Partnership Act, BIA, and the private sector, etc.).

B. Employee Voluntary Programs -- Highlights

Volunteers in the Park Program (V.I.P.) - NPS

Congress authorized the Volunteers in the Parks program in 1970. The authorization officially sanctioned comprehensive volunteer assistance in managing and operating the parks and included provisions for liability protection and medical coverage of volunteers. NPS provided interpretive services, perform back country patrols, help with wildlife and timber management activities. More recently, volunteer work has been expanded to include maintenance activities that help keep the parks clean, safe, and attractive for visitors.

C. Total Amount Spent on Services Initiatives

Total funding for the Job Corps Civilian Conservation Centers including student pay, construction and rehabilitation, and recruitment and out placement for Fiscal Year 1992 was approximately \$54 million dollars.

Total funds expended by the Department for the Youth Conservation Corps in Fiscal Year 1992 was \$2,861,768.00 dollars.

Total funds requested from participating DOI bureaus by the Student Conservation Association for Fiscal Year 1993 is \$829,000.00 dollars.

Total funds expended in FY 1992 by BLM for administration of the Resource Apprenticeship Program for Students is estimated at \$133,000. Funds from outside sources for students stipends, transportation and housing is estimated at \$240,000.

Total funds expended by the Department during Fiscal Year 1992 for the NPS Volunteer In Parks Program was \$1.6 million dollars (food/transportation).

D. Ideas for Program Development

Secretary Babbitt is committed to enhancing and supplementing the Summer of Service activities being directed out of the Office of National Service. The Department of the Interior is moving ahead with contingency plans to have youth conservation corps from Pacific Northwest States participate in the work scheduled to begin on Interior public lands in the Northwest under the President's Stimulus Package. This plan will put young adults from needy communities to work in service to

their Nation improving the quality of our public lands.

The Department of the Interior is also in the process of building a relationship with the Environmentors Project, which will recruit Interior employees to become environmental issues mentors to young students in the District of Columbia. This will be one more opportunity for Interior employees to volunteer their services and will also enable the Department to reach out to populations not ordinarily exposed to environmental issues.

INTERIOR - The Honorable Bruce Babbitt
Agency Sponsored Year-round Programs

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AGENCY MISSION: Encourages and provides for the appropriate management, preservation, and development of the nation's public lands and natural resources for use and enjoyment now and in the future; carries out related scientific research in support of these objectives; carries out trust responsibilities of the U.S. Government with respect to Native Americans and Alaska Natives.

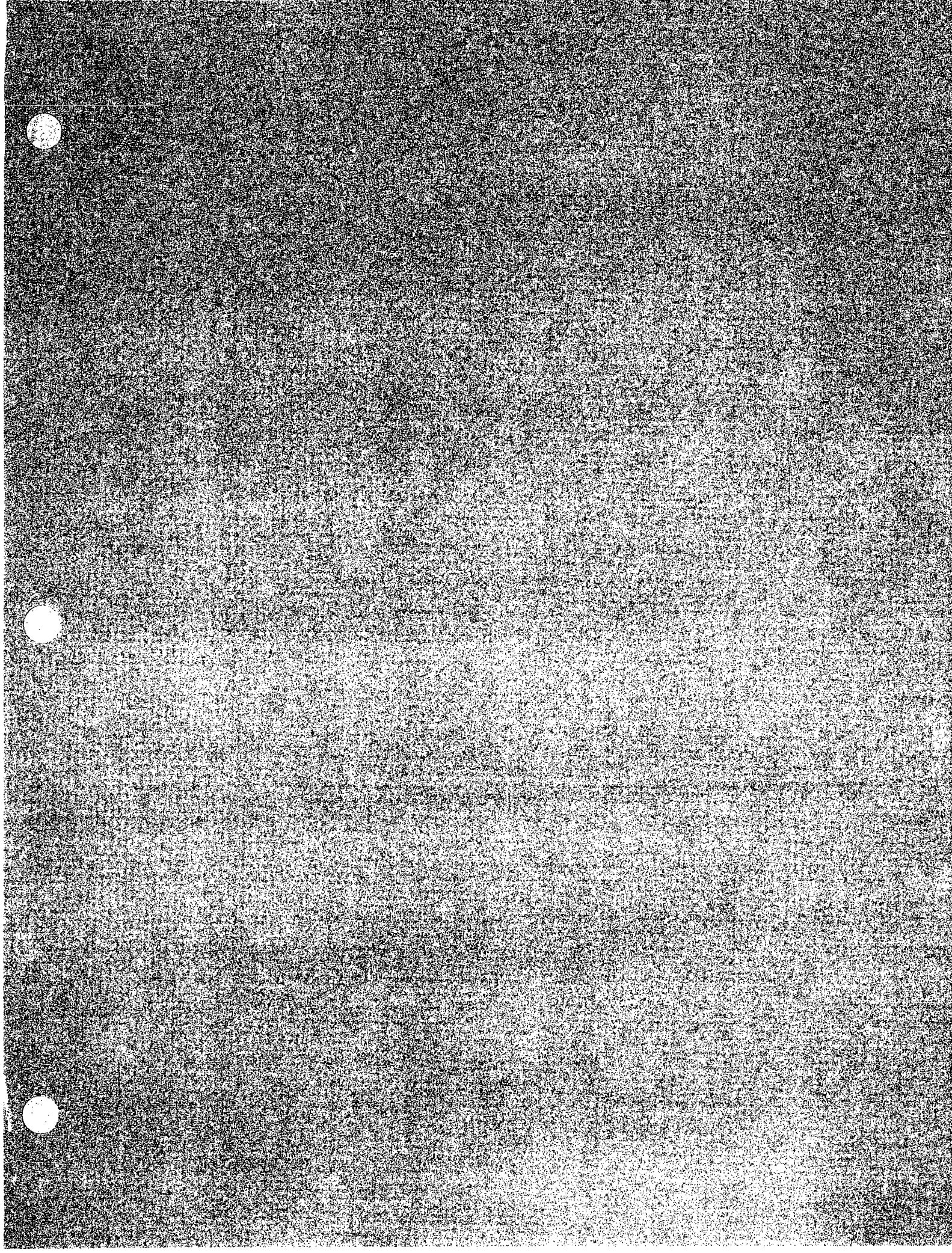
Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with External Entities
Jobs Corps Contact: Ira J. Hutchinson	In conjunction with the Department of Labor's larger job corps program, DOI operates twelve Job Corps Civilian Conservation Centers (JCCCC). The Bureau of Reclamation administers five, the Fish and Wildlife Federation administers three, and the National Park Service administers four. The Jobs Corps targets economically disadvantaged youth to participate in an intensive program of education, vocational training, work experience and group living. Participants are provided with residential housing, an opportunity which distinguishes the Job Corps from other programs. Students live, work, and study in the centers.	Permanent-Year-round program	Estimated at \$54 million from the Department of Labor	2530+ annually	16-21 years old	Student base pay is \$23-\$37 bi-weekly	Program includes education, employment, and financial assistance (average \$1,000)	Department of Labor
Project Leader	Fish and Wildlife program to help women, minorities, and disabled people move into management level Interior jobs.							
Miscellaneous Volunteer Projects	A committee of DOI employees from every Bureau meets monthly to plan volunteer activities							

INTERIOR - The Honorable Bruce Babbitt
Voluntary Programs Which Enforce the Department's Mission

Chief of Staff: Tom Collier
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Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with External Entities
The Youth Conservation Corps <u>Contact:</u> Ira J. Hutchinson	National Park Service and Fish and Wildlife jointly administer this program	8 week summer program	\$2 million minimum	NPS: 732 FWS: 567	15-18 years old	Minimum wage	Education and training	Dept. of Agriculture: Forest Service
Student Conservation Corps <u>Contact:</u> Ira J. Hutchinson	Corps members are placed in an estimated 255 locations: National Park Service (95) Fish and Wildlife (50) Bureau of Land Management (110) SCC's new demonstration project is the Career Conservation Development Project. This project is designed to encourage young people (particularly young women and people of color), to pursue careers in conservation work. With the help of the Department of Labor's Job Training Partnership Act, students are recruited for jobs in which they are exposed to a variety of conservation activities and receive access to work professionals.	12 week summer work projects	\$829,000 requested for 1993 The Department of Justice has already given the demonstration project a \$45,000 grant. The average cost per student was \$1825. Conservation agencies using SCC students provide approximately 60% of the costs.	500 field workers in 1993 150 participants	18-23 years old	\$50 food and transportation allowance		Departments of Labor and Justice



DEPARTMENT OF JUSTICE
THE HONORABLE JANET RENO

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(202) 514-8639 (fax)

Agency Sponsored Programs - Highlights:

Community Corrections Centers, Bureau of Prisons. Community Corrections Centers (CCCs), more commonly known as "halfway houses," provide a safe, structured, and supervised environment in the community for a variety of offenders. At CCCs, residents receive drug and alcohol treatment, employment counseling and job placement, financial management training, and guidance on daily living skills. These services help CCC residents reintegrate into the community. The Bureau of Prisons has contracts with more than 250 public and private CCCs. FY 1993 funding for this program is \$56.6 million.

Community Relations Service. The Community Relations Service (CRS) seeks to prevent or resolve community conflicts and tensions arising from actions, policies, and practices perceived to be discriminatory on the basis of race, color, or national origin. CRS provides conciliation, mediation, and technical assistance directly to individuals and their communities to help resolve local conflicts. Last year CRS worked on 932 cases, a 5 percent increase over 1991. FY 1993 funding for these activities is \$9.1 million.

Congress of National Black Churches Anti-Drug Abuse Program, Office of Justice Programs. This program is designing and testing a community organization strategy to address drug supply and demand reduction among youth and families in high-crime urban areas. The program helps church leaders mobilize community residents to join forces with State and local law enforcement agencies and social service agencies develop plans to rid their communities of illegal drugs. The program is expected to produce a replicable model for community organization against drugs. FY 1993 funding for this program is just under \$1 million.

Formula Grants Program, Office of Justice Programs. This grant program makes funds available to State and local governments to aid in planning, establishing, operating, coordinating, and evaluating juvenile justice projects. Grants are also used to develop more effective education, training, prevention, diversion, treatment, and rehabilitation programs to reduce delinquency and improve the juvenile justice system. Grant recipients often use these funds to support community service and delinquency prevention programs in their jurisdictions. FY 1993 funding for this program is \$50.3 million.

Reaching At Risk Youth in Public Housing II, Office of Justice Programs. This project, administered by the Boys and Girls Clubs of America, is designed to reduce juvenile crime and drug activity in public housing. The project focuses on youth age 7 to 18 and has three components: the Smart Moves program; Targeted Outreach; and the core program. The Smart Moves program encourages youth to avoid crime and drugs by teaching them to resist peer pressure. Targeted Outreach offers techniques and strategies to point young people in positive directions through the Boys and Girls core program. The core program provides cultural enrichment, health and physical education, social recreation, citizenship and leadership development, personal and educational development, and outdoor and environmental education. FY 1993 funding for this program is just under \$1 million.

Strategic Intervention for High-Risk Youth, Office of Justice Programs. This demonstration project implements a comprehensive, experimental program that brings together educational, social service, and criminal justice activities for high-risk youth in impoverished neighborhoods. The program will develop and implement strategies to create drug-free zones in the vicinity of schools, recreation facilities, churches, and other community establishments frequented by youths. The strategies will mobilize residents to work with the criminal justice system to identify and remove drug dealers and criminal offenders from their neighborhoods. They will also involve criminal and juvenile justice agencies in providing prevention and intervention services. FY 1993 funding for the program is just under \$1 million.

Volunteer Activities Which Support Agency Mission - Highlights:

National Office of Citizen Participation, Bureau of Prisons. The National Office of Citizen Participation (NOCP) coordinates all volunteer activities for the Bureau of Prisons (BOP). The NOCP has three major goals: developing partnerships with public and community service organizations; expanding volunteerism within BOP facilities, offices, and contract Community Corrections Centers ("halfway houses"); and encouraging voluntary

service among staff. The formalization of BOP volunteer programs has led to an estimated 57 percent increase in citizen participation, now involving more than 7,000 individuals. BOP annually recognizes each of these individuals at local volunteer awards ceremony.

Court Appointed Special Advocates, Office of Justice Programs. The Court Appointed Special Advocates (CASA) program provides trained volunteers to serve as advocates for exploited, abused, or neglected children whose home placement is being decided by the courts. The goal of the program is ensure that a child's rights to a safe and permanent home are acted upon by the courts in a sensitive and expedient manner. The CASA volunteer works one-on-one with the child, taking time to determine the best possible home situation for the child. The volunteer also monitors compliance with all court orders and brings to the attention of the court changes in circumstances affecting the child that might require modifications of the court order. There are approximately 30,000 CASA volunteers nationwide. FY 1993 funding for the program is \$2 million.

Crime Victim Assistance, Office of Justice Programs. The Department of Justice awards grants to State and local governments to support community based programs that provide direct services to crime victims and their families, and to 44 State crime victim compensation programs that provide financial assistance to victims of violent crime. By statute, crime victim assistance programs that receive funding from the Department are required to utilize volunteers in providing services to crime victims. There are more than 2,500 crime victim assistance programs utilizing more than 32,000 volunteers nationwide. FY 1993 funding for the program is \$68.6 million.

Employee Voluntary Programs - Highlights:

Legal Advocates in Education. The Legal Advocates in Education (LAE) program recruits employee volunteers to serve as tutors and mentors for at-risk children in local public schools. Employees enrolled in the program work one-on-one with students and agree to meet with them at least once a week. In order to facilitate employee involvement, the Department of Justice will grant employees up to eight hours of administrative leave each month for program activities. More than 400 employees are involved in the program.

Care and Share. The Care and Share program coordinates the collection of canned goods for the needy during the holiday season each December. Last year, more than 3,200 pounds of food items were collected and donated to the Capitol Area Community Food Bank in Washington, D.C.

Total Amount Spent of Service Initiatives:

The Department of Justice estimates that it spent more than \$200 million in FY 1992 on community service related activities.

Ideas for Program Development:

The Department of Justice is considering ways to utilize or facilitate the use of national service volunteers to perform law enforcement-related functions currently performed by sworn officers. The following is a brief sample of the types of work that could be performed within the criminal justice system through the National Service Program:

- Victim/Witness Assistance - Provide counseling services to victims of crime and assist them with practical needs such as accompanying them to court or helping them replace lost or stolen property;
- Drug Abuse Prevention - Provide educational information and presentations to children and adults on the dangers and effects of alcohol and illegal drug use;
- Prevention of Vandalism - Work with students to inform them about the true cost of vandalism and challenge them to keep their school and community as good-looking as possible;
- Escort Service for Senior Citizens - Provide escorts for the elderly to assist them with errands. Also conduct phone surveys at arranged times to make sure that they are safe;
- Conflict Resolution and Mediation - Work with students, citizens, neighbors, and businesses to settle/resolve arguments and disputes in a nonviolent fashion;
- Youth Athletic Leagues and Clubs - Work with established leagues and clubs (e.g., Police Athletic League, Boys and Girls Clubs) to plan constructive programs and activities for youth;
- Neighborhood Watch - Establish Neighborhood Watch programs by organizing citizens and training them to report suspicious persons and activities to the police;
- Prevention and Early Intervention Efforts - Establish programs for youths and adults aimed at productive activities such as sports, cultural events, tutoring, counseling, and job training;

- Late Night Basketball - Serve as coaches and support personnel during odd hours programs such as late night basketball programs that provide activities for older teens and young adults;
- Records Automation - Improve the efficiency of law enforcement agencies by updating and automating criminal justice information records; and
- Offender Screening and Intake - Assist local law enforcement agencies with screening interviews, data collection, drug testing, and other activities for recently arrested individuals.

JUSTICE - The Honorable Janet Reno
Agency Sponsored Year-Round Programs

Asst. to Atty. Gen.: Nancy McFadden Community Service Contact: Erik Reid
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AGENCY MISSION: Investigates and prosecutes criminal cases on behalf of the nation and litigates the legal interests of the government before the Federal and state courts. The primary functions of the Department are conducted by its investigative agencies, the 94 United States Attorneys and six litigating divisions. In addition, the Department serves as the core coordinator for intergovernmental and international criminal law enforcement efforts.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Urban Work Camp Program (UWC) AGENCY: Bureau of Prisons (Part of the Community Corrections Center)	Begun in October 1992 Participants in the work camps are low-risk offenders who are selected to spend up to 18 months at a Community Corrections Center.	During their first 12 months in the UWC, offenders provide labor for a sponsoring Federal agency. During the last 6 months, they participate in standard pre-release programming.	Part of the CCC program budget Approximately \$2.9 million	10 UWC's with an inmate population of 205		N/A	N/A	Bureau of Prisons cooperates with the Departments of Defense, Interior, and Veterans Affairs
Works projects for federal agencies AGENCY: Bureau of Prisons (Part of the Community Corrections Center)	Inmates involved in these projects have appropriate custody classifications (i.e., they are nonviolent and pose no risk to public safety) and are approved for employment through the community service program.			528 inmates employed in 42 public works projects		N/A	N/A	Agreements have been signed with the General Services Administration and the Departments of Defense, Interior, Housing and Urban Development, and Veterans Affairs for long-term work projects.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Community Corrections Centers AGENCY: Bureau of Prisons	Community Corrections Centers (CCC's), more commonly known as "halfway houses," provide a safe, structured, and supervised environment in the community for a variety of offenders. CCCs provide residents with drug and alcohol treatment, employment counseling and job placement, financial management training, and guidance on daily living skills. These help CCC residents reintegrate into the community.		\$56.6 million	More than 250 public and private CCCs		N/A	N/A	
Community Relations Service	The Community Relations Service (CRS) seeks to prevent or resolve community conflicts and tensions arising from actions, policies, and practice perceived to be discriminatory on the basis of race, color, or national origin. CRS provides conciliation, mediation, and technical assistance directly to individuals and their communities to help resolve local conflicts.		\$9.1 million	932 cases in 1992		N/A	N/A	
Drug Demand Reduction Program AGENCY: Drug Enforcement Administration	The mission of the Drug Demand Reduction Program (DDRP) is to provide leadership, coordination, and facilitation for the involvement of State and local law enforcement agencies in drug prevention and education programs. In each of the agency's field divisions, a designated DDRP Coordinator works with local officials and private organizations to help them establish effective drug-use prevention programs. The DDRP focuses efforts on six priority areas: minority and high-risk youth; community coalition-building; drugs in the workplace; demand reduction training for law enforcement; user accountability; and sports drug awareness.		Just under \$1 million			N/A	N/A	

Formula Grants Program AGENCY: Office of Justice	This grant program makes funds available to state and local governments to aid in planning, establishing, operating, coordinating, and evaluating juvenile justice projects. Grants are also used to develop more effective education, training, prevention, diversion, treatment, and rehabilitation programs to reduce delinquency and improve the juvenile system.		\$50.3 million			N/A	N/A	
Reaching At Risk Youth in Public Housing II AGENCY: Office of Justice	This project is designed to reduce juvenile crime and drug activity in public housing. <u>The project has three components:</u> 1. the Smart Moves Program: Encouraged youth to avoid crime and drugs by teaching them to resist peer pressure 2. Targeted Outreach Offers techniques and strategies to point young people in positive directions through Boys and Girls core program 3. the Core program Provides cultural enrichment, health and physical education, social recreation, citizenship and leadership development, personal and educational development, and outdoor and environmental education.		Just under \$1 million		7-18 years old	N/A	N/A	Administered by the Boys and Girls Clubs of America
Strategic Intervention for High-Risk Youth AGENCY: Office of Justice	This demonstration project implements a comprehensive, experimental program that brings together educational, social service, and criminal justice activities for high-risk youth in impoverished neighborhoods. The program will develop and implement strategies to create drug-free zones in the vicinity of school, recreation facilities, churches, and other community establishments frequented by youths. The strategies will mobilize residents to work with the criminal justice system to identify and remove drug dealers and criminal offenders from their neighborhoods. They will also involve criminal and juvenile justice agencies in providing prevention and intervention services.		Just under \$1 million			N/A	N/A	

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Congress of National Black Churches Anti-Drug Abuse Program AGENCY: Office of Justice	This program is designing and testing a community organization strategy to address drug supply and demand reduction among youth and families in high-crime urban areas. The program helps church leaders mobilize community residents to join forces with State and local law enforcement agencies and social service agencies to develop plans to rid their communities of illegal drugs. The program is expected to produce a replicable model for community organization against drugs.		Just under \$1 million			N/A	N/A	State and local law enforcement and social service agencies
Voluntary Community Service Projects AGENCY: Bureau of Prisons	Community-based service projects developed and sponsored by local governments or nonprofit charitable organizations. These projects are designed to involve inmates in providing for the public good by supplementing community resources. Inmates voluntarily participate in Community Service Projects upon approval from the Warden. Community Service Projects are recommended by the Warden and are approved by the appropriation Regional Director.	Policy statement signed January, 1992	No bureau funds are expended			N/A	N/A	

JUSTICE - The Honorable Janet Reno
Agency Sponsored Summer Programs

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AGENCY MISSION: Investigates and prosecutes criminal cases on behalf of the nation and litigates the legal interests of the government before the Federal and state courts. The primary functions of the Department are conducted by its investigative agencies, the 94 United States Attorneys and six litigating divisions. In addition, the Department serves as the core coordinator for intergovernmental and international criminal law enforcement efforts.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Summer Law Internship Program CONTACT: Linda Cinciotta (202) 514-8900	The program provides internships to second and third year law students. Interns serve in a variety of capacities throughout the country.		Approximately \$750,000	125	Approximately 21-27	\$421 per week (GS-7 level)	N/A	
Project Team	The five participating agencies work with local students to increase their knowledge of the skills needed to become successful in the workplace and to better understand how school relates to work. Students also spend time visiting the agencies.		\$10,000	50	12-14	N/A	N/A	Departments of Labor, Commerce, Education, and Transportation. D.C. Public Schools

JUSTICE - The Honorable Janet Reno
Voluntary Programs Which Enforce the Department's Mission

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Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
National Office of Citizen Participation (NOCP) AGENCY: Bureau of Prisons	The Office coordinates all volunteer activities for the Bureau of Prisons. This office provides an avenue to nurture the long-standing institution volunteer programs while allowing the Bureau to expand citizen participation programs in other arenas. NOCP staff are currently working with community service organizations around the Nation to develop pilot programs to expand the services provided by inmates to volunteers. The NOCP has three major goals: 1. developing partnerships with public and community service organizations 2. expanding volunteerism within BOP facilities, offices, and contract Community Corrections Centers ("halfway houses") 3. encouraging voluntary service among staff	Created in July 1992		More than 7,000 participants	Over 18 years old	N/A	N/A	State and local governments
Comprehensive Sanction Centers (CSC's) AGENCY: Bureau of Prisons	Encouraging formal use of volunteers in Community Corrections Center programs.		\$2 million	More than 30,000 CASA volunteers nationwide	Over 18 years old	N/A	N/A	

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Court Appointed Special Advocates AGENCY: Office of Justice CONTACT: Lois Brown (202) 307-0598	The Court Appointed Special Advocates (CASA) program provides trained volunteers to serve as advocates for exploited, abused, or neglected children whose home placement is being decided by the courts. The goal of the program is to ensure that a child's rights to a safe and permanent home are acted upon by the courts in a sensitive and expedient manner. The CASA volunteer works one-on-one with the child, taking time to determine the best possible home situation for the child. The volunteer also monitors compliance with all court orders and brings to the attention of the court changes in circumstances affecting the child that might require modifications of the court order.		\$68.6 million	More than 2,500 crime victim assistance programs nationwide utilizing more than 32,000 volunteers	Over 18 years old	N/A	N/A	State and local governments
Crime Victim Assistance AGENCY: Office of Justice CONTACT: Brenda Meister (202) 307-5983	The Department of Justice awards grants to state and local governments to support community based programs that provide direct services to crime victims and their families, and to 44 state crime victim compensation programs that provide financial assistance to victims of violent crime. By statute, crime victim assistance programs that receive funding from the Department are required to utilize volunteers in providing services to crime victims.					N/A	N/A	State and local governments
Volunteer Today AGENCY: Bureau of Prisons	National newsletter that highlights the contributions of both citizen volunteers in BOP institutions and staff volunteers in the community					N/A	N/A	

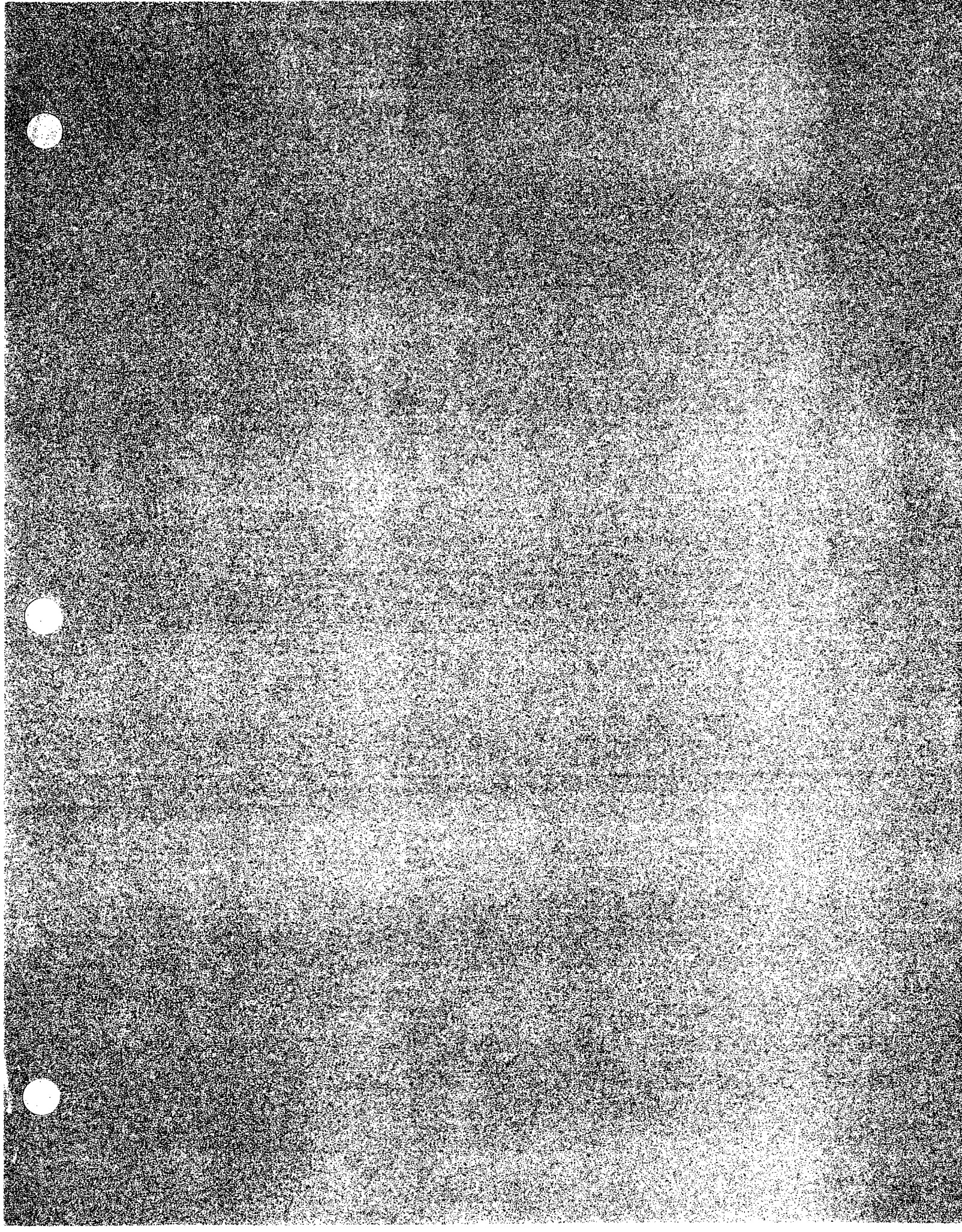
JUSTICE - The Honorable Janet Reno
Employee Voluntary Activities

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Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Legal Advocates in Education	The Legal Advocates in Education (LAE) program recruits employee volunteers to serve as tutors and mentors for at-risk children in local public schools. Employees enrolled in the program work one-on-one with students and agree to meet with them at least once a week. In order to facilitate employee involvement, the Department of Justice will grant employees up to eight hours of administrative leave each month for program activities.			More than 400 employees	Over 18 years old	N/A	N/A	Local Schools
Care and Share	The Care and Share Program coordinates the collection of canned goods for the needy during the holiday season each December. In 1992, more than 3,200 pounds of food items were collected and donated to the Capitol Area Community Food Bank in Washington, D.C.			400	Over 18 years old	N/A	N/A	Capitol Area Community Food Bank



U.S. DEPARTMENT OF LABOR

**SECRETARY OF LABOR
WASHINGTON, D.C.**

The Honorable Robert Reich

Chief of Staff: Kathryn Higgins Phone: 219-8271 Fax: 219-8822
Agency Contact: Thomas C. Komarek Phone: 219-9090 Fax: 219-8822
Assistant Secretary for
Administration and Management

I. Agency Sponsored Programs - Highlights

Job Corps - Civilian Conservation Corps

The Civilian Conservation Corps is the portion of the Job Corps Program which is operated through government sponsors. Originally established under the Economic Opportunity Act of 1964, the Program is designed to assist economically disadvantaged young people in need of a multifaceted approach of job training and employment related services.

The Program operators offer both residential and non-residential facilities. (90% are residential) The open entry, open exit and self paced aspects of the program allow students to pursue a wide variety of classroom and hands-on vocational skills training. Valuable contributions to local communities are made through conservation and public works projects as well as other aspects of community service.

II. Employee Voluntary Programs - Highlights

Project TEAM (Formerly Project LIFT)

In cooperation with the District of Columbia Public Schools, the Department has sponsored this program for more than four years. The Program specifically addresses the findings of the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS). Through this collaborative effort, 40-50 junior high schools students are brought to the Department each summer and receive basic skill reinforcement, training in computer skills, and a comprehensive program of career exploration. Program activities are structured to relate academic learning to work place skills, and to practice and enhance collaborative learning skills.

III. Total Amount Spent on Service Initiatives

The majority of service initiatives are performed at no cost to the Department. Costs for logistical support provided to such activities as the Race for the Cure and Walk America are difficult to calculate.

In 1992 approximately \$125 million, \$390 million, \$682 million, and was spent on the Job Corps Civilian Conservation Corps, Senior Citizen Service Employment Program, and Summer Youth Employment Program respectively. The total expenditure for Project TEAM was \$40,000 in 1992.

IV. Ideas for Program Development

Project TEAM has the potential to be replicated throughout the government. The effort can easily be customized to emphasize the mission of any agency. The Department stands ready to provide information and support to similar initiatives which other agencies may wish to undertake.

LABOR - The Honorable Robert Reich
Agency Sponsored Year-Round Programs

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AGENCY MISSION: Foster, promote, and develop the welfare of the wage earners of the United States, to improve their working conditions, and to advance their opportunities for profitable employment.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount ¹	Cooperative Programs with Private or Public External Entities
Total Civilian Conservation Centers² AGENCY: Office of Job Corps CONTACT: Peter Reil, Director (202) 219-8550 See breakout below:	Designed to assist disadvantaged youth, providing a comprehensive mix of services -- basic education, vocational training and social skills development	Maximum 2 years	\$126,900,808	6,352	16-24 years old	\$38 biweekly	Average \$730	N/A
Civilian Conservation Centers AGENCY: Office of Job Corps CONTACT: Orlando Sedillo (703) 235-8841	Designed to assist disadvantaged youth, providing a comprehensive mix of services -- basic education, vocational training and social skills development.	Maximum 2 years	\$77,062,256	3,816	16-24 years old	\$38 biweekly	Average \$730	Dept. of Agriculture

¹Job Corps student average readjustment allowance

²combined CCC figures

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount ³	Cooperative Programs with Private or Public External Entities
Civilian Conservation Centers AGENCY: Office of Job Corps CONTACT: Jim Banks Fish and Wildlife (202) 208-4634 Ron Robertson Bur. of Reclamation (202) 236-6280 Bill Jones National Park Service (202) 363-5514	Designed to assist disadvantaged youth, providing a comprehensive mix of services -- basic education, vocational training and social skills development.	Maximum 2 years	\$47,928,552	2,538	16-24 years old	\$38 biweekly	Average \$730	Dept. of Interior
Senior Community Service Employment Program (SCSEP) CONTACT: Paul A. Maryland (202) 219-5500	Provides part-time community service employment to low-income seniors through national sponsors.	Unlimited by law	\$390,060,000 plus \$32,121,000 supplemental appropriations	64,355 slots 96,000 participants	55 years old and over	Minimum wage Average 20-25 hours per week	N/A	Dept. of HHS Administration on Aging

³Job Corps student average readjustment allowance

**LABOR - The Honorable Robert Reich
Agency Sponsored Summer Programs**

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Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Summer Youth Employment Training Programs (SYETP) CONTACT: (202) 219-5580	Offers job opportunities, work maturity activities, and academic enrichment to economically disadvantaged youth.	Summer months only	\$682.9 million ⁴ (Additional \$1 million proposed)	770,500 (\$1.3 million proposed)	14-21 years old	Minimum wage	N/A	Dept. of Education Local public and private sector human service organizations

⁴includes \$12.4 million for Native American Programs

LABOR - The Honorable Robert Reich
Voluntary Programs which Enforce the Department's Mission

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Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
JTPA Mentoring Efforts CONTACT: Jim Conley (202) 219-5666	Encourages state and local sponsors to incorporate mentoring into youth programs	Year round plus summer	N/A	113 or 630 JTPA student delivery areas participating	14-21 years old	Minimum wage	N/A	Local deliverers
Project TEAM ¹ CONTACT: Roland Brack (202) 219-5487	Volunteers provide basic skills, reinforcement, computer literacy, and structured career exploration for young people in D.C. schools	Summer	\$40,000 (FY 1992)	Average of 40	12-14 years old	N/A	N/A	D.C. Public Schools Dept. of Education, Justice, Transportation General Moors Corporation
Mentoring/Youth Aides CONTACT: Charles I. Carter (202) 219-6757	Volunteers provide mentoring and classroom support to local public schools.	Year round; no time limits	None	15 DOL employees	Junior high through high school	N/A	N/A	Junior and senior high schools in the D.C. Metro area

¹formerly Project LIFT (Labor Investing in Future Talent)

LABOR - The Honorable Robert Reich
Employee Voluntary Activities

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AGENCY MISSION: Foster, promote, and develop the welfare of the wage earners of the United States, to improve their working conditions, and to advance their opportunities for profitable employment.

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount	Cooperative Programs with Private or Public External Entities
Race for the Cure CONTACT: Liz Birch (202) 219-9086	Walk/Run to raise funds to support breast cancer research	Yearly	N/A; provide logistical support	40	DOL employees and their families	N/A	N/A	National Race for the Cure
Aerobics Fund Raiser CONTACT: Betty Hayes (202) 219-6741	Employee aerobics demo to raise funds for local charities	Yearly	N/A	20	DOL employee volunteers	N/A	N/A	N/A
Board Memberships -- Public Education Advisory Council, Parent Group, and, Vocational Educational Committee, Federal Advisory Council on Entry Level Employment -- D.C. Public Schools CONTACT: Madeline Coleman (202) 219-9086	Advise public schools on vocational training "employer needs"	Continuous	N/A	5	DOL employee volunteers	N/A	N/A	N/A
Walk America CONTACT: Liz Birch (202) 219-9086	Walk/fund raiser for March of Dimes, Birth Defect Foundation	Yearly	N/A; provide logistical support	Average of 60	DOL employees and their families	N/A	N/A	March of Dimes

Name of Program and Contact Person	Program Description	Program Time Line	FY 1993 Service Funding Level	Number of Participants	Age of Participants	Stipend Amount	Post Service Benefit Amount ⁶	Cooperative Programs with Private or Public External Entities
Blood Drive CONTACT: Theresa Clark (202) 219-6741	Recruit blood donors	Continuous	N/A; provide logistical support	100	DOL employees	N/A	N/A	American Red Cross
Ionia R. Whipper Home CONTACT: Linda Hunt-Reid (202) 219-6741	Volunteers provide "Life Skills" instruction and support at Home for neglected and abused children	Continuous	N/A	10 DOL employees; varies 20 teenage girls	DOL employee volunteers	N/A	N/A	National Coalition of 100 Black Women

⁶Job Corps student average readjustment allowance