



Mike / Bill -
 Penny email.
 Diana
 Education
 cc Mike Cohen
 Bill Kincaid

The National Kindness & Justice Challenge

CONCEPT

Do Something, in partnership with dozens of national education and service organizations, (including key organizations such as the Corporation for National Service, Communities in Schools, Key Club International, National Association of Secondary School Principals, National Association of Elementary School Principals, Ethics Resource Center, Quest International, Council for Chief State Schools, Communitarian Network, American Association of School Administrators, Center for Effective Compassion, and the Close-up Foundation) is organizing a nationwide two-week effort leading up to Martin Luther King Day, entitled "Kindness & Justice Challenge". Through the Challenge, thousands of students will commit Acts of Kindness (helping others) and Acts of Justice (standing up for what is right), while participating in a character education and leadership training component in their schools.

Within a few years, this annual event should become one of the largest student activities in history, with 1 million students participating in the Challenge by the year 2000. Both a large scale national media campaign and an internet festival will promote the event and allow students across the country to share their acts and dreams with each other.

THE EVENT

All K-12 schools in the nation will be invited to participate in the Kindness & Justice Challenge. Each teacher will receive a kit (appropriate for their grade level) with a curriculum which includes two weeks of daily lessons, instructions for posting acts of kindness and justice on the internet, and incentives to encourage participation. After the Kindness & Justice Challenge, students and schools who have done the most acts in each state and in the nation will receive recognition and media attention.

THE INTERNET

Each school that registers for the Challenge will post their acts on a website created for the Challenge. One of the features of the website will be a map of the country that will keep a running total of the committed Acts of Kindness and Justice, categorized by city and state throughout the two weeks of the contest. Last year, 300,000 people logged on to Webstock, *Do Something's* internet festival designed to inspire and educate young people interested in improving their communities. *Do Something* expects to build upon the success of Webstock '96 with the Kindness and Justice Challenge.

MEDIA

Last year, celebrities like Andrew Shue, Noah Wylie, Malik Yoba, Kim Williams, Dean Cain, and Anthony Edwards, as well as political leaders such as Senator Bill Bradley, Senator Barbara Boxer, Speaker of the House Newt Gingrich, and President Bill Clinton all participated in *Do Something's* Webstock. It is expected that the Kindness & Justice Challenge will generate widespread national media attention, focusing on the students as well as on the many celebrities and leaders sure to support this challenge leading up to Martin Luther King Day.

ONGOING EFFORTS

The website will be regularly updated and will be an ongoing resource to students and teachers who want to share stories, learn from each other, and work together to build their communities, and will serve as a bridge to the next year's Kindness & Justice Challenge. The Kindness & Justice curriculum provided to the schools is a two week segment of a year-long leadership and character education curriculum that *Do Something* is piloting in Newark with 47,000 students over the next few years.

The National Kindness and Justice Challenge: A Return to the Principles of Character

By Tina Choi

Program Coordinator, Do Something

The post-Watergate and post-Vietnam War era reflected a general decline in the confidence Americans had for many institutions. Government, media and businesses appeared tainted and mismanaged. Unprecedented numbers of two-parent homes disintegrated and significant segments of a generation grew into adulthood without a clear understanding of the importance of character. Is it any wonder that moral ambivalence appears rampant these days?

The media is flooded with stories of violence, drug use and hate crimes. Young people are perceived as dishonest, disrespectful and irresponsible. We nod our heads in agreement when conventional wisdom says the decline of values and ethics in our society is to blame. These are the problems we read about when we open a newspaper or hear about when we turn on the news.

Where are the solutions? How do we help our young people bring out qualities that will allow them to become responsible and caring citizens?

The answer lies in our schools and communities. No longer may we make the assumption that children are learning to become responsible adults simply because they are getting older. Our schools provide the setting where all children have equal access. Schools are, in the words of Thomas Lickona, the "common denominator."

Do Something is a national non-profit organization committed to helping young people strengthen communities. In partnership with dozens of national education and service organizations such as the Ethics Resource Center, it is organizing a nationwide two-week character education and community service effort leading up to Martin Luther King, Jr. Day, entitled the "Kindness and Justice Challenge."

The program operates under the principles that 1) Every young person has a role to play in strengthening the community, and 2) Many groups can come together to support communities and young people. Our mission is to create a national tradition where young people strengthen their communities and their own character by participating in a character education and leadership training program. In their schools, they will perform millions of acts of kindness and justice in the two week period leading up to Martin Luther King, Jr. Day every year. An Internet festival will

bring together students and classrooms from around the world.

This September Do Something will distribute brochures to all K-12 schools in the nation, inviting them to participate in the Kindness and Justice Challenge. Each teacher who registers for the Challenge



*children are learning to
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will receive a kit, which will also be available to download from the website, which will include a two-week character education guide appropriate for their grade level.

Daily lessons can be incorporated into existing classes and curriculums. They focus on themes of kindness and justice and encouraging activities such as role-playing, story telling and letter-writing. The kit will also include instructions for posting acts on the Kindness and Justice website and incentives to encourage participation. After the Kindness and Justice Challenge, students and schools who have done the most acts in each state and in the nation will receive recognition and media attention.

The Kindness and Justice Challenge was piloted last year in Newark, New Jersey, with great success. Students committed acts of kindness and justice while learning key principles in the classroom during the two week Challenge. Students' actions often involved constructive intervention, as in the case of a sixth grader who saw a man being attacked by a gang. Acting quickly and discreetly, she called the police and ambulance. "I felt very brave about saving his life, and I also felt scared; I hid so they wouldn't see me," explained the young student from Ridge

Focus on Character



Street School. Deeds also included helping grandparents with errands, assisting siblings with homework and breaking up a playground fight. According to a teacher who took part, "Many of [the students] didn't know they had this potential inside them. This is raising their self-esteem and helping them to work together." Students in Newark were so enthusiastic about this program that they collaborated among the schools and published a book entitled,

Do something. We're not part of the problem. We're part of the solution!

The Kindness and Justice Challenge provides a free, fun, educational and interactive introduction to one key aspect of character education. It gives teachers the opportunity to incorporate lessons into their own teaching plans. It gives students the opportunity to grow and learn from the experience, while connecting with the community building efforts of students around the country.

The Challenge also involves parents, by encouraging their participation in the acts that their children commit, and it includes the community, as students go beyond the classroom to explore the concepts of good character. The Kindness and Justice Challenge sets the stage for all of us to embrace the responsibility that faces us all: to educate our children intellectually and morally. ■

Tina Choi is the Program Coordinator for Do Something's National Kindness and Justice Challenge. Do Something is a national non-profit organization dedicated to strengthening communities and supporting young people through community building projects. For more information, contact Tina Choi at 212/582-1173 or via e-mail at tchoi@do-something.org.

Kindness and Justice Timeline

DATE	CALENDAR	OUTREACH	CURRICULUM
26-Sep	K/J website goes live		
27-Sep	weekend		
28-Sep	weekend		
29-Sep	Applied Materials conference call		
30-Sep	Postcards mailed from MN		
1-Oct	Social Imaginations @ DS		
2-Oct	Postcards sent to partners		
3-Oct	Postcards sent to partners		
4-Oct	weekend		
5-Oct	weekend		
6-Oct	Brick Gala		
7-Oct	Postcards mailed-DS Database		
8-Oct	Postcards mailed-DS Database		
9-Oct	Curriculum overview from SI		
10-Oct	Silicon Reef conference call		
11-Oct	weekend		
12-Oct	weekend		
13-Oct	Columbus Day		
14-Oct	send postcards to City Year		
15-Oct	Applied Materials-Steve Taylor		
16-Oct	Outreach Asst. interview		
17-Oct	Youth Service America mtg in DC		
18-Oct	weekend		
19-Oct	weekend		
20-Oct	confirm Race Comm involvement		
21-Oct	approve brochure text		
22-Oct	approve brochure layout		
23-Oct	mtg @ Mighty Media		
24-Oct	mtg @ Social Imaginations		
25-Oct	weekend		
26-Oct	weekend		
27-Oct	contact Oprah's Angels Network		
28-Oct	Brochure mailing		
29-Oct	Brochure mailing		
30-Oct	Education Week ad		
31-Oct	Teachers' Week ad		
1-Nov	weekend		
2-Nov	weekend		
3-Nov	Superintendents Outreach Week		
4-Nov	Superintendents Outreach Week		
5-Nov	Superintendents Outreach Week		
6-Nov	Superintendents Outreach Week		
7-Nov	Superintendents Outreach Week		
8-Nov	weekend		
9-Nov	weekend		
10-Nov	MM 20,000 online teachers emailed		
11-Nov	Partner Orgs Outreach Week		

Kindness and Justice Timeline

12-Nov Partner Orgs Outreach Week
13-Nov Partner Orgs Outreach Week
14-Nov Partner Orgs Outreach Week
15-Nov weekend
16-Nov weekend
17-Nov Local Funds Outreach Week
18-Nov Local Funds Outreach Week
19-Nov Local Funds Outreach Week
20-Nov DS Staff Retreat
21-Nov AARP-NRTA
22-Nov weekend
23-Nov weekend
24-Nov Parents Outreach
25-Nov Parents Outreach
26-Nov Parents Outreach
27-Nov Thanksgiving
28-Nov DS closed
29-Nov weekend
30-Nov weekend
1-Dec Principals Outreach Week
2-Dec Principals Outreach Week
3-Dec Principals Outreach Week
4-Dec Principals Outreach Week
5-Dec Principals Outreach Week
6-Dec weekend
7-Dec weekend
8-Dec Teachers Outreach Week
9-Dec Teachers Outreach Week
10-Dec Teachers Outreach Week
11-Dec Teachers Outreach Week
12-Dec Teachers Outreach Week
13-Dec weekend
14-Dec weekend
15-Dec REGISTRATION DEADLINE for KJ
16-Dec Lesson Kits mailed to schools
17-Dec Lesson Kits mailed to schools
18-Dec Lesson Kits mailed to schools
19-Dec Lesson Kits mailed to schools
20-Dec weekend
21-Dec weekend
22-Dec
23-Dec
24-Dec Christmas Eve
25-Dec Christmas Day
26-Dec DS closed
27-Dec weekend
28-Dec weekend
29-Dec
30-Dec

Kindness and Justice Timeline

31-Dec New Year's Eve
1-Jan New Year's Day
2-Jan
3-Jan weekend
4-Jan weekend
5-Jan K/J Challenge Day 1
6-Jan K/J Challenge Day 2
7-Jan K/J Challenge Day 3
8-Jan K/J Challenge Day 4
9-Jan K/J Challenge Day 5
10-Jan weekend
11-Jan weekend
12-Jan K/J Challenge Day 6
13-Jan K/J Challenge Day 7
14-Jan K/J Challenge Day 8
15-Jan K/J Challenge Day 9
16-Jan K/J Challenge Day 10
17-Jan weekend
18-Jan weekend
19-Jan Martin Luther King Jr. Day
20-Jan Deadline to RECEIVE Acts via Internet
21-Jan
22-Jan
23-Jan
24-Jan weekend
25-Jan weekend
26-Jan
27-Jan
28-Jan
29-Jan
30-Jan Deadline to RECEIVE Acts via mail
31-Jan weekend
1-Feb weekend
2-Feb Tabulate Acts
3-Feb Tabulate Acts
4-Feb Tabulate Acts
5-Feb Tabulate Acts
6-Feb Tabulate Acts
7-Feb weekend
8-Feb weekend
9-Feb WINNERS ANNOUNCED
10-Feb
11-Feb
12-Feb
13-Feb PRIZES MAILED

Structural concepts for the younger grades

The jumping-off point. It always takes some moral courage, honesty and responsibility to send initial drafts off. We know so well that this is simply a place to start . . . starting to gather reactions from teachers, kids and you. The program will evolve and flesh-out greatly between now and November. This is simply a point from where to begin to create.

That being said, we are creating a program that is stabilized by equal amounts of routine, exploration and action. As we've talked about, there will also be time for ample reflection and laughter.

The teachers guide will provide both definition of terms as well as and provocative questions and activities that lead kids to personalize and apply the terms/virtues.

This routine will provide for maximum ease of use for teachers, and will give students the familiarity, stability and motivation they need to embrace the program and its ideals from the get-go.

The daily lessons will build upon the learning of the previous days. Each module will build to the program finale' during day 10. The final reporting, tallying and recognition of acts will launch into the creation and observance of custom rituals around MLK day.

Let's get to it. First you will find a template for the younger two modules, K-2 and 3-5. Although both modules will follow a similar construction, they will have completely different activities all leading to age-appropriate goals and recognition.

Then you will our attempts to compose definitions or explanations of what each topic of the day means. We have sought the advise of teachers and kids. Again, just a place to start. We intend on formalizing-up the definitions for teachers, bringing more informal and real-world explanations for teachers to use when defining the terms for kids. Let's get to it.

We can talk about your reactions on Monday. We will then incorporate your ideas and comments into our first module due to you very soon there after. Best wishes to all.

Andy, Jeff, Lea & Marion

Day One

1. Explain the challenge

- History of the challenge - What and who DO SOMETHING is
- It's a national program - "Kids all over the US - right this very minute . . ."
- Part of an incredible national movement!! "what we're going to be doing for the next 10 days during K/J time is going to . . ."
- WOW! "Everyone in the class is going to be involved - we're all going to help. It will be fun!"
- Kids as experts - "You're the ones who really know what it's like out there . . . I bet lots of you know who Martin Luther King was."

2. Reference and questions around the purposeful timing of the challenge

- Martin Luther King, Jr. - "who knows who MLK was"? Discussion about what MLK tried to do in his life and how it is a part of K/J.
- Explanation and definition of Kindness and Justice.
 - A game that leads to describing and listing the virtues (sub-topics) that are a part of the challenge

3. Explain and discuss how the Challenge works

- What are acts of K&J?
- How to report acts
- Tallying of acts
 - Individual, class, school, city . . .
- Prizes, incentives and huge recognition from DO SOMETHING
- The Web - and communications with other classes around the US!

4. Goal Setting - individually, by class, by school

- Our Challenge right here in Ms. Honeybrink's class

5. Class reading of the K/J oath and commitment to doing acts

- Countdown! "All around the country, kids are starting K/J. Right now kids in New York and California and Ohio . . . are all starting the K/J Challenge! Let's start! . . . 10 - 8 - 7 - 6 - 5 . . . !"

6. Distribution of the recording forms (younger kids will use a different recording tool)

- Explanation about what to do with the forms. (This may need to be done at the end of the day for younger kids).
- Stickers

7. Poster signing or some other symbolic environmental change to the classroom

- Something to do for tomorrow - set a goal to do at least one act of kindness or justice

Days 2 -8

1. The Phrase That Pays - a pithy, poignant, memorable short slogan that kids recite (yell, sing, rap, clap . . .) that encapsulates the topic of the day.
2. Teacher explains what the topic of the day is
 - Define in age appropriate language and discuss
3. Teacher shares a story that illustrates this topic
4. Students share their own personal stories that relates to the topic
5. Repeat the phrase that pays
6. Fun activity that reinforces the topic of the day
7. Reporting acts of K&J
8. Tallying acts of K&J
 - Somehow have the students visually display their acts (marbles, jellybeans in a jar, thermometer)
 - "Let's see how we're doing."
 - The Web!
9. Setting goals for doing acts to be reported next time !
10. Repeat the Phrase That Pays one more time

Day 10

1. Congratulations!
 - Reference to the National Challenge
 - Web site check-in
2. Review / Reflection
 - Play a game that helps kids remember and review the Phrases and how it applies to their lives
3. Revisit goals that were set during DAY 1.
4. Final reporting and postings
5. TA-DA! Here's how we did!
6. Discussion and activity on continuing the K&J spirit all year-round! (Reinforcement)
 - Time capsule activity
 - Let's tell Do Something about our ideas for next years Challenge
7. Commemorating MLK day
8. Commencement, closing and what's next

Definition of Terms

These will evolve greatly, and we will eventually present age-specific variations for each module.

Day 1 - Introduction

KINDNESS - Kindness is doing something nice for others and yourself.

JUSTICE - Justice is standing up for your rights and the rights of others.

Day 2 - COMPASSION/CARING

Caring means considering and understanding the needs and feelings of other people. Compassion is showing that you care by doing something.

Day 3 - FAIRNESS

Fairness means believing that everyone deserves the same opportunities.

DAY 4 - RESPECT

Respect is appreciating yourself and others.

Day 5 - HONESTY

Honesty is knowing the truth and having the strength to act upon that truth.

Day 6 - NON-VIOLENCE

Non-violence is committing to resolve problems in a peaceful way.

Day 7 - RESPONSIBILITY

Responsibility is accepting roles, doing them to the best of your ability and standing by what you've done.

Day 8 - COMMUNITY SERVICE

Community service is the contribution that people make to improving their world for themselves and others.

Day 9 - MORAL COURAGE

Moral Courage is knowing and doing what is right, even if it is difficult

Day 10 - Grand Finale'

Kindness & Justice Agenda (7/24) & Notes (in progress)



The National Kindness & Justice Challenge

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MEMORANDUM TO KINDNESS & JUSTICE CHALLENGE PARTNERS

From: Tina Choi
Date: July 21, 1997
Re: July 24, 1997 K/J Meeting Agenda

Our next Kindness and Justice Challenge meeting will be held on July 24, 1997 at the Corporation for National Service, 1201 New York Ave., NW, Room 8410, from 10:00am - 12:00pm. I have listed some of the ideas that committee members should bring to the meeting. Also, please bring a copy of your organization's logo on disk as a jpeg or Photoshop document. Please RSVP regrets only to me at Do Something (212) 523-1175 or tchoi@dosomething.org.

The primary objective of this meeting is to establish a firm timeline for the program, divide up responsibilities as is appropriate, and designate a schedule for communication between me and the other committee members.

Schedule

10:00-10:15	Introductions
10:15-10:30	K/J Update
10:30-11:30	Committee Updates/Discussion
11:30-12:00	Next Steps/Conclusion

Outreach

Follow-up from last meeting:

- Sylvan Learning Center/Score
- Chiefline/Council of Chief State Schools
- 800 number/CNS Clearinghouse
- endorsement from King family
- contact at the Library Association?
- district address list on disk

Main discussion topics:

- which publications and other mediums in which to advertise
- role of teachers' unions and organizations
- outreach to parents and children
- free outreach/publicity opportunities

Objectives:

- devise outreach timeline
- distribute responsibility for contacting other organizations

Incentives**Follow-up from last meeting:**

- design of posters for classroom monitoring
- awards for participation (i.e. certificates, pencils, stickers, keychains, computers, etc.)

Main discussion topics:

- decide on the reward structure; issues include:
 - a) competitive awards or awards for passing a certain threshold level of acts?
 - b) recognition on an individual, classroom, and/or school basis?
 - c) special recognition for state and national level victory?
 - d) which awards should be given for which achievements?
- consider whether all the written descriptions of acts need to be submitted to Do Something in some form, or if only the best need be
- whether to publish acts of kindness/justice, and if so, which ones in which form
- decide whether checks and balances are needed to prevent the submission of false number of acts — this is especially important if expensive awards, such as computers, are distributed

Objectives:

- agree upon general award structure
- determine what types of awards will be given out
- decide classroom poster layout

Internet**Follow-up from last meeting:**

- contact been made with Yahoo, Lycos, Alta Vista, Open Text, and other search engines
- partnerships with NetDay, Volunteer America, Impact Online, and similar organizations
- college student for website maintenance/consulting

Main discussion topics:

- determine main purpose of web site, including degree of interactivity
- web site layout
- inspirational quotes, serial stories, celebrity testimonials, and other ways of spicing up the site
- proposals from web designers, including Mighty Media

Objectives:

- agreement over purpose of web site and its basic design
- decide what features are needed in order to attract hits

Media

Main discussion topics:

- logo prototypes
- discuss how to obtain free publicity from the general media
- publicity plan for award winners

Development

Main discussion topics:

- identify corporate sponsors and other funding sources
- complete strategic plan for locating funding

Curriculum

Follow-up to last meeting:

- language of curriculum
- tie in curriculum with other courses
- commentary on Newark and Webstock curriculum
- MLK Day them and possible extensions

Main discussion topics

- Do Something's idea for structure of program and presentation of plan
- definitions of kindness and justice and daily themes
- brainstorm over:
 - a) lesson plans
 - b) classroom exercises
 - c) optional exercises
- evaluate appropriateness of groupings of grade-levels
- curriculum writer search — suggestions, search plan, and job description
- degree of collaboration necessary for good curriculum
- how to make curriculum attractive to maximum number of classroom teachers

Main objectives:

- evaluation of Do Something's plan and suggestion for improvement

K/J Committee Addresses

Last	First	Organization	Phone	Fax	Address	City	State	Zip	E-mail
Barnard	Heather	Ethics Resource Center	202-434-8351	202-737-2227	1747 Pennsylvania Ave., NW, Suite 400	Washington	DC	20006	hcather@ethics.org
Briggs	Jennifer	Nat'l Assoc of Secondary School Principals	703-860-7324	703-476-5432	1904 Association Dr.	Reston	VA	20190	Briggs_J@nassp.org
Buscemi	Michael	Quest International	800-288-6401	614-522-6580	1984 Coffman Rd.	Newark	OH	43055	
Casserly	Michael	Council of Great City Schools	202-393-2427	202-393-2400	1301 Pennsylvania Ave., NW, Suite 702	Washington	DC	20004	
Clark	Jennifer	Close-up Foundation	703-706-3688		44 Canal Center Plaza	Alexandria	VA	22314	
DeLo	Katherine	Council of Chief State Schools	202-408-5505	202-408-8072	1 Massachusetts Ave., NW, Suite 700	Washington	DC	20001	kathard@ccss.org
Evens	Margaret	Nat'l Assoc of Elementary School Principals	703-684-3345	703-548-6021	1615 Duke St.	Alexandria	VA	22314	students@naesp.org
Fiscus	Lyn	Nat'l Assoc of Secondary School Principals	703-860-7261	703-476-5432	1904 Association Dr.	Reston	VA	20190	FiscusLe@nassp.org
Hayes	Mike	Communities in Schools	757-886-2746	703-519-7213	1199 N. Fairfax St., Suite 300	Alexandria	VA	22314	twilson@cisnet.org
Kimberly	Richard	Kimberly-Clark	202-393-8280	202-638-0483	700 11th St., NW	Washington	DC	20001	
Lewis	Brad H.	Corporation for National Service	202-606-5000	202-565-2781	1201 New York Ave., NW	Washington	DC	20525	bhlewis@cns.gov
Martin	A. John	Communitarian Network	202-994-8190	202-994-1606	2130 H St., NW, Suite 714	Washington	DC	20052	www.gwu.edu/~ccps
Pierce	Darlene	Am Assoc of School Admins	703-528-0700	703-528-2146	1801 N. Moore St.	Arlington	VA	22209	dpierce@aasa.org
Pollock	Richard	Center for Effective Compassion	202-965-7373	202-965-5679	3299 K St., Suite 402	Washington	DC	20007	richtvprod@aol.com
Richardson	Scott	Close-up Foundation	703-706-3330	703-706-0001	44 Canal Center Plaza	Alexandria	VA	22314	smr@closeup.org
Schaefer	Linda	Ethics Resource Center	202-434-8351	202-737-2227	1747 Pennsylvania Ave., NW, Suite 400	Washington	DC	20006	linda@ethics.org
Seidel	Bob	Corporation for National Service	202-606-5000	202-565-2781	1201 New York Ave., NW	Washington	DC	20525	
Smith	Marilyn	Corporation for National Service	202-606-5000	202-565-2781	1201 New York Ave., NW	Washington	DC	20525	msmith@cns.gov
Speight	Thomara	Washington, DC Do Something	202-889-2088	202-584-3539	1303 Maple View Pl., SE	Washington	DC	20020	tb611@aol.com
Taylor	Rhonda	Corporation for National Service	202-606-5000	202-565-2781	1201 New York Ave., NW	Washington	DC	20525	rtaylor@cns.gov
Wilson	Tom	Communities in Schools	703-518-2564	703-519-7213	1199 N. Fairfax St., Suite 300	Alexandria	VA	22314	twilson@cisnet.org

National Kindness and Justice Challenge Committees

Outreach Committee

Darlene Pierce	American Association Superintendent Administrators
Tom Wilson	Communities in School
Katherine Delow	Council for Chief State Schools
Jennifer Briggs	National Association of Secondary School Principals
Lyn Fiscus	National Association of Secondary School Principals
Mike Hays	Communities in Schools

Curriculum Committee

Katherine Delo	Council for Chief State Schools
Scott Richardson	Close-up Foundation
Jennifer Briggs	National Association of Secondary School Principals
Lyn Fiscus	National Association of Secondary School Principals
A. John Martin	Communitarian Network
Thomara Speight	Do Something
Marlynn Smith	Corporation for National Service
Bob Seidel	Corporation for National Service
Mike Hays	Communities in Schools
Mike Buscemi	Quest International

Media Committee

Richard Pollock	Center for Effective Compassion
Mike Buscemi	Quest International

Internet Committee

Brad Lewis	Corporation for National Service
Tom Wilson	Communities in School

Incentive/Judge Committee

Darlene Pierce	American Association Superintendent Administrators
Heather Barnard	Ethics Resource Center
Linda Schaefer	Ethics Resource Center
Thomara Speight	Do Something

Development Committee

Margaret Evens	National Association for Elementary School Principals
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Timeline for the National Kindness & Justice Challenge

March

- Beginning of outreach for partnership
- Do Something begins search for financial support of challenge

April

- 15 9:00 am - 10:30 am - Planning meeting for partners to discuss outreach to schools and other organizations for the contest, types of prizes for challenge, changes and/or deletions to the timeline
- 27 K/J Challenge announced @ the Presidents' Summit, Youth Press Event

May

- 19 Planning meeting with all partners to finalize strategic plan for Kindness and Justice Challenge @ Corporation for National Service
- 30 Do Something continues building its Kindness and Justice Team

June

- 1 (Outreach) Continue developing outreach plans
- 13 (Curriculum) Identify existing materials
- 17 (All Committees) K/J meeting @ Communities in Schools 9-11 am
Summary report from committees; Bring lists of prospective partners

July

- 24 Committee Meeting @ CNS 10-12 pm in Washington, DC

August

- 1 (Outreach) Ad placed in the NEA newsletter
- 15 (Curriculum) Curriculum writer should be hired by now
(Internet) Web site design reviewed
- ?? Date of the next meeting
(All Committees) Finalize brochure
(Awards) Finalize awards to include in the brochure
(Curriculum) Review outline of curriculum that will be used in publicity materials until the completion of the complete curriculum
- 29 Deadline for *Education Week* ad; continue submission every Thursday for the next nine weeks

September

- 1 (Internet) Web set goes up, to be updated regularly in order to attract hits
(Media) Media campaign begins, announcing contest and encouraging registration
(Outreach) Brochures are sent to schools and interested parties
- ?? Date of September meeting
(Development) Funding source now identified & presented to group
(Incentives) Awards finalized and ordered from producers

November

- 15 Deadline to Register (though it will not be publicized, late applications will be accepted to increase participation rates.)
(Curriculum) Curriculum completed and presented to committee at next meeting

December

- 1 (Curriculum) Kindness and Justice Kits are mailed to registered schools which request hard copies be mailed to them.
(Internet) Kindness and Justice Kits are posted to Internet

January

- 5 Kindness & Justice Challenge Begins
(Internet) Web site must be constantly monitored for the next two weeks
- 19 *Martin Luther King Jr. Day*
Kindness & Justice Challenge Ends
- 31 Deadline for Submission of top acts, final tallies of acts, and teacher comment forms

February

- 14 (Media) Publicity campaign surrounding winners begins
(Incentive) Notification and Awards Sent

K/J
Curriculum Notes
(in progress)

Kindness and Justice Research

Observations:

- The first step of the planning process must be the identification of a goal for the National Kindness & Justice challenge. This will determine both the structure of the program and the content of the classroom instruction. My own belief is that our primary objective is to encourage students to perform as many acts of kindness and justice as possible by making them recognize how some of their everyday actions are contrary to these virtues.
- The first day must be devoted to defining kindness and justice. This is a crucial and potentially controversial task that might be facilitated by dividing up each of the two into a variety of specific virtues, such as compassion and fairness. A list of ideas is included later.
- This program should *not* aim for values clarification — an educational objective popularized in the 70's which encourages students to identify their own values. Instead, the Challenge should offer clear and concise definitions of the values it advocates, and should aim to inculcate students with these ideas to such a degree that they are voluntarily willing to act upon them.
- As a result of the above guidelines, it seems as though our curriculum should avoid focusing on instances of value conflict, in which there is no clear right answer, and should instead use as examples cases in which it is clear what the "right thing" to do is, but is difficult to make that choice.
- Due to the short target time for the program — 15 minutes a day for two weeks — the curriculum must remain focused on kindness and justice, and must not attempt to cram too much material into those two weeks. As a result, certain admirable and associated virtues, such as good citizenship and self-esteem, will most likely be left out of the materials. (It may nonetheless result that they are enhanced by the program if it is effective.)
- A simple model for the classroom day is a short lesson followed by an interactive class participation exercise, ideally encouraging traditional classroom skills like creativity, research, reading, and writing.
- Based on the materials I have examined in the library, I feel that curriculum development should proceed through two distinct phases:
 - A) The identification of goals and the creation of a structure/framework for the program. This is something that we will have to create ourselves.
 - B) The location of *content*, or stories and anecdotes illustrating these principles. There are variety of excellent sources for these, such as William Bennett's *The Book of Virtues*. However, in order to include material from these sources in our classroom packets, we will need to receive copyright permissions.

Sub-divisions of Kindness and Justice:

Kindness

Non-violence
Courtesy
Compassion

Justice

Integrity
Honesty
Reliability

Self-discipline
 Self-respect
 Community Service
 Respect (for other people and things)
 Caring
 Cooperation
 Commitment
 Helpfulness
 Voluntarism
 Generosity
 Sensitivity

Loyalty
 Trustworthiness
 The Golden Rule
 Tolerance & Acceptance
 (Moral) Courage
 Fairness
 Citizenship
 Moderation
 Responsibility

Specific Problems in the Schools:

These somewhat abstract values should be taught in a way that links them directly to common classroom problems. These include:

Bullying
 Gossiping
 Popularity/Cliques
 Lack of Cooperation
 Lack of Respect (for self, fellow students, teachers, and parents)
 Fighting/Gang activity
 Materialism
 Cruelty over differences (such as handicaps, socio-economic background, etc.)
 Lack of appreciation for other cultures
 Anti-intellectualism (encouraging poor performance in school)
 Sibling rivalry
 Disobedience to authority (teachers, parents, police, etc.)
 Poor work ethic
 Selfishness
 Insults and Put-Downs
 Cheating (in sports and in the classroom)
 Dishonesty
 Peer Pressure

Exercises

I) The primary classroom exercise for character education programs is the **case study**, in which a scenario is posed to the class, and the students attempt to resolve the moral dilemma contained within it. As mentioned earlier, the goals of our program indicate that we would like to select cases in which there is a determinate "right" answer, as opposed to those in which there is an intractable values conflict.

In *Moral Education in Theory and Practice*, Robert Hall and John Davis offer the following model for the case study exercise:

- 1) Statement of the Case
- 2) Finding the Alternatives
- 3) Calculating the Consequences
- 4) Socratic Inquiry
 - a) separating the facts and values
 - b) finding the "best" reasons
 - c) considering decisions as universal principles
 - d) ideals and values

5) Making a Decision

The standard case study procedure involves the teacher presenting the situation to the class and then moderating a discussion over the proper course of action. It ends with the teacher in some way reinforcing the idea that there is indeed a "right" solution to the problem. There are an almost endless number of variations on the case study, which means that it can be easily tailored to different age groups. Here are some examples:

A) Divide students into teams and have them write their own scenarios in which there are moral dilemmas. They could then act them out before the class, and lead a discussion over the proper course of action.

B) After the initial presentation of the scenario, accept anonymous votes on the proper course of action and present the results to the class. A similar option involves voting out in the open. Present an option that can be answered in a yes/no fashion; raising a hand is a positive vote, thumbs down is a negative vote, and arms crossed expresses uncertainty.

C) Prioritizing — students rank possible courses of action in order of preference. This is especially helpful when there are more than two viable courses of action, and each possible course of action represents a particular moral stand.

D) When there seem to be two extreme course of action and a variety of options in-between, students can chart themselves on a "spread of opinion." They draw a line with options on each side, and situate themselves along the gradient. As an alternative, they can identify various positions along the line.

E) Individual written responses might sometimes be preferred if the classroom atmosphere is not conducive to open discussion of decisions of this sort.

II) For younger students, one way to encourage kindness is to have **appreciation time**. The class sits in a circle, and each student names something they are thankful to another classmate/person (depending on teacher's preference) for. One variation is when it is a person's turn, all other students turn in a paper (without their name) stating what they like about this person. The teacher then reads the responses to the class.

III) Older students can keep **values journals**, in which they record their acts of kindness and justice and their feelings about them (as well as the program). One variation is to have students write down an opportunity to act kindly or justly that they failed to follow through with every time they record an act that they successfully performed. This encourages them to turn a critical eye towards their own behavior and search for chances to improve it.

IV) Although the guidelines thus far have encouraged the curriculum to stay away from focusing on conflict, the course for oldest students may want to examine cases in which **kindness and justice come in conflict**, encouraging discussion over what the proper course of action should be.

V) Another lesson may focus on thinking of kindness and justice beyond the individual level of analysis. This would involve drawing **analogies** between personal acts of kindness and justice and policy changes that could be made in the classroom. The next stage is to think of institutional changes that would make society a kinder and juster place. This would make a good wrap-up lesson for the course (probably for older students).

VI) Ask students to examine **historical documents** (or a particular historical event) in order to identify examples of kindness and justice or the lack thereof. Documents from the American

Revolution and the Civil War might be particularly rewarding. Also of value are Lincoln's Second Inaugural Address and Martin Luther King's "Letter from a Birmingham Jail."

VII) In order to encourage reading of the newspaper and also engage students in the current events of their own communities, teachers could ask students to bring in **news stories** which provide examples of kindness and justice or the lack thereof. They could then explain to the class the connection to kindness and justice, and if there is a problem, they could explain how the problem could be rectified. (Local newspapers often provide free copies to classes for educational purposes.)

VIII) As a research project designed to encourage either the knowledge of one's own roots or an appreciation for other cultures, students could be asked to do a presentation on a particular **tradition of kindness or justice** from their ancestors' cultures or from that of other cultures.

IX) In order to help younger students express their feelings, they should be provided with **sentence prompts** for them to complete.

X) Since one major goal of character education programs is to allow students to recognize how controversial issues look from another's perspective, have disagreeing students **switch roles/positions** when they are embroiled in a debate. One variation would be to present a controversial case study to the class and have the students name their positions on it. Then force them to take up the opposite side in a debate.

XI) As an exercise in **creative writing**, have students write a poem, story, or play illustrating one of the virtues. It may help to subject the students to particular constraints — for example, all characters must be animals.

XII) Besides non-fiction and fiction, another type of content that could be used in the curriculum are **riddles** which illustrate the value of moral principles. One example is the famous riddle concerning the crossroads at which two men are standing — one who always tells the truth and one who always lies. You don't know which is which, yet you are only allowed to ask one question to one of them in order to figure out which way to pass. What should you ask? This question is a reminder of the difficulties caused by dishonesty.

XIII) To encourage **critical analysis of the mass media**, ask students to present examples of kindness and justice or their opposites from pop music lyrics, television, or advertisements. As always, push for discussion and debate.

XIV) One class day could be devoted to examining the sub-divisions of kindness and justice through the prism of **rights and responsibilities** — which virtues fall into which category? This lesson will help students understand the direct link between the obligations of kindness and justice and the benefits they gain from their existence.

XV) For classes of younger children, another way to publicize acts of kindness and justice is by having a "**good deeds tree**" in the classroom. The tree starts out as all limbs, and each act is a leaf with the name of the person who did the act written on it.

XVI) One potential discussion topic is Gandhi's "Mankind's Ten Sins."

XVII) Disability simulation

XVIII) Role models chart

Now discussion topics —

how do you harm yourself when you are unkind or unjust to another?

K&J First, Last, & Every Day Plans

First Day Objectives:

- explain structure of program, especially the challenge of performing kindness & justice
- why kindness & justice?
- define kindness & justice
- explain lesson plan
- lead discussion over kindness & justice to gain preliminary student understanding of the program

Every Day Objectives:

- wrap-up every session with five minutes in which students present an act of K&J they have performed (and perhaps, a missed opportunity) so they will not lose sight of the main objective of the program

Final Day Objectives:

- to insure that students understand that although the formal section of the program is over, the challenge to perform acts of kindness and justice remain
- recognition of student performance
- reflection on the past two weeks
- reflection on Martin Luther King day

Some notes on the order:

- fairness exemplifies justice, and thus should be the first sub-virtue of justice
- compassion & caring exemplify kindness, and thus should likewise be the first sub-virtue of kindness

Compassion/Caring Curriculum Notes

Fundamental Aspects:

- understanding how others feel and being able to recognize others' perspectives
- doing more for another person than is demanded by duty
- being affected adversely by the pain of others and working to alleviate it
- recognizing the impulse to care as something that separates humans from other animals
- caring for a friend manifested as trustworthiness and the refusal to gossip
- resolution to subscribe to stereotypes
- importance of sharing
- being a good friend
- working cooperatively
- helping out the less fortunate
- being kind even when others are not

Possible Scenarios:

- new kid/pariah who is treated poorly by your best of friends
- fellow student who is insulted for being bad at something, like school work or a sport
- mistreated animal
- some kind of situation where being a good friend is tough

Possible Exercises:

- case study with one of the above situations
- disability exercise — have students physically simulate what it is like to be blind, wheelchair-bound, etc.
- have children list and discuss something they are not good at, so they understand that all have a trait or personal quality that could potentially be a target of abuse if others act without compassion
- inspiring story about someone moved into action by compassion, like Mother Teresa and Jane Addams
- variation on a card game — shuffle cards, each student uses tape or a rubber band to attach a card, face up, to his or her head, so that he or she doesn't know what it is, but others do; teacher draws a card, places it face up, and announces that this type (spade, heart, etc.) is "it" — and these students are systematically excluded from participation in a certain activity. Discussion follows, in which among other things, excluded students voice their feelings. Discussion should then proceed to the arbitrary nature of the differences that lead to discrimination, implication being that the distribution of race, ethnicity, sex, disability, etc. is arbitrary in the same fashion.
- ceremonial disposal of stereotypes
- for younger children, appreciation time

Non-Violence Curriculum Notes

Fundamental Aspects:

- conflict resolution skills

- anger management exercises
- non-violent methods of achieving social change
- the cycle-of-violence argument

Possible Activities:

- for younger children, the gradient of responses; what lies in between doing nothing and physical violence? why would ~~one~~ of these choices be superior to either extreme?
- historical accounts of non-violent social change and speculation over what might have occurred if violence as used

Community Service Curriculum Notes

Fundamental Aspects:

- teach students about obligation (duty) to the community, which is intimately linked to the benefits conferred on them by it
- allow participants to recognize the analogy between individual acts of kindness and justice and the social change that is possible through collective action of this sort
- have students think about ways of improving their schools and communities (especially changes in things they are responsible for)

Possible Exercises:

- after a discussion on acts of kindness and justice that would be most effective on the societal level, have each student write a letter to a politician advocating a change in policy that the student believes in
- exercises that flow directly from the latter two suggestions in the "fundamental aspects category"
- in the discussion resulting from suggestions on improving the school & community, conclude all of them with the individual students: the conclusion being that change begins with the individuals; a resulting extension is to vote on a project for the class and two undertake it...

Optional Exercises:

- field trip to a community service organization, such as a homeless shelter — especially helpful if students help out during their visit
- guest speaker from an area community service organization

Respect Curriculum Notes

Fundamental Aspects:

- to lead students to recognize when they have been disrespectful to others without even realizing it
- to have students understand that that the respect they receive is directly related to the respect they give; self-respect demands respecting others
- to encourage students to respect difference in such areas as culture, age, and handicaps
- courtesy and punctuality (for younger children)
- to make put-downs and insults unacceptable
- to increase environmental awareness

- self-respect, and its correlating imperative to avoid behavior that is damaging to the body

Possible Exercises:

- "play of manners" — have (older) students write and perform humorous skits based on the notion of respect and disrespect; creative process can be facilitated by worksheets
- brainstorm over the idea that you have loaned your body to a friend who is lacking in one. You are laying down the conditions which he or she must follow. What would they be? Afterwards, teacher asks students to think about whether they themselves follow these rules...

Honesty Curriculum Notes

Fundamental Aspects:

- always tell the truth, even when there is no chance of being caught
- honesty is essential to human relations
- there is no excuse for telling a lie
- being trustworthy
- not stealing another's possessions or ideas
- giving praise only when its sincere and giving criticism only when its constructive

Moral Courage Notes

Fundamental Aspects:

- sometimes the right thing to do is difficult to do
- the costs of doing the wrong thing will always outweigh its benefits in the long run
- "all it takes for evil to triumph is for good men to do nothing"
- telling the truth in spite of consequences
- resisting the temptation to do wrong
- ignoring peer pressure in order to do the right thing

Possible Exercises:

- profiles of famous leaders who have displayed moral courage
- discussion of individual role models who exemplify this virtue; use the three-part role model chart

Fairness Curriculum Notes

Fundamental Aspects:

- treating equals as equals — for younger children in particular, this entails learning that adults and authority figures are to be treated differently than their peers, but that this is fair since they will one day be in those shoes
- turning down unfair advantages in competition
- make decisions without fairness or prejudice
- not cheating — even if one will get away from it

- the golden rule and its extension for older children, the two criteria of a fair action (universality and reversibility)

Possible Exercises:

- some sort of game in which sides compete, yet they do so unevenly
- as the first justice day, this would be a good time for case studies...
- for younger children, the set-up of the little bear asking why he gets the smallest share of porridge in the family, as poppa bear and momma bear get more
- the opportunity to cheat in a sporting match when it looks as though you would get away it and the other team has already cheated

Responsibility Curriculum Notes

Fundamental Aspects:

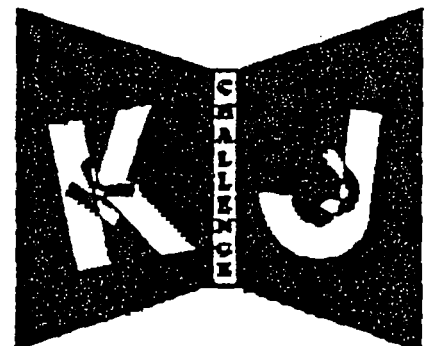
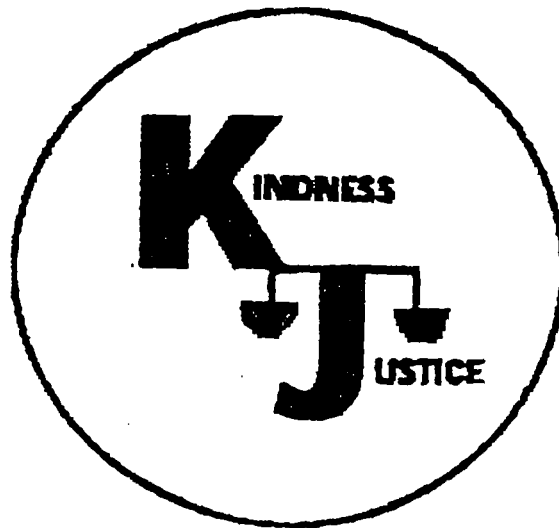
- not blaming others for one's own short-comings
- not making excuses
- acknowledging responsibility for what one does *not* do as well as what one does
- being helpful before you are asked
- taking care of possessions and other people's possessions
- fulfilling obligations — as community functions through an endless cycle of people fulfilling obligations
- what it means to be a responsible citizen
- how responsibility counter-balances rights
- doing one's share when working in a group (the analogy of teamwork)

Possible Exercises

- a game in which all collectively seek to accomplish a goal, but the failure of one prevents that goal from being reached
- for older students — a discussion of the rights they believe they should have a) from parents, b) from the school, and c) from the nation followed by a discussion in which they match-up corresponding responsibilities, learning that one is impossible without the other

National Kindness & Justice Challenge Curriculum Planner

Topic	K-2	3-5	6-8	9-12
Non-Violence Lesson				
Non-Violence Activity				
Compassion/Caring Lesson				
Compassion/Caring Activity				
Community Service Lesson				
Community Service Activity				
Respect Lesson				
Respect Activity				
Honesty Lesson				
Honesty Activity				
Moral Courage Lesson				
Moral Courage Activity				
Fairness Lesson				
Fairness Activity				
Responsibility Lesson				
Responsibility Activity				



K/J
Web Notes
(in progress)

National Kindness & Justice Challenge Web Site Ideas

- **Purpose:** The web page will go up in September, and although its primary role before the actual dates of the event will be to allow pre-registration, it will also aim to attract other viewers in order to build up excitement.
- **Attracting Web-Surfers:** One way to draw students to the site before January is by placing on-line serials on the web site, such as an on-going cartoon story for elementary students and a soap opera for high school students. The plots of these stories should illustrate the principles of kindness and justice. A serialized story is passive; web-surfers can also be drawn into the site by something active, like a game.
- **Unit of Registration:** The principle unit of registration should be classes, if possible. If this is too difficult, then schools should be used. However, what if non-school organizations such as a Key Club wanted to sign up?
- **ID Code:** When a participant (i.e. a student in a classroom using the curriculum) uses the web site, he or she should be given the opportunity to enter a code (for example, the school phone number) that will let the site know where the viewer is from. This will allow the user's school or classroom numbers to be shown should he or she choose to view the challenge statistics.
- **Statistics:** One major role of the web site will be to show statistics on the on-going results of the challenge, such as number of acts of kindness and justice performed, and percentage of students in a class where the program is taught who participated in the program. The site should allow comparison within states as well as within grade levels. The user should also be able to access a list of category leaders as well. Lists of participating classes or schools should also be provided. If the aforementioned code system is implemented, the statistics of the viewer's class or school will automatically appear on the screen for comparison against other classes or schools when the statistics section is entered.
- **Participant Anecdotes:** Participants should report inspirational examples of their own acts of kindness and justice to the web site. The webmaster should select the best ones from each of the categories and then post them to the web site.
- **Celebrity Anecdotes:** The web site should also contain personal anecdotes concerning kindness and justice from celebrities who youth look up to. These can be in both video and audio form, so that they can be used on almost any kind of computer. If letters of encouragement are given by President Clinton and General Powell, than these should also be presented in this fashion.
- **Measuring Number of Hits:** Another possible contests involves measuring the numbers of hits on the K & J web-page from each class or school. If participants enter a code upon opening up the web page, then we'll know which group they're affiliated with and can tabulate how many hits their class or school makes on the K & J web page. A contest of this sort would encourage participants to explore the site as much as possible.
- **Advertising the Site:** The web page can be advertised on the web pages of the corporate sponsors. They will have an incentive to do this so others will know that they support the project. MTV will hopefully help to spread word about the page as well.

- **Possible Organization:** One possible organizational hierarchy would offer the following links on the first page:

- 1) Information
- 2) Students
- 3) Teachers

Category number one would be designed to provide information to individuals not yet affiliated with the project. Also, note that all three paths would lead to some of the same links, such as the challenge statistics.

- **Teachers' Section:** The teachers' section probably does not need to be protected by a password or anything like that -- it shouldn't matter whether a student or non-educator reads its materials.

- **Teachers' Chat Line:** The teachers' section should also include an on-going chat section so that teachers can exchange tips on how to make the curriculum work better. There will most likely be a lot of improvisation, so it seems as though this would be a good idea.

- **Curriculum On-Line:** Besides the class or school registration, the most important part of the teachers' section will be a downloadable (or merely printable) version of the curriculum. This will save time and money in getting it out to the various schools.

- **Other Sections:** Other necessary parts of the web site include a list of sponsors and a feedback section.

- **Student Section:** As for the student section, the number of grade-level divisions (for example: K-5, 6-8, and 9-12) should mirror the curriculum. The principle difference between these sections will lie in the features used to attract web-viewers. For instance, the youngest category may offer a simple cartoon, while the high school section might offer a role-playing game.

National Kindness and Justice Challenge FAQ (For Teachers)

How do I register for the program?

How long is the curriculum supposed to last?

I'm not sure I have that much classroom time to spare, but I would still like my class to participate. What should I do?

How much of my time outside of the classroom does this program demand?

My classroom time is divided up by subject or academic discipline. What subjects or academic disciplines is the curriculum suited for?

Are there any costs or fees for the program?

What participation incentives does the program offer my students?

Which professional organizations have assisted in the development of the curriculum or have endorsed it?

Has a program of this sort been tried before in actual classrooms?

Why is it necessary to participate in the challenge during the official two-week period, rather than another time?

Does my class need access to a networked computer (and specifically, the World Wide Web) in order to participate?

How can I communicate with other participating teachers in order to discuss experiences with the program?

Besides encouraging kindness and justice, does the program teach any other valuable skills?

How could I expand the curriculum in order to make it part of a longer character education curriculum?

Inspirational Quotes for the Web Site

Only a life lived for others is worth living.

—Albert Einstein

It's the small things that are hard to do.

—John B. Flannagan

Life's most persistent and urgent question is, What are you doing for others?

—Martin Luther King, Jr.

He who wishes to secure the good of others has already secured his own.

—Confucius

Past the seeker as he prayed, came the crippled and the beggar and the beaten. And seeing them, the holy one went down into a deep prayer and cried, "Great God, how is it that a loving creator can see such things and yet do nothing about them? And out of the long silence, God said, "I did do something. I made you."

—Sufi teaching story

When it comes to getting things done, we need fewer architects and more bricklayers.

—Colleen C. Barrett

Service is the rent we pay for being. It is the very purpose of life and not something you do in your spare time.

—Marian Wright Edelman

Happiness is a by-product of an effort to make someone else happy.

—Gretta Brooker Palmer

A person's true wealth is the good he or she does in the world.

—Mohammed

You have not lived a perfect day, even though you have earned your money, unless you have done something for someone who will never be able to repay you.

—Ruth Smeltzer

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

—Margaret Mead

No one has yet fully realized the wealth of sympathy, kindness, and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure.

—Emma Goldman

I shall allow no man to belittle my soul by making me hate him.

—Booker T. Washington

That best portion of a good man's life,
His little, nameless, unremembered acts
Of kindness and of love.

—William Wordsworth

If you treat an individual... as if he were what he ought to be and could be, he will become what he ought to be and could be.

—Goethe

It is one of the most beautiful compensations of this life that no man can sincerely try to help another without helping himself.

—Ralph Waldo Emerson

We must learn to live together as brothers or perish together as fools.

—Martin Luther King, Jr.

Teachers open the door, but you must enter by yourself.

—Chinese Proverb

I learned that it is the weak who are cruel, and that gentleness is to be expected only from the strong.

—Leo Rosten

The truth of the matter is that you always know the right thing to do. The hard part is doing it.

—General H. Norman Schwarzkopf

Kindness is the inability to remain at ease in the presence of another person who is ill at ease, the inability to remain comfortable in the presence of another who is uncomfortable, the inability to have peace of mind when one's neighbor is troubled.

—Rabbi Samuel H. Holdenson

Never look down on anybody unless you're helping him up.

—The Reverend Jesse Jackson

Practice random acts of kindness and senseless acts of beauty.

—Adair Lara

Nothing is so strong as gentleness, and nothing is so gentle as real strength.

—Ralph W. Sockman

Desire nothing for yourself, which you do not desire for others.

—Spinoza

Act as if what you do makes a difference. It does.

—William James

Little deeds of kindness, little words of love,
Help to make earth happy like the heaven above.

—Julia Fletcher

Real generosity is doing something nice for someone who'll never find out.

—Frank A. Clark

How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant of the weak and strong. Because someday in your life you will have been all of these.

—George Washington Carver

What do we live for, if it is not to make life less difficult for each other?

—George Eliot

I am only one, but still I am one; I cannot do everything, but still I can do something; and because I cannot do everything I will not refuse to do the something I can do.

—Edward Hale

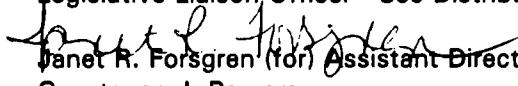
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**EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
Washington, D.C. 20503-0001**

Thursday, October 30, 1997

LEGISLATIVE REFERRAL MEMORANDUM

TO: Legislative Liaison Officer - See Distribution below

FROM:  Janet R. Forsgren (for) Assistant Director for Legislative Reference

OMB CONTACT: Constance J. Bowers
PHONE: (202)395-3803 FAX: (202)395-6148

SUBJECT: **REVISED Corporation for Natl and Community Service Draft Bill on National and Community Service Improvement Act of 1997**

DEADLINE: **cob Tuesday, November 4, 1997**

In accordance with OMB Circular A-19, OMB requests the views of your agency on the above subject before advising on its relationship to the program of the President. **Please advise us if this item will affect direct spending or receipts for purposes of the "Pay-As-You-Go" provisions of Title XIII of the Omnibus Budget Reconciliation Act of 1990.**

COMMENTS: The cover memo attached to the revised draft bill summarizes that changes that have been made to reflect comments on the original draft, circulated, June 24th.

DISTRIBUTION LIST

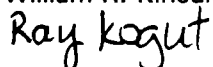
AGENCIES:

30-EDUCATION - Jack Kristy - (202) 401-8313
118-TREASURY - Richard S. Carro - (202) 622-0650
62-LABOR - Robert A. Shapiro - (202) 219-8201
61-JUSTICE - Andrew Foiss - (202) 514-2141
59-INTERIOR - Jane Lyder - (202) 208-4371
92-Office of Personnel Management - James N. Woodruff - (202) 606-1424
52-HHS - Sondra S. Wallace - (202) 690-7760
129-VETERANS AFFAIRS - Robert Coy - (202) 273-6666

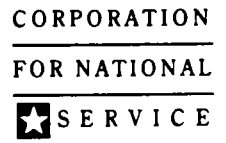
EOP:

Pamela B. VanWie
Larry R. Matlack
Barry White
Diana Fortuna
Janet Himler
Leslie S. Mustain
Richard H. Kodl
Robert M. Shireman
Michael Cohen
William R. Kincaid

Debra J. Bond
Sanders D. Korenman
Gail S. Zimmerman
Emily Bromberg
Mary C. Barth
Janet R. Forsgren
James C. Murr



October 30, 1997



Ms. Connie Bowers
Office of Management and Budget
Washington, D.C. 20503

Dear Ms. Bowers:

Enclosed is a revised proposed bill to amend national service legislation; based on the OMB passback, a draft transmittal letter to the Congress, and a section-by-section analysis of the bill.

As suggested, we have discussed various issues with other agencies and OMB staff, and believe we have made significant progress in resolving outstanding questions.

I would like to highlight several changes in the proposal that are the result of the OMB passbook and subsequent conversations.

Based on discussions with OMB and White House staff, we have removed the proposal to make the education award for AmeriCorps Members not subject to Federal income tax. Although we continue to believe that the argument for this provision is compelling, we believe the appropriate time to resolve this question is after it has been raised by Members of Congress during consideration of the bill. As that debate proceeds, there may be an appropriate opportunity for the Administration to endorse such a change.

We have worked with the Labor Department to resolve the language related to bringing AmeriCorps Leaders under federal workers compensation and tort claims liability laws.

We have removed all proposed changes that resulted in the Department of Justice raising Establishment Clause concerns.

We have adopted language that will provide for a common participant grievance procedure, as suggested by OMB.

We have dropped the provision amending the treatment of certain benefits for the disabled and seniors.

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Washington, DC 20525
Telephone 202-606-5000

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AmeriCorps, National Service
Learn and Serve America
National Senior Service Corps

In response to OMB concerns, the buyout provision was removed. We also narrowed the use of personal service contracts to business-necessity functions under the National Civilian Community Corps.

At the suggestion of OMB staff, we have limited the applicability of financial incentives to leaders in the Retired and Senior Volunteer Program.

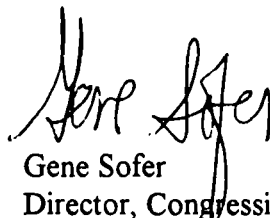
Finally, we have dropped the provision relating to mandatory forbearance for Federal Perkins loans with the understanding that this provision will be included in the Higher Education Act Reauthorization.

We have also made several other changes in the originally proposed bill. We have dropped the provision to codify the name AmeriCorps, because we believe it best to maintain maximum Executive Branch flexibility in the application of the title of the President's signature national service program.

We have added minor provisions that will: (a) enable individual Board members to serve until a replacement is appointed; (b) modify the matching requirement for State Commission administrative funds to be consistent with that applied to program funds; (c) specify the linkage between the education award and federal student financial aid; and (d) provide the AmeriCorps*National Civilian Community Corps with the authority to operate non-residential summer programs.

We are available to answer any questions that you and other Departments may have about the revised package.

Sincerely,

A handwritten signature in black ink, appearing to read "Gene Sofer". The signature is fluid and cursive, with the first name "Gene" and last name "Sofer" clearly distinguishable.

Gene Sofer
Director, Congressional and Intergovernmental Relations

Enclosure

DRAFT

CORPORATION

FOR NATIONAL

 SERVICE

The Honorable Newt Gingrich
Speaker of the House
U.S. House of Representatives
Washington, D.C. 20515

Dear Mr. Speaker:

Enclosed is a proposed bill, entitled the National and Community Service Amendments Act of 1998, to extend and amend national service legislation, including the National and Community Service Act of 1990 and the Domestic Volunteer Service Act of 1973. Also enclosed is a section-by-section analysis of the bill.

In developing this legislation, the Corporation identified four themes that guided our specific proposals: (1) devolve more authority and provide greater flexibility to States and local communities in implementing national service programs; (2) provide opportunities to streamline the delivery system, thereby resulting in reduced costs and improved efficiencies; (3) provide for greater coordination among national and community service programs authorized under these acts as well as those carried out by States and local communities and organizations; and (4) modify and improve programs based on the experience developed over the last several years. In addition, this bill will make a number of technical revisions to the existing statutes.

We believe that the programs authorized under the national service legislation, and the Corporation itself, have proven highly effective over the last several years in meeting the mandate set by the Congress to foster and expand citizen service in communities throughout the nation. This mandate was enacted by the Congress through the National and Community Service Trust Act of 1993, which extended and modified the National and Community Service Act of 1990 and the Domestic Volunteer Service Act of 1973.

In the last four years, we have accomplished a rapid and effective start-up and made significant progress in helping communities to use service as a strategy to address their most critical needs.

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AmeriCorps, National Service
Learn and Serve America
National Senior Service Corps

DRAFT

In the three program years that have been completed, approximately 70,000 AmeriCorps Members have served. Evaluations of AmeriCorps programs conducted by independent contractors examined the activities of AmeriCorps Members in the class of '96. These evaluations found these AmeriCorps members to have: a) taught, tutored, or mentored over 600,000 students; b) collected, organized and distributed over 15 million pounds of food and clothing; c) helped over 70,000 homeless people find shelter; d) built or rehabilitated over 5,600 houses and housing units; e) ran violence-prevention after-school programs for 85,000 youth; f) provided over 1 million people with health care information; and g) planted more than 24 million trees.

Other independent evaluators have reviewed the program, and concluded that national service yields a positive return on investment. For example, in a Cost and Benefit Study of Two AmeriCorps projects in the State of Washington, the Northwest Regional Educational Laboratory concluded that every dollar invested yielded a return of up to \$2.40. They also catalogued less-easily measured benefits to both the participants and the community. In another study, the Charles A. Dana, IBM International, and James Irvine Foundations commissioned a team of economists to examine more than 70 AmeriCorps sites. The results indicate an expected return on each dollar invested of up to \$2.60 in direct, measurable benefits.

National service programs are making sustained changes in communities. A recent evaluation of VISTA projects showed that the overwhelming majority of projects designed and created by VISTAs continued even after individual VISTAs had completed their service.

Similar results exist for Learn and Serve America and National Senior Service Corps programs. Learn and Serve America was started in 1990 through the National and Community Service Act signed by President Bush. A recently-completed three-year evaluation of Learn and Serve America programs by Brandeis University and Abt Associates Inc. determined that these programs strengthen civic attitudes, promote volunteer activity, and improve the ability of young people to learn. The authors also found that these programs "produce about \$3 in direct community benefits for every dollar in program costs." Service learning programs for millions of students at the elementary, secondary, and postsecondary levels are supported by this legislation.

The programs that comprise the National Senior Service Corps have existed for almost three decades, and provide today an opportunity for over 500,000 seniors to meet unmet needs in communities across the country. Our evaluations show that seniors are a critical resource to local organizations, and we have set goals to double the size of the effort and to strengthen programming to maximize the benefits for local communities.

We propose to build on this brief but significant history of the Corporation. Accordingly, this proposed legislation would reauthorize the major programs for fiscal years 1998 through 2002. The programs to be reauthorized include: AmeriCorps, including AmeriCorps*State which provides grants to State Commissions on National and Community Service appointed by Governors; AmeriCorps*National which provides direct grants to national organizations;

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AmeriCorps*VISTA (Volunteers in Service to America), and AmeriCorps*NCCC (National Civilian Community Corps); Learn and Serve America, including Elementary and Secondary Education and Higher Education; the National Senior Service Corps, including the Retired and Senior Volunteer Program, Foster Grandparent Program, and the Senior Companion Program; as well as demonstration and other authorities necessary to provide continued support for the infrastructure and quality improvement necessary to enable national service to thrive into the next century.

In preparing this legislation, we have attempted to build on the lessons learned over the last several years, responding to the bipartisan interest in the Congress to support service to one's community as an integral part of what it means to be an American. The recent Presidents' Summit for America's Future in Philadelphia reenforced and strengthened the role of the Corporation for National and Community Service as a key vehicle to provide our young people with the fundamental resources that are necessary to maximize their potential, experience the American dream, and have the opportunity to give back to their communities.

In September of this year our Board of Directors approved a strategic plan as part of the effort to comply with the Government Performance and Results Act. We benefited from constructive dialogue with the Congress on improving that plan before it was finalized. This legislation will authorize activities to carry out that plan.

Following is a summary of the specific legislative proposals contained in the bill.

The proposed legislation includes a new authority -- Service Collaboration Agreements -- that will provide a means for improving the planning and administration of the Corporation's national service programs in a State. The authority will be used selectively and voluntarily, and tailored to the circumstances of those States wishing to participate. Service agreements will be made with Governors and will incorporate performance goals and indicators.

The changes affecting AmeriCorps are:

- Explicit authority for making AmeriCorps grants to Federal agencies is removed.
- The distribution of AmeriCorps grant funds (two-thirds for AmeriCorps*State and one-third for AmeriCorps*National) remains unchanged. However, the relative percentages of AmeriCorps*State monies distributed on a formula/competitive basis are changed from 50/50% currently to 60/40% in 1998; 65/35% in 1999; and 70/30% thereafter.
- The generation of unstipended volunteers is made an explicit AmeriCorps grants priority.
- The Corporation's average budgeted costs per AmeriCorps Member is reduced; the ceiling is \$16,000 for programs funded in fiscal year 1998 and \$15,000 (adjusted for inflation) thereafter. Waivers of matching requirements are authorized.

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- AmeriCorps Leaders are brought under federal workers compensation and tort claims liability laws.
- Enhanced waiver authority is provided to allow the Corporation to test innovative approaches to national service.
- The minimum grant for State Commission administration is increased from \$125,000 to \$200,000, and matching requirements are reduced. The minimum amount of AmeriCorps formula grant funds per state is increased from \$450,000 to \$500,000.
- The bill expands the “education-award-only” approach by authorizing the use of subtitle C funds for this purpose.

Various AmeriCorps*NCCC provisions are changed, including:

- Identifying response to natural disasters as a purpose of NCCC.
- Authorizing a non-residential summer program.
- Raising the minimum age for AmeriCorps*NCCC membership from 16 to 18 (except for summer programs).
- Clarifying educational requirements and eligibility for an educational award, and eliminating the alternative cash benefit for AmeriCorps*NCCC Members.

Administration of the National Service Trust is addressed by:

- Revising the definition of institutions of higher education and qualified student loan.
- Clarifying the relationship between the award and Federal student financial aid.
- Clarifying that no more than two full-time awards or their equivalent in part-time service awards) may be earned.
- Authorizing use of the National Service Trust for scholarships at the high school level for community service.
- Permitting the use of Trust funds for purposes related to administering Members' accounts.

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AmeriCorps*VISTA is also modified:

- The purpose is clarified to emphasize promoting sustainable activities in communities.
- Miscellaneous and obsolete administrative requirements are removed.
- AmeriCorps*VISTA Members are provided family and medical leave benefits.
- Cost sharing with other organizations is explicitly encouraged.
- AmeriCorps*VISTA service for an individual Member is limited to three years, with an education award available for no more than two years of service.

The following changes are proposed to Learn and Serve America:

- Funds available for capacity building activities under Learn and Serve America School Based Programs are increased to a maximum of 25% of funds distributed by formula. Funds distribution is restricted to States and established at 70% based on formula and 30% on a competitive basis. The minimum grant amount per State is increased to \$100,000, and States are required to distribute funds competitively.
- For Learn and Serve America Higher Education programs, State Commissions and State Higher Education Boards are added as eligible applicants; and service learning is added as a fundamental purpose.
- Authority for supporting multi-State programs, demonstrations, and activities to improve the quality of service learning programs is added.
- States are given explicit authority to designate a single State entity to administer Learn and Serve America school based and community-based programs in the State.

The provisions affecting the National Senior Service Corps are:

- The program's purpose is modified to emphasize impact within communities of senior service. The minimum age for participants is made uniform at 55 years.
- The ability to provide incentives for leaders under the Retired and Senior Volunteer Program is added; meeting community needs is added as a purpose; and a 45- day period for review of certain RSVP grants is eliminated.
- Authority for Foster Grandparent Program Leaders is included; up to 10% of federal funds may be used to support individuals who are not low-income; eligibility is raised to 150% of the poverty level; and funding for programs of national significance is simplified.

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- The changes in the Senior Companion Program are comparable to those planned for the Foster Grandparent Program.

Authorities for supplemental and outreach grants for individuals with disabilities is extended to all AmeriCorps, Learn and Serve America, and National Senior Service Corps programs. Training and technical assistance authorities are also extended to all programs supported by the Corporation.

Finally, various redundant or obsolete authorities are repealed, including VISTA Literacy Corps; certain Special Volunteer Programs; and Challenge Grants for National Service Programs. Changes in administration and organization include clarifying the role of the Corporation's appointed representatives to State Commissions; revising the process for terminating assistance; revising participant hearing and grievance procedures; adding limited authority for personal services contracts; permitting a Member of the Board of Directors to serve until a replacement is appointed; and modifying references to the Corporation's Managing Directors.

Authorities for authorization of appropriations (anticipated Congressional action for FY 1998 and such sums as are necessary for fiscal years 1999-2002) are also provided and various technical budgetary and appropriations issues are addressed, including removal of a requirement limiting the use of AmeriCorps*VISTA Members to support other Corporation programs, and removal of a redundant requirement mandating a minimum number of AmeriCorps*VISTA service years.

On behalf of the Administration, I respectfully request prompt consideration and enactment of this necessary legislation. I look forward to discussions with the Congress about the specifics of the proposal, and wish to recognize in advance the historically strong bipartisan commitment to national and community service.

The Office of Management and Budget advises that there is no objection to the presentation of this proposed legislation to Congress and that its enactment would be in accord with the program of the President.

Sincerely,

Harris Wofford
Chief Executive Officer

Enclosures

1 A BILL

2 To extend for five years the authorization of appropriations for the programs under the
3 National and Community Service Act of 1990 and the Domestic Volunteer Service Act of 1973,
4 and for other purposes.

5 Be it enacted by the Senate and the House of Representatives of the United States of
6 America in Congress assembled, That this Act may be cited as the “National and Community
7 Service Amendments Act of 1998”.

8 TABLE OF CONTENTS

9 SEC. 1. The table of contents for this Act is as follows:

10
11 Sec. 1. Table of contents.

12
13 TITLE I - AMENDMENTS TO NATIONAL AND COMMUNITY SERVICE
14 ACT OF 1990

15
16 Sec. 101. References.

17
18 SUBTITLE A - AMENDMENTS TO SUBTITLE A (GENERAL PROVISIONS)

19
20 Sec. 111. Purposes of Act.

21 Sec. 112. Definitions.

22
23
24 SUBTITLE B - AMENDMENTS TO SUBTITLE B (SCHOOL-BASED AND COMMUNITY-
25 BASED SERVICE- LEARNING PROGRAMS)

26
27
28 Sec. 121. Recipients of school-based grants.

29 Sec. 122. Streamlining school-based applications.

30 Sec. 123. Grants and allotments.

31 Sec. 124. Applications to the Corporation.

32 Sec. 125. Limitations on uses of funds.

33 Sec. 126. General authority; State administrative flexibility.

34 Sec. 127. Clearinghouse.

35 Sec. 128. Indian Tribes and U.S. Territories.

36 Sec. 129. Multi-state, demonstration, and other initiatives.

1 Sec. 130. Higher education programs for community service.

2
3 SUBTITLE C - AMENDMENTS TO SUBTITLE C (NATIONAL SERVICE TRUST
4 PROGRAM)

5
6 Sec. 141. Prohibition on grants to Federal agencies; limits on Corporation
7 costs.
8 Sec. 142. Training and technical assistance.
9 Sec. 143 Assistance to State Commissions.
10 Sec. 144. Grants to States; disability funds; reduction in Corporation costs.
11 Sec. 145. Volunteer generation.
12 Sec. 146. Selection of national service participants.
13 Sec. 147. Release for compelling personal circumstances.
14 Sec. 148. Adjustments to living allowance.
15 Sec. 149. Waiver of requirements regarding matching funds and use of
16 assistance.

17
18 SUBTITLE D - AMENDMENTS TO SUBTITLE D (NATIONAL SERVICE TRUST AND
19 PROVISION OF NATIONAL SERVICE EDUCATIONAL AWARDS)

20
21 Sec. 151. Availability of funds in the National Service Trust.
22 Sec. 152. Individuals eligible to receive a national service educational award
23 from the Trust.
24 Sec. 153. Disbursement of national service educational awards.
25 Sec. 154. National Service Scholars Program.

26
27 SUBTITLE E - AMENDMENTS TO SUBTITLE E (NATIONAL CIVILIAN COMMUNITY
28 CORPS)

29
30 Sec. 161. Purpose.
31 Sec. 162. Program Components.
32 Sec. 163. Minimum age.
33 Sec. 164. Team Leaders.
34 Sec. 165. Consultation with State Commissions.
35 Sec. 166. Authorized benefits for Corps members.
36 Sec. 167. Permanent cadre.
37 Sec. 168. Advisory Board.

38
39 SUBTITLE F - AMENDMENTS TO SUBTITLE F (ADMINISTRATIVE PROVISIONS)

40 Sec. 171. Notice, hearing, and grievance procedures.
41 Sec. 172. Resolution of displacement complaints.

1 Sec. 173. Agreements with States.

2
3 SUBTITLE G - AMENDMENTS TO SUBTITLE G
4 (CORPORATION FOR NATIONAL AND COMMUNITY SERVICE)

5
6 Sec. 181. Terms of office.
7 Sec. 182. Peer reviewers.
8 Sec. 183. Officers.
9 Sec. 184. Personal services contracts.

10
11 SUBTITLE H - AMENDMENT TO TITLE III (POINTS OF LIGHT FOUNDATION)

12
13 Sec. 191. Points of Light Foundation.

14
15 SUBTITLE I - AMENDMENTS TO TITLE V (AUTHORIZATION OF APPROPRIATIONS)

16
17 Sec. 196. Authorization of Appropriations.

18
19 TITLE II - AMENDMENTS TO THE DOMESTIC VOLUNTEER SERVICE
20 ACT OF 1973

21
22 Sec. 201. References.

23
24 SUBTITLE A - AMENDMENTS TO TITLE I (NATIONAL VOLUNTEER
25 ANTIPOVERTY PROGRAMS)

26
27 Sec. 211. Purpose of the VISTA program.
28 Sec. 212. Authority to operate VISTA program.
29 Sec. 213. Assistance in post-service transition.
30 Sec. 214. Cost-sharing.
31 Sec. 215. Limitation on number of terms of service.
32 Sec. 216. Grievance procedure.
33 Sec. 217. Competition requirement for grants and contracts.
34 Sec. 218. Repeal of VISTA literacy corps.
35 Sec. 219. Emphasis on merit selection of projects.
36 Sec. 220. Repeal of Special Volunteer Programs.

37
38 SUBTITLE B - AMENDMENTS TO TITLE II (NATIONAL SENIOR VOLUNTEER CORPS)

39
40 Sec. 231. Change in name.
41 Sec. 232. Purpose.
42 Sec. 233. Grants and contracts for volunteer service projects.

SUBTITLE B - TECHNICAL AMENDMENTS TO THE DOMESTIC VOLUNTEER
SERVICE ACT OF 1973

- Sec. 311. References.
Sec. 312. Technical amendments to table of contents.
Sec. 313. Technical amendments to Title I.
Sec. 314. Technical amendments to Title II.
Sec. 315. Technical amendments to Title IV.
Sec. 316. Technical amendments to Title V.

TITLE IV - AMENDMENTS TO OTHER LAWS

- Sec. 401. Higher Education Act of 1965.
Sec. 402. Public Lands Corps.
Sec. 403. Urban Youth Corps.
Sec. 404. Reference to Secretary of Education.
Sec. 405. Reference to National and Community Service Trust Act of 1993.

TITLE V - EFFECTIVE DATE

- Sec. 501. Effective date.

1 TITLE I--AMENDMENTS TO NATIONAL AND COMMUNITY SERVICE ACT OF 1990

2 REFERENCES

3 SEC. 101. Except as otherwise specifically provided, whenever in this title an
4 amendment or repeal is expressed in terms of an amendment to, or repeal of, a provision, the
5 reference shall be considered to be made to a provision of the National and Community Service
6 Act of 1990 (42 U.S.C. 12501 et seq.).

7 SUBTITLE A--AMENDMENTS TO SUBTITLE A (GENERAL PROVISIONS)

8 PURPOSES OF ACT

9 SEC. 111. Section 2(b) (42 U.S.C. 12501(b)) is amended--

10 (1) in paragraph (7), by striking "citizens; and" and inserting "citizens;"

11 (2) in paragraph (8), by striking the period and inserting "; and"; and

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

13 "(9) expand and strengthen service-learning programs to improve the education of
14 children and youth and to maximize the benefits of national and community service."

15 DEFINITIONS

16 SEC. 112. Section 101 (42 U.S.C. 12511) is amended--

17 (1) in paragraph (17)(B), by striking "program in which the participant is
18 enrolled" and inserting "organization or organizations receiving assistance under the national
19 service laws through which the participant enrolls in an approved national service position";

20 (2) in paragraph (26), by striking the second sentence; and

21 (3) by inserting after paragraph (29) the following:

1 (3) in subsection (c)--

2 (A) by striking “A partnership, local educational agency, or other qualified
3 organization” and inserting “An entity”; and

4 (B) by inserting “training and technical assistance,” before “and
5 evaluations”; and

6 (4) by adding at the end the following:

7 “(d) STATE ADMINISTRATION--

8 “(1) A State may apply for assistance under this subpart either through a State
9 educational agency or through a State Commission.

10 “(2) If a State applies for assistance under this subpart through a State
11 Commission, all references in this subpart to a State educational agency shall be deemed to
12 include a State Commission.

13 “(3) A State receiving assistance under this subpart must ensure that the State
14 educational agency and the State Commission coordinate their respective activities.”.

15 STREAMLINING SCHOOL-BASED APPLICATIONS

16 SEC. 122. Subpart A is amended by striking section 111A (42 U.S.C. 12522), section
17 111B (42 U.S.C. 12523), and section 114 (42 U.S.C. 12526).

18 GRANTS AND ALLOTMENTS

19 SEC. 123. Section 112 (42 U.S.C. 12524) is amended--

20 (1) by striking subsection (a);

21 (2) by redesignating subsections (b), (c), and (d) as subsections (a), (b), and (c),

1 respectively;

2 (3) in subsection (a) (as redesignated by this section)--

3 (A) in the matter preceding paragraph (1), by striking "The Corporation"
4 through "as follows" and inserting "From the remainder of the funds appropriated and after the
5 allotments made pursuant to subpart D, the Corporation will carry out this subpart for any fiscal
6 year as follows:";

7 (B) in paragraph (1)--

8 (i) by striking "25 percent" and inserting "30 percent"; and

9 (ii) by striking "to--" and all that follows and inserting "to States.";

10 (C) in paragraph (2), by striking "37.5 percent" each place it appears and
11 inserting "35 percent"; and

12 (D) in paragraph (3)--

13 (i) by striking "shall receive, under paragraph (2), an allotment
14 that is less than the allotment such State received for fiscal year 1993 under section 112(b) of this
15 Act, as in effect on the day before the date of enactment of this part" and inserting "will receive
16 under paragraph (2) an allotment that is not less than \$100,000"; and

17 (ii) by striking "25 percent" and inserting "30 percent";

18 (4) in subsection (b) (as redesignated by this section)--

19 (A) by striking "or Indian tribe" each place it appears;

20 (B) by striking ", and Indian tribes,"; and

21 (C) by striking ", after making any grants under section 111A to a

1 partnership or agency described in such section,”; and

2 (5) in subsection (c) (as redesignated by this section)--

3 (A) by striking “subsections (a) and (b)” and inserting “subsection (a)”;

4 and

5 (B) by striking “and Indian tribes”.

6 APPLICATIONS TO THE CORPORATION

7 SEC. 124. Section 113 (42 U.S.C. 12525) is amended--

8 (1) in the heading, by striking “STATE OR TRIBAL APPLICATIONS” and
9 inserting “APPLICATIONS TO THE CORPORATION”;

10 (2) in subsection (a), by striking “a grant under section 112(b)(1)” and all that
11 follows through “Indian tribe,” and inserting “assistance under this subpart, an applicant”;

12 (3) in subsection (b)(2)(A), by striking “; and” and inserting a semi-colon;

13 (4) in subsection (b)(2)(B)--

14 (A) by striking “section 176(f)” and inserting “section 176(e)”;

15 (B) by striking “; and” and inserting a semi-colon; and

16 (5) by inserting after subsection (b)(2)(B) the following:

17 “(C) the applicant selected programs on a competitive basis; and”.

18 LIMITATIONS ON USES OF FUNDS

19 SEC. 125. Section 116A (42 U.S.C. 12530) is amended--

20 (1) in subsection (a)(1), by striking “a State educational agency” and all that

21 follows through “section 112” and inserting “the original recipient of a grant or allotment under

1 this subpart”;

2 (2) in subsection (b)(1)--

3 (A) by striking “Except as provided” and inserting “Subject to the
4 restrictions”;

5 (B) by striking “not more than 15 percent” and inserting “not more than 25
6 percent”;

7 (C) by striking “or Indian tribe”; and

8 (D) by striking “subsection (a), (b), (c), or (d) of section 112” and inserting
9 “this subpart”; and

10 (3) by amending subsection (b)(2) to read as follows:

11 “(2) RESTRICTIONS--The Chief Executive Officer may place restrictions on the
12 types and amounts of activities authorized in paragraph (1).”.

13 GENERAL AUTHORITY; STATE ADMINISTRATIVE FLEXIBILITY

14 SEC. 126. Section 117A (42 U.S.C. 12542) is amended--

15 (1) in subsection (a)--

16 (A) by striking “From the funds appropriated to carry out this subpart for a
17 fiscal year,” and inserting “After the allotments made pursuant to subpart D,”; and

18 (B) by striking “, grantmaking entities, and qualified organizations”;

19 (2) by redesignating subsection (b) as subsection (c);

20 (3) by adding after subsection (a) the following:

21 “(b) STATE ADMINISTRATION--

1 “(1) A State may apply for assistance under this subpart either through a State
2 educational agency or through a State Commission.

3 “(2) If a State applies for assistance under this subpart through a State educational
4 agency, all references in this subpart to a State Commission shall be deemed to include a State
5 educational agency.

6 “(3) A State receiving assistance under this subpart must ensure that the State
7 educational agency and the State Commission coordinate their respective activities.”; and

8 (4) in subsection (c) (as redesignated by this section)--

9 (A) in paragraph (1), by striking “STATE COMMISSIONS AND
10 GRANTMAKING ENTITIES.--A State Commission or grantmaking entity” and inserting
11 “GRANTMAKING.--A State Commission”; and

12 (B) in paragraph (2), by striking “, other than a grantmaking entity,”.

13 CLEARINGHOUSE

14 SEC. 127. Section 118(b) (42 U.S.C. 12551(b)) is amended by striking “PUBLIC OR
15 PRIVATE NONPROFIT ORGANIZATIONS.--Public or private nonprofit organizations” and
16 inserting “ELIGIBLE ORGANIZATIONS.--Organizations.”.

17 INDIAN TRIBES AND U.S. TERRITORIES

18 SEC. 128. Subtitle B is amended by adding after subpart C the following:

19 “SUBPART D--INDIAN TRIBES AND U.S. TERRITORIES

20 “SEC. 118A. INDIAN TRIBES AND U.S. TERRITORIES

21 “(a) ALLOTMENT.--Of the amounts appropriated to carry out subpart A and subpart B

1 for any fiscal year, the Corporation is authorized to reserve an amount of not more than 3 percent
2 for payments to Indian tribes, the United States Virgin Islands, Guam, American Samoa, and the
3 Commonwealth of the Northern Mariana Islands, to be allotted in accordance with their
4 respective needs.

5 “(b) RULES.--Unless specifically authorized otherwise by the Corporation, assistance
6 under this subpart shall be provided and used in accordance with the applicable provisions of
7 subpart A or subpart B, as the case may be.”.

8 MULTI-STATE, DEMONSTRATION, AND OTHER INITIATIVES

9 SEC. 129. Subtitle B is further amended by adding after subpart D, as added by section
10 128, the following:

11 “SUBPART E--MULTI-STATE, DEMONSTRATION, AND OTHER INITIATIVES

12 “SEC. 118B. DEFINITIONS.

13 “As used in this subpart:

14 “(1) GRANTMAKING ENTITY.--The term ‘grantmaking entity’ means a
15 qualified organization that--

16 “(A) submits an application under section 118C to make grants to
17 qualified organizations;

18 “(B) was in existence at least one year before the date on which the entity
19 submitted the application; and

20 “(C) meets such other criteria as the Chief Executive Officer may
21 establish.

1 “(2) QUALIFIED ORGANIZATION.--The term ‘qualified organization’ has the
2 same meaning given the term in section 117.

3 “SEC. 118C. GRANTS TO SUPPORT MULTI-STATE, DEMONSTRATION, AND
4 OTHER INITIATIVES.

5 “(a) METHODS OF SUPPORTING ACTIVITIES.--From the funds appropriated to carry
6 out this subpart for a fiscal year, the Corporation may make grants to, or enter into contracts or
7 cooperative agreements with, eligible entities to support multi-State, demonstration, or other
8 activities to improve or expand effective service-learning programs.

9 “(b) ELIGIBLE ENTITIES.--Eligible entities under this subpart are--

10 “(1) grantmaking entities;

11 “(2) qualified organizations;

12 “(3) institutions of higher education; and

13 “(4) subdivisions of States.

14 “(c) AUTHORIZED ACTIVITIES.--Funds under this subpart may be used to--

15 “(1) conduct school-based or community-based programs in more than one State;

16 “(2) conduct school-based or community-based programs of sufficient size to
17 serve as national models;

18 “(3) replicate a school-based or community-based program in more than one
19 locality; or

20 “(4) provide training and technical assistance and to disseminate materials and
21 information about best practices to school-based and community-based programs.”.

1 HIGHER EDUCATION PROGRAMS FOR COMMUNITY SERVICE

2 SEC. 130. Section 119 (42 U.S.C. 12561) is amended--

3 (1) in the heading, by striking "INNOVATIVE";

4 (2) in subsection (a)--

5 (A) by striking "innovative" and inserting "service-learning and"; and

6 (B) by striking the period and inserting "and across the nation.";

7 (3) in subsection (b)--

8 (A) in the matter preceding paragraph (1), by striking "make grants to"

9 and all that follows through "pay for" and inserting "pay for, by grant, contract, or cooperative
10 agreement,";

11 (B) in paragraph (1), by striking "enabling such an institution or
12 partnership to create or expand" and inserting "creating or expanding";

13 (C) in paragraph (6), by striking "and";

14 (D) in paragraph (7), by striking the period and inserting "; and"; and

15 (E) by adding at the end the following:

16 "(8) supporting other activities described in section 111(c).";

17 (4) by redesignating subsections (c) through (g) as subsections (d) through (h),
18 respectively;

19 (5) by inserting after subsection (b) the following:

20 "(c) ELIGIBLE APPLICANTS.--Eligible applicants under this part are--

21 "(1) institutions of higher education (including such institutions that apply as part

of a consortium of public or private nonprofit organizations);

“(2) State Commissions (as part of a consortium that includes at least one institution of higher education); and

“(3) State agencies for higher education (as part of a consortium that includes at least one institution of higher education).”;

(6) in subsection (d)(1)(A) (as redesignated by this section), by striking “carrying out a community service project” and inserting “carrying out a service-learning or community service project”;

(7) in subsection (e)(2)(A)(ii) (as redesignated by this section), by striking “section 176(f)” and inserting “section 176(e)”; and

(8) in subsection (f) (as redesignated by this section)--

(A) in the matter preceding paragraph (1)(A), by striking “(1) IN GENERAL” and all that follows through “proposals that--” and inserting: “In making grants and entering into contracts under subsection (b), the Corporation may give priority to proposals that--”;

(B) by striking paragraph (2);

(C) by redesignating subparagraphs (A) through (G) of paragraph (1) as paragraphs (1) through (7), respectively;

(D) in paragraph (1) (as redesignated by this section), by striking “supporting the community service projects” and inserting “supporting the service-learning and community service projects”; and

1 (E) in paragraph (4) (as redesignated by this section)--
2 (i) by redesignating clauses (i), (ii), and (iii) as subparagraphs (A),
3 (B), and (C), respectively; and
4 (ii) in subparagraph (B) (as redesignated by this section), by
5 redesignating subclauses (I), (II), and (III) as clauses (i), (ii), and (iii), respectively.
6

SUBTITLE C--AMENDMENTS TO SUBTITLE C (NATIONAL SERVICE TRUST
PROGRAM)

PROHIBITION ON GRANTS TO FEDERAL AGENCIES; LIMITS ON CORPORATION
COSTS

SEC. 141. Section 121 (42 U.S.C. 12571) is amended--

(1) in subsection (b)--

(A) in the matter preceding paragraph (1), by inserting “RESTRICTIONS ON” before “AGREEMENTS WITH FEDERAL AGENCIES”;

(B) in paragraph (1), by striking the second sentence; and

(C) by striking paragraph (2) and inserting the following:

“(2) PROHIBITION ON GRANTS.--The Corporation may not provide a grant under this section to a Federal agency.”; and

(C) in paragraph (3)--

(i) by striking “receiving assistance under this subsection” and inserting “operating a national service program”; and

(ii) by striking “using such assistance”;

(2) in subsection (d)--

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

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

(3) by adding at the end the following:

“(f) COST OF PARTICIPANTS.--

“(1) The Corporation’s share of the cost of positions approved under the national

1 service laws, as measured by the average budgeted cost per individual enrolled in an Approved
2 national service position, including administrative and support costs attributable to such
3 individuals, may not exceed--

4 “(A) \$16,000 in fiscal year 1998 funds;

5 “(B) \$15,000 in fiscal year 1999 funds; and

6 “(C) \$15,000, adjusted in inflation after 1999, as measured each year by
7 the Consumer Price Index for All Urban Consumers published by the Secretary of Labor, in
8 fiscal years 2000 through 2002.

9 “(2) The limits in paragraph (1) are based on aggregate Corporation expenditures
10 attributable to individuals enrolled in Approved national service positions approved under the
11 national service laws.”.

12 TRAINING AND TECHNICAL ASSISTANCE

13 SEC. 142. Section 125 (42 U.S.C. 12575) is amended--

14 (1) in subsection (a)(1), by striking “national service programs assisted
15 under section 121” and inserting “programs assisted or allotted Approved national service
16 positions under the national service laws”;

17 (2) in subsection (b), in the matter preceding paragraph (1), by striking
18 “described in section 121” and inserting “assisted or allotted Approved national service positions
19 under the national service laws”; and

20 (3) in subsection (b)(2), by striking “under such section or under a grant
21 program conducted using assistance provided under such section”.

1 ASSISTANCE TO STATE COMMISSIONS

2 SEC. 143. Section 126 (42 U.S.C. 12576) is amended--

3 (1) in subsection (a)--

4 (A) in paragraph (1), by striking "\$125,000" and inserting
5 "\$200,000"; and

6 (B) in paragraph (2), by striking " , together with other Federal
7 funds available" and all that follows through "assistance under this subsection" and inserting
8 "may not exceed 66 2/3 percent of the costs to operate the State Commission"; and

9 (2) by striking subsection (c).

10 GRANTS TO STATES; DISABILITY FUNDS; REDUCTION IN CORPORATION COSTS

11
12 SEC. 144. Section 129 (42 U.S.C. 12581) is amended--

13 (1) in subsection (a)--

14 (A) by striking paragraph (1) and inserting the following:

15 "(1) ALLOTMENT OF ASSISTANCE TO CERTAIN STATES.--

16 "(A) Of the funds appropriated to and allocated by the Corporation for
17 provision of assistance under subsection (a) of section 121 for a fiscal year, the Corporation is
18 authorized to make a grant under section 121(a) (and a corresponding allotment of Approved
19 national service positions) to each of the several States, the District of Columbia, and the
20 Commonwealth of Puerto Rico that has an application approved by the Corporation under
21 section 133.

22 "(B) The grant allotment to each State under subsection (a)(1) of section

1 121 for a fiscal year will be no less than the amount that bears the same ratio to 40 percent of the
2 allocated funds for fiscal year 1998, 43 1/3 percent of the allocated funds for fiscal year 1999,
3 and 46 1/3 percent of the allocated funds for fiscal years 2000, 2001, and 2002, as the case may
4 be, as the population of the State bears to the total population of the several States, the District of
5 Columbia, and the Commonwealth of Puerto Rico.

6 “(C) Notwithstanding subparagraph (B), the minimum grant for each State
7 under subsection (a)(1) of section 121 for each fiscal year is authorized to be no less than
8 \$500,000.”;

9 (B) in paragraph (2)--

10 (i) by striking “provision of assistance under subsections (a) and
11 (b) of section 121” and inserting “provision of assistance under section 121(a)”;

12 (ii) by striking the second sentence; and

13 (C) in paragraph (3), by striking “subsections (a) and (b) of section 121 for
14 a fiscal year, the Corporation may reserve 1 percent of the allocated funds for grants under
15 section 121(a)” and inserting “section 121(a) for a fiscal year, the Corporation may reserve one
16 percent for grants”;

17 (2) by striking subsection (b) and redesignating subsections (c) through (g) as
18 subsections (b) through (f), respectively;

19 (3) in subsection (b) (as redesignated by this section), by striking “or challenge
20 grants under subsection (c) of such section”;

21 (4) in subsection (c) (as redesignated by this section)--

1 (A) in paragraph (1)--

2 (i) by striking “provision of assistance under subsections (a) and
3 (b) of section 121” and inserting “provision of assistance under section 121(a)”; and

4 (ii) by striking “the Corporation shall use not less than 33 1/3
5 percent of the allocated funds to make grants to States” and inserting “the Corporation will use
6 no more than 26 2/3 percent of the allocated funds in fiscal year 1998, no more than 23 1/3
7 percent of the allocated funds in fiscal year 1999, and no more than 20 1/3 percent of the
8 allocated funds in fiscal years 2000, 2001, and 2002, as the case may be, to make grants to
9 States”;

10 (B) in paragraph (2)--

11 (i) by striking “FEDERAL AGENCIES AND OTHER
12 APPLICANTS” and inserting “OTHER APPLICANTS”;

13 (ii) by inserting “and” before “institutions of higher education”;
14 and

15 (iii) by striking “, and Federal agencies”;

16 (C) by striking paragraph (3) and redesignating paragraphs (4) and (5) as
17 paragraphs (3) and (4), respectively;

18 (D) in paragraph (4)(A) (as redesignated by this section), by striking the
19 last sentence and inserting “After providing grants to all entities that demonstrate their eligibility
20 under subparagraphs (B) and (C) , the Corporation may use the balance, if any, of the reserved
21 funds consistent with the conditions or restrictions otherwise applicable to the funds.”; and

1 (E) in paragraph (4)(B) (as redesignated by this section)--

2 (i) in the heading, by striking “ASSIST ENTITIES IN PLACING
3 APPLICANTS WHO ARE” and inserting “INCREASE THE PARTICIPATION OF”;

4 (ii) in clause (i)(I), by striking “receive a grant to carry out a
5 national service program under paragraph (1) or (2)” and inserting “receive assistance or an
6 allotment of Approved national service positions under the national service laws”;

7 (iii) in clause (i)(II), by striking “a substantial number of”;

8 (iv) in clause (i)(III), by striking “placing a substantial number of
9 such individuals with a disability as participants in projects carried out through the program” and
10 inserting “increasing the participation of individuals with disabilities in activities carried out
11 under the national service laws”; and

12 (v) in clause (ii), by striking “as funds made available through a
13 grant made under paragraph (1) or (2)” and inserting “as the supplemented grant or allotment”;
14 and

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

16 “(g) RESERVATION OF FUNDS TO SUPPORT PROGRAMS REDUCING
17 CORPORATION COSTS.--

18 “(1) From amounts appropriated for a fiscal year to provide financial assistance
19 under this subtitle and consistent with the restriction in paragraph (2), the Corporation may
20 reserve an amount up to \$15,000,000 to provide operational assistance to programs that receive
21 Approved national service positions but do not receive funds under section 121(a).

“(2) Operational support under this subsection may not exceed \$1,000 per individual enrolled in an Approved national service position.

“(3) The Chief Executive Officer may waive, or specify alternative requirements for, requirements otherwise provided in this subtitle in connection with national service positions approved under this subsection after determining that such action will further the purposes of the national service laws.”.

VOLUNTEER GENERATION

SEC. 145. Section 133(c) (42 U.S.C. 12585(c)) is amended by redesignating paragraph (8) as paragraph (9) and inserting after paragraph (7) the following:

“(8) If applicable, the extent to which the program generates the involvement of volunteers.”.

SELECTION OF NATIONAL SERVICE PARTICIPANTS

SEC. 146. Section 138 (42 U.S.C. 12592) is amended--

(1) in subsection (e)(3), by striking the second sentence; and

(2) by inserting after subsection (e)(3) the following:

"(4) STATUS OF LEADERS UNDER FEDERAL LAW.--

“(A) IN GENERAL.--Except as otherwise provided in this section, individuals who receive special leadership training from the Corporation prior to and upon assignment by the Corporation to national service programs shall not, by reason of their status as such leaders, be considered Federal employees or be subject to the provisions of law relating to Federal employment.

1 “(B) WORK-RELATED INJURIES.--

2 “(i) In general.--For purposes of subchapter I of chapter 81 of title
3 5, United States Code, relating to the compensation of Federal employees for work injuries,
4 individuals specified in paragraph (A) shall be considered as employees of the United States
5 within the meaning of the term ‘employee’, as defined in section 8101 of such title.

6 “(ii) Special rule.--In the application of subchapter I of chapter 81
7 of title 5, United States Code, to an individual referred to in paragraph (A), the individual shall
8 not be considered to be in the performance of duty while absent from the individual’s assigned
9 post of duty.

10 “(iii) Tort Claims Procedure.--Individuals specified in paragraph
11 (A) shall be considered employees of the United States for purposes of chapter 171 of title 28,
12 United States Code, relating to tort claims liability and procedure.”.

13 RELEASE FOR COMPELLING PERSONAL CIRCUMSTANCES

14 SEC. 147. Section 139(c) (42 U.S.C. 12593(c)) is amended--

15 (1) in paragraph (1)(A), by striking “as demonstrated by the participant” and
16 inserting “as determined by the organization responsible for granting a release, if the participant
17 has performed satisfactorily and has completed at least 15 percent of the original term of
18 service”;

19 (2) in paragraph (2)(A), by striking “provide to the participant that portion of the
20 national service educational award” and inserting “certify the participant’s eligibility for that
21 portion of the national service educational award”; and

1 (3) in paragraph (2)(B), by striking “to allow return to the program with which the
2 individual was serving in order”.

3 ADJUSTMENTS TO LIVING ALLOWANCE

4 SEC. 148. Section 140 (42 U.S.C. 12594) is amended--

5 (1) in subsection (a)--

6 (A) in paragraph (1)--

7 (i) by striking “paragraph (3)” and inserting “paragraphs (3) and
8 (4)”; and

9 (ii) by inserting “for twelve months” before “on a full-time basis”;

10 (B) by redesignating paragraphs (4), (5), and (6) as paragraphs (5) (6), and
11 (7), respectively; and

12 (C) by inserting after paragraph (3) the following:

13 “(4) ADJUSTMENT FOR FEDERAL WORK-STUDY STUDENTS.--The living
14 allowance that may be provided to an individual whose term of service includes hours for which
15 the individual receives Federal Work-Study wages shall be reduced by the amount of the
16 individual’s Federal Work-Study award.”; and

17 (2) in subsection (h), by striking “a third, or subsequent, term” and inserting
18 “more than two terms”.

19 WAIVER OF REQUIREMENTS REGARDING MATCHING FUNDS AND 20 USE OF ASSISTANCE

21
22 SEC. 149. Subtitle C is amended by adding at the end the following:

1 “WAIVER OF MATCH REQUIREMENTS AND RULES ON USE OF FUNDS

2 “SEC. 142. The Corporation may, upon a determination of the Chief Executive Officer
3 that such action furthers the purposes of the national service laws, waive, or specify alternative
4 requirements for, the matching fund requirements under sections 121(e) and 140 and rules on the
5 use of assistance applicable to programs funded under this subtitle, except for the requirements
6 under sections 171, 173 through 175, 177, 180, and 183 through 184, which may not be
7 waived.”.

8 SUBTITLE D--AMENDMENTS TO SUBTITLE D (NATIONAL SERVICE TRUST AND
9 PROVISION OF NATIONAL SERVICE EDUCATIONAL AWARDS)

10
11 AVAILABILITY OF FUNDS IN THE NATIONAL SERVICE TRUST

12 SEC. 151. Section 145 (42 U.S.C. 12601) is amended--

13 (1) in subsection (a)(1)--

14 (A) in subparagraph (A), by striking “and”; and

15 (B) by adding at the end the following:

16 “(C) national service scholarships; and

17 “(D) administrative expenses necessary to ensure effective management of
18 the Trust;”;

19 (2) in subsection (a)(2), by striking “pursuant to section 196(a)(2)” and inserting
20 “pursuant to section 196(a)(2), if the terms of such donations direct that they be deposited in the
21 National Service Trust”;

22 (3) in subsection (c), by striking “for payments of national service educational

1 awards in accordance with section 148.” and inserting “for--

2 “(1) payments of national service educational awards in accordance with section
3 148;

4 “(2) payments of interest in accordance with section 148(e);

5 “(3) the federal share of national service scholarships in accordance with section
6 149; and

7 “(4) the necessary cost of administering the disbursement of funds under this
8 subtitle.”; and

9 (3) in subsection (d)--

10 (A) in paragraph (3)(B), by striking “and”;

11 (B) in paragraph (4), by striking the period and inserting “; and”; and

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

13 “(5) identify the number of students who have received national service
14 scholarships and specify the amount of federal and matching funds expended on an annual basis
15 on the national service scholar program; and

16 “(6) specify the amount expended on administrative costs during the preceding
17 fiscal year.”.

18 INDIVIDUALS ELIGIBLE TO RECEIVE A NATIONAL SERVICE EDUCATIONAL
19 AWARD FROM THE TRUST

20
21 SEC. 152. Section 146 (42 U.S.C. 12602) is amended--

22 (1) in subsection (a)--

1 (A) in the matter preceding paragraph (1), by striking “if the individual”
2 and inserting “if the organization responsible for supervision certifies that the individual”;

3 (B) by striking paragraphs (1), (2), and (3); and inserting the following:

4 “(1) met the applicable eligibility requirements for the position; and

5 “(2) (A) successfully completed the required term of service described in
6 subsection (b) in an Approved national service position; or

7 “(B)(i) satisfactorily performed prior to being granted a release for
8 compelling personal circumstances under section 139(c); and

9 “(ii) served at least 15 percent of the required term of service
10 described in subsection (b); and”; and

11 (C) by redesignating paragraph (4) as paragraph (3); and

12 (2) by striking subsection (c) and inserting the following:

13 “(c) LIMITATION ON RECEIPT OF EDUCATIONAL AWARDS.--An individual may
14 receive no more than the aggregate value of two full-time national service educational awards.”.

15 DISBURSEMENT OF NATIONAL SERVICE EDUCATIONAL AWARDS

16
17 SEC. 153. Sec. 148 (42 U.S.C. 12604) is amended--

18 (1) in subsection (a)--

19 (A) in paragraph (3), by striking “and”;

20 (B) by redesignating paragraph (4) as paragraph (5); and

21 (C) by inserting after paragraph (3) the following:

22 “(4) to pay expenses incurred in enrolling in an educational institution or training

1 establishment that meets the requirements of chapter 36 of title 38, United States Code (38
2 U.S.C. 3451); and”;

3 (2) in subsection (b)(7)--

4 (A) subparagraph (A), by striking “and”;

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

6 (C) by adding the following:

7 “(C) any loan--

8 “(i) made directly to a student by an eligible lender, as defined by
9 section 435 of the Higher Education Act of 1965 (20 U.S.C. 1085); and

10 “(ii) used to attend an institution of higher education; and

11 “(D) any loan--

12 “(i) made directly to a student; and

13 “(ii) determined by an institution of higher education to be
14 necessary to cover a student’s cost of attendance at the institution.”;

15 (3) in subsection (c)--

16 (A) in paragraph (B)(i), by striking “the student’s estimated financial
17 assistance for such period under part A of” and inserting “financial assistance received by the
18 student for such period under”; and

19 (B) in paragraph (B)(ii), by striking “the student’s veterans’ education
20 benefits,” and inserting “veterans’ education benefits received by the student, as”;

21 (4) in subsection (e), by striking “subsection (b)(6)” and inserting “subsection

1 (b)(7)”; and

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

4 NATIONAL SERVICE SCHOLARSHIP PROGRAM

5 SEC. 154. Subtitle D is amended by adding at the end the following:

6 “SEC. 149. NATIONAL SERVICE SCHOLARSHIP PROGRAM

7 “(a) PROGRAM AUTHORIZED.--The Corporation may use amounts in the Trust to
8 support a national service scholarship program to recognize high school juniors and seniors who
9 are engaged in outstanding community service.

10 “(b) APPROVED USE OF SCHOLARSHIPS.--The Corporation may use amounts in the
11 Trust to supplement locally-funded scholarships to help cover an individual’s postsecondary
12 education or job training costs.

13 “(c) CORPORATION SHARE.--The Corporation’s share of an individual’s scholarship
14 under this program may not exceed \$500.”.

15 SUBTITLE E--AMENDMENTS TO SUBTITLE E (NATIONAL CIVILIAN COMMUNITY 16 CORPS)

17 PURPOSE 18

19 SEC. 161. Section 151 (42 U.S.C. 12611) is amended in paragraph (4)--

20 (1) by striking the period and inserting “; and”; and

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

22 “(5) whether such programs can meet national and community needs related to

1 natural and other disasters in coordination with the Federal Emergency Management Agency and
2 other public and private organizations.”.

3 PROGRAM COMPONENTS

4 SEC. 162. Section 152 (42 U.S.C. 12612) is amended--

5 (1) in subsection (b)(1), by striking “national service program” and inserting
6 “residential national service program”; and

7 (2) by striking subsection (c).

8 MINIMUM AGE

9 SEC. 163. Section 153(b) (42 U.S.C. 12613(b)) is amended--

10 (1) in paragraph (1), by striking “at least 16” and inserting “at least 18 years of
11 age by December 31 in the calendar year in which the individual enrolls in the program”; and

12 (2) by striking paragraph (2) and inserting the following:

13 “(2)(A) has received a high school diploma or its equivalent; or

14 “(B)(i) has not dropped out of an elementary or secondary school to enroll
15 in the program; and

16 “(ii) agrees to obtain a high school diploma or its equivalent.”.

17 TEAM LEADERS

18 SEC. 164. Section 155 (42 U.S.C. 12615) is amended by inserting after subsection (b)(3)
19 the following:

20 “(4) TEAM LEADERS.--The Director may select individuals with prior
21 supervisory or service experience to be Team Leaders in the National Civilian Community Corps

1 to perform service that includes leading and supervising teams of Corps Members. Team

2 Leaders shall--

3 “(A) be selected without regard to the age limitation under section

4 153(b)(1);

5 “(B) be members of the National Civilian Community Corps; and

6 “(C) be provided the rights and benefits applicable to Corps Members,

7 except that the limitation on the amount of living allowance under section 158(b) shall not

8 apply.”.

9 CONSULTATION WITH STATE COMMISSIONS

10 SEC. 165. Section 157 (42 U.S.C. 12617) is amended--

11 (1) in subsection (b)(2), by inserting “State Commissions,” before “and persons
12 involved in other youth service programs.”; and

13 (2) in subsection (c), inserting after paragraph (2) the following:

14 “(3) ENVIRONMENTAL PROJECTS AND DISASTER ASSISTANCE.--The
15 Director shall place appropriate emphasis on projects addressing the environment and in support
16 of disaster relief efforts.”.

17 AUTHORIZED BENEFITS FOR CORPS MEMBERS

18 SEC. 166. Section 158 (42 U.S.C. 12618) is amended--

19 (1) by striking subsections (e) and (g); and

20 (2) by redesignating subsection (f) as subsection (e).

1 “Director of the Federal Emergency Management Agency”.

2 SUBTITLE F--AMENDMENTS TO SUBTITLE F (ADMINISTRATIVE PROVISIONS)

3 NOTICE, HEARING, AND GRIEVANCE PROCEDURES

4 SEC. 171. Section 176 (42 U.S.C. 12636) is amended--

5 (1) in subsection (a)--

6 (A) in paragraph (1)--

7 (i) by striking “a contract or grant providing assistance” and
8 inserting “an agreement providing assistance”;

9 (ii) by striking “related to the grant or contract” and inserting
10 “related to the agreement”; and

11 (iii) by striking “any such grant or contract issued” and inserting
12 “any agreement made”; and

13 (B) in paragraph (2)--

14 (i) in subparagraph (A), by striking “of this title”; and

15 (ii) in subparagraph (B), by striking “applicable terms and
16 conditions of this title” and inserting “the applicable terms and conditions”;

17 (2) by striking subsections (b) and (f);

18 (3) by redesignating subsections (c), (d), and (e) as subsections (b), (c), and (d),
19 respectively; and

20 (4) by inserting after subsection (d) (as redesignated by this section) the
21 following:

1 “(e) PARTICIPANT GRIEVANCES.--

2 “(1) GRIEVANTS; SUBJECT-MATTER.--Participants in national service
3 programs under this title, including individuals applying for selection as participants, may file
4 grievances regarding the terms and conditions of service or any adverse action taken against the
5 individual participant or applicant.

6 “(2) DEADLINE FOR FILING.--A participant grievance must be filed no later
7 than 90 days after the date of the alleged occurrence of the event that is the subject of the
8 grievance.

9 “(3) REMEDIES.--Remedies for a participant grievance are limited to--
10 “(A) the selection or reinstatement of the individual applicant or
11 participant, as the case may be, with commensurate provision of participant benefits under
12 sections 140 and 141;

13 “(B) other prospective changes in the terms and conditions of service.

14 “(4) ADDITIONAL RULES.--The Chief Executive Officer may prescribe other
15 rules for participant grievances.”.

16 RESOLUTION OF DISPLACEMENT COMPLAINTS

17 SEC. 172. Section 177 (42 U.S.C. 12637) is amended--

18 (1) by adding after subsection (b)(3) the following:

19 “(c) RESOLUTION OF COMPLAINTS.--

20 “(1) HEARINGS.-- An organization that receives assistance under this title shall
21 establish and maintain procedures for the filing and adjudication complaints regarding subsection

1 (b).

2 “(2) COMPLAINANTS.--Complaints may be filed by labor organizations and
3 other persons affected by the alleged violation of subsection (b).

4 “(3) DEADLINES.--

5 “(A) A complaint must be filed no later than 90 days after the date of the
6 alleged occurrence of the event that is the subject of the complaint.

7 “(B) A hearing must be conducted not later than 30 days after the filing of
8 the complaint.

9 “(C) A decision must be made not later than 60 days after the filing of the
10 complaint.

11 “(4) ARBITRATION.--

12 “(A) In general.--

13 “(i) Jointly selected arbitrator.--In the event of a decision on a
14 complaint that is adverse to the complainant, or 60 days after the filing of such complaint if no
15 decision has been reached, such party shall be permitted to submit such complaint to binding
16 arbitration before a qualified arbitrator who is jointly selected and independent of the interested
17 parties.

18 “(ii) Appointed arbitrator.--If the parties cannot agree on an
19 arbitrator, the Chief Executive Officer shall appoint one.

20 “(B) Deadline for proceeding.--An arbitration proceeding shall be held not
21 later than 45 days after the request for such arbitration proceeding, or, if the arbitrator is

1 appointed by the Chief Executive Officer in accordance with subparagraph (A)(ii), not later than
2 30 days after the appointment of such arbitrator.

3 “(C) Deadline for decision.--A decision concerning a complaint shall be
4 made not later than 30 days after the date such arbitration proceeding begins.

5 “(D) Cost.--

6 “(i) In general.--Except as provided in clause (ii), the cost of an
7 arbitration proceeding shall be divided evenly between the parties to the arbitration.

8 “(ii) Exception.--If a labor organization or other affected individual
9 prevails under a binding arbitration proceeding, the organization receiving assistance under this
10 title that is a party to such arbitration shall pay the total cost of such proceeding and the
11 attorneys' fees of such labor organization or other affected individual, as the case may be.

12 “(E) Remedies under this subsection include--

13 “(i) reinstatement of the displaced employee to the position held by
14 such employee prior to displacement;

15 “(ii) payment of lost wages and benefits of the displaced employee;

16 “(iii) reestablishment of other relevant terms, conditions, and
17 privileges of employment of the displaced employee; and

18 “(iv) such equitable relief as is necessary to correct any violation of
19 subsection (a) or (b) of section 177 or to make the displaced employee whole.

20 “(F) Enforcement of arbitration awards.--Suits to enforce arbitration
21 awards under this subsection may be brought in any district court of the United States having

1 jurisdiction of the parties, without regard to the amount in controversy and without regard to the
2 citizenship of the parties.”.

3 “(G) Additional rules.—The Chief Executive Officer may prescribe other
4 rules for the resolution of complaints under this subsection.”.

5 AGREEMENTS WITH STATES

6 SEC. 173. Section 178 (42 U.S.C. 12638) is amended--

7 (1) in subsection (c)(1), by adding at the end thereof the following:

8 “(J) A representative of the volunteer sector.”;

9 (2) in subsection (c)(3), by striking “, unless the State permits the representative to
10 serve as a voting member of the State Commission or alternative administrative entity”; and

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

12 “(k) AUTHORITY TO ENTER INTO SERVICE COLLABORATION AGREEMENTS
13 WITH STATES.--

14
15 “(1) In general.--(A) Consistent with subparagraph (B), the Chief Executive
16 Officer may, after determining that such action furthers the purposes of the national service laws,
17 enter into a service collaboration agreement with a Governor to improve the delivery of national
18 service programs in a State.

19 “(B) If primary responsibility for the State supervision of public
20 elementary and secondary schools is vested under State law in another agency or official, the
21 Service Collaboration Agreement must include that agency or official.

22 “(2) Purpose and Characteristics of Service Collaboration Agreements.--

1 “(A) The purpose of Service Collaboration Agreements is to improve the
2 coordinated planning and administration of national service programs in a State.

3 “(B) Agreements shall identify impediments to efficient administration
4 and operation of national service programs in the State and include measures, including waivers
5 or delegations under paragraphs (3) and (4), to improve the ability of programs to address unmet
6 community needs in the State.

7 “(C) The Chief Executive Officer may determine the form and duration of
8 Agreements under this subsection, except that the duration of an Agreement may not exceed
9 three years.

10 “(3) Waiver authority.--(A) Except as provided under subparagraph (B), the Chief
11 Executive Officer may waive, or specify alternative requirements for, requirements of the
12 national service laws if the Chief Executive Officer determines that such action furthers the
13 purposes of those laws.

14 “(B) The Chief Executive Officer may not waive requirements under
15 sections 145 through 149, 171, 173 through 175, 177, 180, and 183 through 184.

16 “(4) Delegation authority.--(A) The Chief Executive Officer may, after
17 determining that such action furthers the purposes of the national service laws, delegate to a
18 Governor the authority to carry out functions that are otherwise reserved to the Corporation in
19 connection with the administration of programs established under the national service laws that
20 operate in the Governor’s State.

21 “(B) The Chief Executive Officer may suspend or revoke for any reason a

1 delegation made under this subsection.”.

2 SUBTITLE G--AMENDMENTS TO SUBTITLE G (CORPORATION FOR NATIONAL AND
3 COMMUNITY SERVICE)

4
5 TERMS OF OFFICE

6
7 SEC. 181. Section 192 (42 U.S.C. 12651a) is amended--

8
9 (1) in subsection (c), by striking “Each appointed member and all that follows”

10 and inserting “Subject to subsection (e), each appointed member shall serve for a term of 5
11 years.”; and

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

13 “(e) SERVICE UNTIL APPOINTMENT OF SUCCESSOR--A voting member
14 of the Board whose term has expired may continue to serve until the earlier of--

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

16 “(2) the date on which the Congress adjourns sine die to end the session of
17 Congress that commences after the date on which the member’s term expired.”.

18 PEER REVIEWERS

19 SEC. 182. Section 193A (42 U.S.C. 12651d) is amended--

20 (1) in subsection (b)--

21 (A) in paragraph (9)(C), by striking the semi-colon and inserting “; and”;

22 (B) by striking paragraph (10); and

23 (C) by redesignating paragraph (11) as paragraph (10);

24 (2) in subsection (c)--

1 (A) in paragraph (9), by striking “and” at the end thereof;

2 (B) by redesignating paragraph (10) as paragraph (11); and

3 (C) by inserting after paragraph (9) the following:

4 “(10) obtain the opinions of peer reviewers in evaluating applications to the
5 Corporation for assistance under this title; and”;

6 (3) by striking subsection (f); and

7 (4) by redesignating subsection (g) as subsection (f).

8 OFFICERS

9 SEC. 183. Section 194 (42 U.S.C. 12651e) is amended by striking subsection (d).

10 PERSONAL SERVICES CONTRACTS

11 SEC. 184. Section 195 (42 U.S.C. 12651f) is amended--

12 (1) in subsection (c)(3), by inserting “nonvoting” before “member” both places it
13 appears;

14 (2) by redesignating subsections (e) and (f) as subsections (f) and (g),
15 respectively; and

16 (3) by inserting after subsection (d) the following:

17 “(e) PERSONAL SERVICES CONTRACTS.--The Chief Executive Officer may enter
18 into personal service contracts necessary to carry out the purposes of the National Civilian
19 Community Corps.”.

1 SUBTITLE H--AMENDMENT TO TITLE III (POINTS OF LIGHT FOUNDATION)

2 POINTS OF LIGHT FOUNDATION

3 SEC. 191. Section 303 (42 U.S.C. 12662) is amended--

4 (1) by redesignating subsection (b) as subsection (c); and

5 (2) by inserting after subsection (a) the following:

6 “(b) CORPORATION’S CHIEF EXECUTIVE OFFICER AS EX OFFICIO MEMBER
7 OF BOARD OF DIRECTORS.--The Corporation’s Chief Executive Officer may serve as an ex
8 officio, nonvoting member of the Foundation’s Board of Directors.”.

9 SUBTITLE I--AMENDMENTS TO TITLE V (AUTHORIZATION OF
10 APPROPRIATIONS)

11 AUTHORIZATION OF APPROPRIATIONS

12 SEC. 196. Section 501 (42 U.S.C. 12681) is amended--

13 (1) in subsection (a)--

14 (A) in paragraph (1)(A), by striking “, \$45,000,000 for fiscal year 1994
15 and such sums as may be necessary for each of the fiscal years 1995 through 1996” and inserting
16 “\$43,000,000 for fiscal year 1998 and such sums as may be necessary for each of the fiscal years
17 1999 through 2002”;

18 (B) in paragraph (1)(B)--

19 (i) in clause (i) by striking “63.75” and inserting “50”;

20 (ii) in clause (ii)--

21 (I) by striking “11.25” and inserting “10”; and

1 (II) by striking “and”;

2 (iii) by redesignating clause (iii) as clause (iv); and

3 (iv) by adding after clause (ii) the following:

4 “(iii) not more than 15 percent shall be available to provide

5 financial assistance under subpart E of part I of such subtitle; and”;

6 (C) in paragraph (2)(A)--

7 (i) by striking “provide national service educational awards” and

8 inserting “administer the National Service Trust and disburse national service educational awards

9 and scholarships”; and

10 (ii) by striking “\$300,000,000 for fiscal year 1994, \$500,000,000

11 for fiscal year 1995, and \$700,000,000 for fiscal year 1996” and inserting “\$332,000,000 for

12 fiscal year 1998 and such sums as may be necessary for fiscal years 1999 through 2002”;

13 (D) in paragraph (3), by striking “such sums as may be necessary for each

14 of the fiscal years 1995 through 1996” and inserting “\$18,000,000 for fiscal year 1998 and such

15 sums as may be necessary for each of the fiscal years 1999 through 2002”; and

16 (E) in paragraph (4), by striking “(A) In General.--” and all that follows

17 and inserting the following: “There are authorized to be appropriated for the administration of

18 this Act \$27,000,000 for fiscal year 1998 and such sums as may be necessary for each of the

19 fiscal years 1999 through 2002.”;

20 (2) in subsection (b), by striking “\$5,000,000 for each of the fiscal years 1994

21 through 1996” and inserting “\$5,500,000 for fiscal year 1998 and such sums as may be necessary

1 for each of the fiscal years 1999 through 2002”; and

2 (3) by striking subsection (d).

1 TITLE II--AMENDMENTS TO THE DOMESTIC VOLUNTEER SERVICE ACT OF 1973

2 REFERENCES

3 SEC. 201. Except as otherwise specifically provided, whenever in this title an
4 amendment or repeal is expressed in terms of an amendment to, or repeal of, a provision, the
5 reference shall be considered to be made to a provision of the Domestic Volunteer Service Act of
6 1973 (42 U.S.C. 4950 et seq.).

7 SUBTITLE A--AMENDMENTS TO TITLE I (NATIONAL VOLUNTEER ANTIPOVERTY
8 PROGRAMS)

9
10 PURPOSE OF THE VISTA PROGRAM

11
12 SEC. 211. Section 101 (42 U.S.C. 4951) is amended--

13 (1) in its second sentence, by striking "afflicted with" and inserting "affected by";

14 and

15 (2) in its third sentence, by inserting after "local level," the following: "to support
16 efforts by local agencies and organizations to achieve long-term sustainability of VISTA
17 activities in the absence of Federal assistance,".

18 AUTHORITY TO OPERATE VISTA PROGRAM

19 SEC. 212. Section 102 (42 U.S.C. 4952) is amended by striking "one of the Assistant
20 Directors appointed pursuant to section 194(d)(1)(A) of the National and Community Service
21 Act of 1990. Such Director" and inserting "the Director, who".

22 ASSISTANCE IN POST-SERVICE TRANSITION

23 SEC. 213. Section 103(d) (42 U.S.C. 4953(d)) is amended by striking "each low-income
24 community volunteer" and all that follows and inserting "each volunteer with information and

1 support in making the transition to other educational and career opportunities.”.

2 COST-SHARING

3 SEC. 214. Section 103 (42 U.S.C. 4953) is amended by inserting after subsection (h) the
4 following:

5 “(i) The Director is encouraged to enter into agreements under which public and private
6 organizations pay for all, or a portion of, the direct cost of supporting volunteers serving under
7 this part.”.

8 LIMITATION ON NUMBER OF TERMS OF SERVICE

9 SEC. 215. Section 103 (42 U.S.C. 4953) is amended by inserting after subsection (i), as
10 added by section 214, the following:

11 “(j) (1) Except as provided in paragraphs (2) and (3), volunteers serving under this
12 part may be reenrolled for periods of service in a manner to be determined by the Director.

13 “(2) No volunteer, other than as provided in paragraph (3), may serve for more
14 than a total of 3 years in national service positions funded under this part.

15 “(3) Any volunteer serving on October 1, 1997, who has served for more than 3
16 years as of that date, may serve up to a total of five years in national service positions funded
17 under this part.”.

18 GRIEVANCE PROCEDURE

19 SEC. 216. Section 104(d) (42 U.S.C. 4954(d)) is amended by striking “The Director
20 shall establish” and all that follows and inserting the following:

21 “(1) Participants in national service programs under this title, including

1 individuals applying for selection as participants, may file grievances regarding the terms and
2 conditions of service or any adverse action taken against the individual participant or applicant.

3 “(2) A participant grievance must be filed no later than 90 days after the date of
4 the alleged occurrence of the event that is the subject of the grievance.

5 “(3) Remedies for a participant grievance are limited to--

6 “(A) the selection or reinstatement of the individual applicant or
7 participant, as the case may be, with commensurate provision of participant benefits under
8 section 105;

9 “(B) other prospective changes in the terms and conditions of service.

10 “(4) The Director may prescribe other rules for participant grievances.”.

11 COMPETITION REQUIREMENT FOR GRANTS AND CONTRACTS

12 SEC. 217. Section 108 (42 U.S.C. 4958) is amended by striking “(a) Of funds
13 appropriated” and all that follows through “(b)”.

14 REPEAL OF VISTA LITERACY CORPS

15 SEC. 218. Section 109 (42 U.S.C. 4959) is repealed.

16 EMPHASIS ON MERIT SELECTION OF PROJECTS

17 SEC. 219. Section 110 (42 U.S.C. 4960) is amended--

18 (1) by striking the first sentence;

19 (2) by inserting after “basis of merit” the following “and achievement of
20 sustainability”; and

21 (3) by striking “, and shall consider the needs and requirements of projects in

1 existence on such date as well as potential new projects”.

2 REPEAL OF SPECIAL VOLUNTEER PROGRAMS

3 SEC. 220. Part C of title I is repealed.

4 SUBTITLE B--AMENDMENTS TO TITLE II (NATIONAL SENIOR VOLUNTEER CORPS)

5 CHANGE IN NAME

6 SEC. 231. Title II is amended in the heading by striking “NATIONAL SENIOR
7 VOLUNTEER CORPS” and inserting “NATIONAL SENIOR SERVICE CORPS”.

8 PURPOSE

9 SEC. 232. Section 200 (42 U.S.C. 5000) is amended by striking “It is the purpose of --”
10 and all that follows and inserting: “It is the purpose of this title to provide--

11 “(1) opportunities for senior service to meet unmet local, State, and national needs
12 in the areas of education, public safety, health and human needs, and the environment;

13 “(2) for the National Senior Service Corps, comprised of the Retired and Senior
14 Volunteer Program, the Foster Grandparent Program, and the Senior Companion Program, and
15 demonstration and other programs, to empower older individuals to contribute to their
16 communities through service, enhance the lives of those who serve and those whom they serve,
17 and provide communities with valuable services;

18 “(3) opportunities for people 55 years of age or older, through the Retired and
19 Senior Volunteer Program, to share their experiences, abilities, and skills for the betterment of
20 their communities and themselves;

21 “(4) opportunities for people 55 years of age or older, through the Foster

1 Grandparents Program, to have a positive impact on the lives of children in need;

2 “(5) opportunities for people 55 years of age or older, through the Senior
3 Companion Program, to provide critical support services and companionship to adults at risk of
4 institutionalization and who are struggling to maintain a dignified independent life; and

5 “(6) for demonstration and other programs to enable seniors to meet unmet needs
6 in their communities.”.

7 GRANTS AND CONTRACTS FOR VOLUNTEER SERVICE PROJECTS

8 SEC. 233. Section 201 (42 U.S.C. 5001) is amended--

9 (1) in subsection (a)--

10 (A) in the matter preceding paragraph (1), by striking “in their
11 community” and inserting “to address community needs”;

12 (B) in paragraph (1), by striking “will not be reimbursed for other than”
13 and inserting “may be reimbursed for”;

14 (C) by redesignating paragraphs (2), (3), and (4) as paragraphs (3), (4), and
15 (5), respectively; and

16 (D) by inserting after paragraph (1) the following:

17 “(2) volunteers making a substantial commitment of time and who coordinate
18 activities, including training, and otherwise support other volunteers, may receive incentives,
19 including monetary incentives, to assist in defraying the costs associated with volunteering.”;

20 (2) by striking subsection (c); and

21 (3) by redesignating subsection (d) as subsection (c).

1 AGE-RELATED ELIGIBILITY FOR ENROLLMENT

2 SEC. 234. Sec. 211(a) (42 U.S.C. 5011(a)) is amended in the first sentence, by striking
3 “aged sixty or over” and inserting “55 years of age or older (with individuals 60 years of age or
4 older given priority for enrollment)”.

5 AGREEMENT ON SERVICES

6 SEC. 235. Sec. 211(b) (42 U.S.C. 5011(b)) is amended--

7 (1) in paragraph (1)--

8 (A) in the matter preceding subparagraph (A), by striking “shall have the
9 exclusive authority to determine, pursuant to the provisions of paragraph (2) of this subsection--”
10 and inserting “may determine--”;

11 (B) in subparagraph (A), by striking “and”;

12 (C) in subparagraph (B), by striking the period and inserting “; and”; and

13 (D) by adding after subparagraph (B) the following:

14 “(C) whether it is in the best interests of a child receiving, and of a
15 particular foster grandparent providing, services in such a project, to continue such relationship
16 after the child reaches the age of 21, if such child was receiving such services prior to attaining
17 the age of 21.”;

18 (2) by striking paragraph (2);

19 (3) by redesignating paragraph (3) as paragraph (2);

20 (4) in paragraph (2) (as redesignated by this section), by striking “paragraphs (1)
21 and (2)” and inserting “paragraph (1)”; and

1 (5) by adding after paragraph (2) (as redesignated by this section) the following:

2 “(3) If an assignment of a foster grandparent is suspended or discontinued, the
3 replacement of that foster grandparent shall be determined through the mutual agreement of all
4 parties involved in the provision of services to the child.”.

5 DEFINITION OF LOW-INCOME PERSONS

6 SEC. 236. Section 211(e)(1) (42 U.S.C. 5011(e)(1)) is amended by striking “125 per
7 centum” and inserting “150 percent”.

8 PARTICIPATION REGARDLESS OF INCOME

9 SEC. 237. Section 211(f) (42 U.S.C. 5011(f)) is amended--

10 (1) by striking paragraph (1) and inserting the following:

11 “(1) Subject to the restrictions in paragraphs (2) through (4), individuals who are
12 not low-income persons may serve as volunteers under this part.”;

13 (2) by striking paragraph (2) and inserting the following:

14 “(2) An individual who is not a low-income person may not become a volunteer
15 under this part if allowing that individual to become a volunteer under this part would prevent a
16 low-income individual from becoming a volunteer under this part or would displace a low-
17 income person from being such a volunteer.”; and

18 (3) by striking paragraph (4) and inserting the following:

19 “(4) No more than 10 percent of funds appropriated to carry out this part may be
20 used to pay any cost, including any administrative cost, incurred in connection with volunteers
21 under this part who are not low-income.”.

1 FOSTER GRANDPARENT LEADERS

2 SEC. 238. Section 211 (42 U.S.C. 5011) is amended by adding at the end the following:

3 “(g) The Director may also support Foster Grandparent Leaders who, on the basis of past
4 experience as volunteers, special skills, and demonstrated leadership abilities, may coordinate
5 activities, including training, and otherwise support the service of volunteers under this part.”.

6 AGE-RELATED ELIGIBILITY FOR ENROLLMENT

7 SEC. 239. Section 213(a) (42 U.S.C. 5013(a) is amended by striking “aged 60 or over”
8 and inserting “55 years of age or older (with individuals 60 years of age or older given priority
9 for enrollment)”.

10 SENIOR COMPANION LEADERS

11 SEC. 240. Section 213(c)(2) (42 U.S.C. 5013(c)(2)) is amended--

12 (1) in subparagraph (A), by striking the third sentence;

13 (2) by redesignating subparagraph (B) as subparagraph (C); and

14 (3) by inserting after subparagraph (A) the following:

15 “(B) The Director may also support Senior Companion Leaders who, on
16 the basis of past experience as volunteers, special skills, and demonstrated leadership abilities,
17 may coordinate activities, including training, and otherwise support the service of volunteers
18 under this part.”.

19 PROGRAMS OF NATIONAL SIGNIFICANCE

20 SEC. 241. Section 225 (42 U.S.C. 5025) is amended--

21 (1) in subsection (a)--

1 (A) in paragraph (1)--

2 (i) by striking "subsection (d) in each fiscal year" and inserting
3 "parts A, B, and C after operation of paragraph (2)"; and

4 (ii) by striking the period and inserting ", as determined by the
5 Director, and that propose to expand existing programs."; and

6 (B) by striking paragraphs (2) and (3);

7 (2) by striking subsections (b), (c), and (d)(1);

8 (3) by redesignating subsection (d)(2) as subsection (a)(2); and

9 (4) by redesignating subsection (e) as subsection (b).

10 SUBTITLE C--AMENDMENTS TO TITLE IV (ADMINISTRATION AND
11 COORDINATION)

12
13 NOTICE AND HEARING PROCEDURES FOR SUSPENSION AND
14 TERMINATION OF FINANCIAL ASSISTANCE
15

16 SEC. 251. Section 412 (42 U.S.C. 5052) is amended by striking subsections (a) and (b)
17 and inserting the
18 following--

19 "(a) The Director is authorized, in accordance with this section, to suspend further
20 payments or to terminate payments under any agreement providing assistance under this Act,
21 whenever the Director determines that there is a material failure to comply with the applicable
22 terms and conditions of any such agreement.

23 "(b) The Director shall prescribe procedures to ensure that--

24 "(1) assistance under this Act shall not be suspended for failure to comply

1 with applicable terms and conditions, except in emergency situations for no more than thirty
2 days; and

3 “(2) assistance under this Act shall not be terminated for failure to comply
4 with applicable terms and conditions unless the recipient has been given reasonable notice and
5 opportunity for a full and fair hearing.”.

6 FAMILY AND MEDICAL LEAVE

7 SEC. 252. Section 415(b) (42 U.S.C. 5055(b)) is amended--

8 (1) by striking “terminated, and (5) be deemed employees” and inserting
9 “terminated, (5) be deemed employees”; and

10 (2) by striking “pay for such purposes).” and inserting “pay for such purposes),
11 and (6) be deemed employees of the United States for the purposes of subchapter V of chapter 63
12 of title 5, United States Code (29 U.S.C. 6381).”.

13 SUBTITLE D--AMENDMENTS TO TITLE V (AUTHORIZATION OF APPROPRIATIONS)

14 AUTHORIZATION OF APPROPRIATIONS FOR VISTA PROGRAM

15 SEC. 261. Section 501(a) (42 U.S.C. 5081(a)) is amended to read as follow--

16 “(a) VOLUNTEERS IN SERVICE TO AMERICA.--There are authorized to be
17 appropriated to carry out parts A and B of title I \$48,000,000 in fiscal year 1998 and such sums
18 as may be necessary for each of the fiscal years 1999 through 2002.”.

19 AUTHORIZATION OF APPROPRIATIONS FOR NATIONAL SENIOR SERVICE 20 CORPS

21
22 SEC. 262. Section 502 (42 U.S.C. 5082) is amended--

23 (1) in its heading by striking “NATIONAL SENIOR VOLUNTEER CORPS” and

1 inserting "NATIONAL SENIOR SERVICE CORPS";

2 (2) in subsection (a), by striking "\$45,000,000" and all that follows and inserting
3 "\$47,000,000 for fiscal year 1998 and such sums as may be necessary for each of the fiscal years
4 1999 through 2002.";

5 (3) in subsection (b), by striking "\$85,000,000" and all that follows and inserting
6 "\$88,000,000 for fiscal year 1998 and such sums as may be necessary for each of the fiscal years
7 1999 through 2002.";

8 (4) in subsection (c), by striking "\$40,000,000" and all that follows and inserting
9 "\$45,000,000 for fiscal year 1998 and such sums as may be necessary for each of the fiscal years
10 1999 through 2002."; and

11 (5) in subsection (d), by striking "such sums as may be necessary for each of the
12 fiscal years 1994 through 1996" and inserting "\$10,000,000 for fiscal year 1998 and such sums
13 as may be necessary for each of the fiscal years 1999 through 2002.".

14 ADMINISTRATION AND COORDINATION

15 SEC. 263. Section 504 (42 U.S.C. 5084) is amended by striking "(a) In General" and all
16 that follows through "prescribed in section 416" and inserting "For each of the fiscal years 1998
17 through 2002 there are authorized to be appropriated for the administration of this Act as
18 provided for in title IV, \$28,129,000 for fiscal year 1998 and such sums as may be necessary for
19 each of the fiscal years 1999 through 2002".

1 EVALUATION

2 SEC. 264. Title V is amended--

3 (1) by redesignating section 505 as section 506; and

4 (2) by inserting after section 504 the following:

5 "EVALUATION

6 "SEC. 505. (a) EVALUATION--There are authorized to be appropriated for the
7 purpose of supporting the evaluation activities described in section 416 such sums as may be
8 necessary for each of the fiscal years 1998 through 2002.

9 "(b) AUTHORIZATION IF NO APPROPRIATIONS EARMARKED FOR

10 EVALUATION--For any of the fiscal years 1998 through 2002 in which amounts are not
11 appropriated under section 505(a), the Director is authorized to expend no more than 2 ½ percent
12 of the total amount appropriated under sections 501, 502, and 504 for the purposes prescribed in
13 section 416.".

1 TITLE III--TECHNICAL AMENDMENTS

2 SUBTITLE A--TECHNICAL AMENDMENTS TO THE NATIONAL AND
3 COMMUNITY SERVICE ACT OF 1990

4 REFERENCES
5

6 SEC. 301. Except as otherwise specifically provided, whenever in this subtitle an
7 amendment or repeal is expressed in terms of an amendment to, or repeal of, a section or other
8 provision, the reference shall be considered to be made to a section or other provision of the
9 National and Community Service Act of 1990 (42 U.S.C. 12501 et seq.).

10 TECHNICAL AMENDMENTS TO TABLE OF CONTENTS

11 SEC. 302. Section 1(b) (42 U.S.C. 12501 note) is amended--

12 (1) by striking "Subtitle B--School-Based and Community-Based Service-
13 Learning Programs" and inserting "Subtitle B--Learn and Serve America";

14 (2) by striking "Part I--Serve-America Programs" and inserting "Part I--
15 Elementary and Secondary Education";

16 (3) by inserting after "Sec. 118. Service-learning clearinghouse." the
17 following:

18 "SUBPART D--INDIAN TRIBES AND U.S. TERRITORIES

19 "Sec. 118A. Allotment.

20 "SUBPART E--MULTI-STATE, DEMONSTRATION, AND
21 OTHER INITIATIVES"

22 "Sec. 118B. Definitions.

23 "Sec. 118C. Grants to support multi-State, demonstration, and other initiatives.";
24

(4) by striking “Part II--Higher Education Innovative Programs for
Community Service” and inserting “Part II--Higher Education”;

(5) by inserting after “Sec. 148. Disbursement of national service
educational awards.” the following: “Sec. 149. National Service Scholars Program.”;

(6) by striking “Subtitle E--Civilian Community Corps” and inserting
“Subtitle E--National Civilian Community Corps”;

(7) by striking “Sec. 152. Establishment of Civilian Community Corps
Demonstration Program.” and inserting “Sec. 152. Establishment of National Civilian
Community Corps Program.”; and

(8) by striking “Sec. 155. Civilian Community Corps.” and inserting “Sec.
155. National Civilian Community Corps.”.

TECHNICAL AMENDMENTS TO SUBTITLE A

SEC. 303. Section 101(21) is amended--

(1) by striking “section 602(a)(1)” and inserting “section 602(3)”;

(2) by striking “20 U.S.C. 1401(a)(1)” and inserting “20 U.S.C.
1401(a)(3)”.

TECHNICAL AMENDMENTS TO SUBTITLE B

SEC. 304. Subtitle B is amended--

(1) in the heading for subtitle B, by striking “School-Based and Community-
Based Service-Learning Programs” and inserting “Learn and Serve America”;

(2) in the heading for part I, by striking “Serve-America Programs” and inserting

1 “Elementary and Secondary Education”;

2 (3) in the heading for Part II , by striking “INNOVATIVE PROGRAMS FOR
3 COMMUNITY SERVICE”;

4 (4) in section 115 (42 U.S.C. 12527)--

5 (A) in subsection (a)--

6 (i) by striking “under subsection (a), (b), (c), or (d)” and inserting
7 “under subsection (a), (b), or (c)”; and

8 (ii) by striking “, Indian tribe, or grantmaking entity”;

9 (B) by striking subsection (b);

10 (C) by redesignating subsection (c) as subsection (b); and

11 (D) in subsection (b) (as redesignated by this section), by striking
12 “112(b)(2)” and inserting “112(a)(2)”;

13 (5) in section 115A (42 U.S.C. 12528)--

14 (A) in subsection (a), in the matter preceding paragraph (1)--

15 (i) by striking “in the State or Indian tribe or in the school district
16 of the local educational agency”; and

17 (ii) by striking “such State, Indian tribe, or agency” and inserting
18 “a recipient of assistance under this subpart”; and

19 (B) in subsection (b)--

20 (i) by striking “State, Indian tribe, or local educational agency”
21 each place it appears and inserting “recipient of assistance under this subpart”; and

1 (ii) by striking “paragraphs (3) and (4)” and all that follows and
2 inserting “sections 14505 and 14506 of the Elementary and Secondary Education Act of 1965
3 (20 U.S.C. 8895-8896).”.

4 (6) in section 116B (42 U.S.C. 12531), by striking paragraph (1) and
5 redesignating paragraphs (2) and (3) as paragraphs (1) and (2), respectively;

6 (7) in section 117 (42 U.S.C. 12541), by striking paragraph (2) and redesignating
7 paragraph (3) as paragraph (2);

8 (8) in section 117B(c) (42 U.S.C. 12543(c)), by striking “section 117C(d)” and
9 inserting “section 117C(b)”;

10 (9) in section 117C (42 U.S.C. 12544)--

11 (A) by striking subsection (a) and (b);

12 (B) by redesignating subsections (c), (d), and (e) as subsections (a), (b),
13 and (c), respectively;

14 (C) in subsection (a) (as redesignated by this section)--

15 (i) in the heading, by striking “or grantmaking entity”;

16 (ii) in the first sentence--

17 (I) by striking “or grantmaking entity under section
18 117(A)(b)(1)” and inserting “under section 117(A)(c)(1)” ; and

19 (II) by striking “or entity”; and

20 (iii) in the second sentence, by striking “or entity”;

21 (D) in subsection (b) (as redesignated by this section)--

1 (i) in the matter preceding paragraph (1), by striking “or (b)”; and

2 (ii) in paragraph (3), by striking “section 117A(b)(1)” and inserting

3 “section 117A(c)(1)”;

4 (E) in subsection (c) (as redesignated by this section), by striking the
5 period and inserting “or is already receiving financial assistance from the Corporation.”;

6 (10) in section 117D (42 U.S.C. 12545)--

7 (A) in subsection (a), by striking “or under subsection (a) or (b) of section
8 117C”; and

9 (B) in subsection (c)--

10 (i) by striking “or grantmaking entity”;

11 (ii) by striking “section 117C(c)” and inserting “section 117C(a)”;

12 and

13 (iii) by striking “section 117A(b)(1)” and inserting “section
14 117A(c)(1)”;

15 (11) in section 117F (42 U.S.C. 12547)--

16 (A) in subsection (a)--

17 (i) in the matter preceding paragraph (1), by striking “,
18 grantmaking entity, or qualified organization that is the original recipient of a grant under section
19 117A(a)” and inserting “under section 117A”; and

20 (ii) in paragraph (1), by striking “original recipient” and inserting
21 “State Commission”; and

(B) in subsection (b)(2)(A), by striking "original recipient" and inserting "State Commission".

TECHNICAL AMENDMENTS TO SUBTITLE C

SEC. 305. Subtitle C is amended--

(1) in section 122 (42 U.S.C. 12572)--

(A) in subsection (a)--

(i) by striking "and each Federal agency receiving assistance under section 121(b)"; and

(ii) in paragraph (9), by striking "between the ages of 16 and 24" and inserting "between the ages of 16 and 25"; and

(B) in subsection (c)(1)(A), by striking "subsection (b) or (d) of";

(2) in section 123 (42 U.S.C. 12573)--

(A) in paragraph (1), by striking "subsection (a) or (b) of section 121" and inserting "section 121(a)"; and

(B) in paragraph (5), by inserting "National" before "Civilian Community Corps";

(3) in section 129 (42 U.S.C. 12581)--

(A) in subsection (a)(4)--

(i) in the matter preceding paragraph (A), by striking "State or Indian tribe" and inserting "State, Territory, or Indian tribe" each time it appears;

(ii) in paragraph (A), by striking "Indian tribe" and inserting

1 “Territory or Indian tribe”;

2 (iii) in paragraph (B), by striking “States and Indian tribes” and
3 inserting “States, Territories, and Indian tribes”;

4 (B) in subsection (c)(4)(C)(i)(I) (as redesignated by section 143), by
5 striking “the programs specified in section 193A(d)(10)” and inserting “national service
6 programs”;

7 (5) in section 130 (42 U.S.C. 12582--

8 (A) by striking “to be carried out using the assistance” and all that follows
9 through “or Federal agency” and inserting “, an applicant”;

10 (B) by striking subsections (b) and (c);

11 (C) by redesignating subsections (d), (e), (f), and (g) as subsections (b),
12 (c), (d), and (e), respectively;

13 (D) in subsection (e) (as redesignated by this section), by striking the
14 period and inserting “or is already receiving financial assistance from the Corporation.”;

15 (6) in section 133 (42 U.S.C. 12585)--

16 (A) in subsection (b)(2)B), by striking “jobs or”; and

17 (B) in subsection (d)--

18 (i) in paragraph (2), by striking subparagraphs (A) and (G), and
19 redesignating subparagraphs (B) through (F) as subparagraphs (A) through (E), respectively; and

20 (ii) by striking paragraph (4);

21 (7) in section 137 (42 U.S.C. 12591)--

1 (A) in subsection (a)--

2 (i) by striking paragraph (3); and

3 (ii) by redesignating paragraphs (4), (5), and (6) as paragraphs (3),
4 (4), and (5), respectively;

5 (B) in subsection (b)(2), by inserting "an out-of-school youth" before
6 "between the ages of 16 and 25"; and

7 (C) in subsection (c), by striking "subsection (a)(5)" and inserting
8 "subsection (a)(4)"; and

9 (8) in section 139(a) (42 U.S.C. 12593(a)), by striking "perform full- or part-time
10 national service for at least one term of service" and inserting "complete a full- or part-time term
11 of service".

12 TECHNICAL AMENDMENTS TO SUBTITLE D

13
14 SEC. 306. Subtitle D is amended in section 147(a) (42 U.S.C. 12603(a)) by striking "
15 for each of not more than 2 of such terms of service,".

16 TECHNICAL AMENDMENTS TO SUBTITLE E

17 SEC. 307. Subtitle E is amended--

18 (1) by striking "Civilian Community Corps" each place it appears and inserting
19 "National Civilian Community Corps";

20 (2) by striking "superintendent" each place it appears and inserting "director";

21 (3) by striking "camp" each place it appears and inserting "campus";

22 (4) by striking "camps" each place it appears and inserting "campuses";

1 (5) in section 153(c) (42 U.S.C. 12613(c)), by striking “Backgrounds” and
2 inserting “Backgrounds”;

3 (6) in section 162(a) (42 U.S.C. 12622(a))--

4 (A) in paragraph (1)(B)(i), by striking “section 4462 of the National
5 Defense Authorization Act for Fiscal Year 1993” and inserting “section 1143a of title 10, United
6 States Code”; and

7 (B) in paragraph (2)(A), by striking “to be recommended for appointment”
8 and inserting “from which individuals may be selected for appointment”; and

9 (7) in section 166 (42 U.S.C. 12626)--

10 (A) by striking paragraph (9);

11 (B) by redesignating paragraphs (2) through (8) as paragraphs (3) through
12 (9); and

13 (C) by inserting after paragraph (1) the following:

14 “(2) Campus director.--The term ‘campus director’, with respect to a Corps
15 campus, means the head of the campus under section 155(d).”.

16 TECHNICAL AMENDMENTS TO SUBTITLE F

17 SEC. 308. Subtitle F is amended--

18 (1) in section 178(a)(1) (42 U.S.C. 12638(a)(1)), by striking “B or”;

19 (2) in section 179 (42 U.S.C. 12639)--

20 (A) in subsection (a)--

21 (i) by redesignating paragraph (3) as paragraph (4); and

(ii) by striking paragraph (2) and inserting after paragraph (1) the following:

“(2) the relationship between the amount of living allowance provided to participants in programs under subtitle C of this subtitle and the ability of the programs to recruit and retain participants, including economically disadvantaged participants;

“(3) the number of participants who do not complete their term of service for the following reasons:

“(A) educational opportunities;

“(B) career advancement; or

“(C) military or other public service positions; and”;

(B) in subsection (g)--

(i) in paragraph (3), by striking “National Senior Volunteer Corps” and inserting “National Senior Service Corps”; and

(ii) in paragraph (9), by striking “to public service” and all that follows, and inserting “to engage in service that benefits the community.”; and

“(3) in section 181, by striking “Section 414” and inserting “Section 422”.

TECHNICAL AMENDMENTS TO SUBTITLE G

SEC. 309. Subtitle G is amended in section 192A (42 U.S.C. 12651b)--

(1) in subsection (g)--

(A) in paragraph (9), by inserting “and” after “Corporation;”;

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

(C) by striking paragraph (11); and
(2) in subsection (j), by striking “benefiting” and inserting “benefitting”.

TECHNICAL AMENDMENTS TO SUBTITLE H

SEC. 310. Subtitle H is amended in section 198(e) (42 U.S.C. 12653(e)), by striking “IMPROVE ABILITY TO APPLY FOR ASSISTANCE” and inserting “TRAINING AND TECHNICAL ASSISTANCE”.

SUBTITLE B--TECHNICAL AMENDMENTS TO THE DOMESTIC VOLUNTEER SERVICE ACT OF 1973

REFERENCES

SEC. 311. Except as otherwise specifically provided, whenever in this subtitle an amendment or repeal is expressed in terms of an amendment to, or repeal of, a section or other provision, the reference shall be considered to be made to a section or other provision of the Domestic Volunteer Service Act of 1973 (42 U.S.C. 4950 et seq.).

TECHNICAL AMENDMENTS TO TABLE OF CONTENTS

SEC. 312. Section 1(b) is amended--

(1) by striking “Sec. 109. VISTA Literacy Corps.”;

(2) by striking “Part B--University Year for VISTA” and all that follows through “Sec. 125. Literacy challenge grants.”;

(3) by striking “National Senior Volunteer Corps” each place it appears and inserting “National Senior Service Corps”;

(4) by striking “Sec. 505. Availability of appropriations.” and inserting “Sec.

1 506. Availability of appropriations.”; and

2 (5) by inserting after “Sec. 504. Administration and coordination.” the following:

3 “Sec. 505. Evaluation.”.

4 TECHNICAL AMENDMENTS TO TITLE I

5
6 SEC. 313. Title I is amended--

7 (1) in section 103 (42 U.S.C. 4953)--

8 (A) in subsection (b)(2)(A), by striking “National and Community Service
9 Trust Act of 1993” and inserting “National and Community Service Act of 1990”; and

10 (B) in subsection (c)(1)(F), by striking “National and Community Service
11 Trust Act of 1993” and inserting “National and Community Service Act of 1990”; and

12 (2) in section 105(a)(1)(B) (42 U.S.C. 4955(a)(1)(B)), in the first sentence, by
13 striking “not exceed \$95 per month in fiscal year 1994, but shall” and “, during the service of the
14 volunteer after October 1, 1994”.

15 TECHNICAL AMENDMENTS TO TITLE II

16 SEC. 314. Title II is amended--

17 (1) in section 211(a) (42 U.S.C. 5011(a)), in the fourth sentence, by striking “per
18 centum” and inserting “percent”;

19 (2) in section 211(e) (42 U.S.C. 5011(e)), in paragraph (2), by striking “per
20 centum” and inserting “percent”;

21 (3) in section 223 (42 U.S.C. 5023) by striking “sixty years and” and inserting “55
22 years of age or”; and

1 (4) in section 224 (42 U.S.C. 5024), by striking “National Senior Volunteer
2 Corps” and inserting “National Senior Service Corps”.

3 TECHNICAL AMENDMENTS TO TITLE IV

4 SEC. 315. Title IV is amended--

5 (1) in section 416(g) (42 U.S.C. 5056(g)), in the first sentence, by striking “per
6 centum” and inserting “percent”;

7 (2) in section 421 (42 U.S.C. 5061)--

8 (A) in paragraph (13), by striking “National Senior Volunteer Corps” and
9 inserting “National Senior Service Corps”; and

10 (B) in paragraph (14), by striking “National Senior Volunteer Corps” and
11 inserting “National Senior Service Corps”; and

12 (3) in section 425(2) (42 U.S.C. 5065(2)), by striking “National Senior Volunteer
13 Corps” and inserting “National Senior Service Corps”.

14 TECHNICAL AMENDMENTS TO TITLE V

15 SEC. 316. Section 501 (42 U.S.C. 5081) is amended by striking “Authorizations.--(1)
16 Volunteers in Service to america” and inserting “Authorization for Volunteers in Service to
17 America”.

1 TITLE IV--AMENDMENTS TO OTHER LAWS

2 HIGHER EDUCATION ACT OF 1965

3 SEC. 401. Section 428 of the Higher Education Act of 1965 (20 U.S.C. 1078) is
4 amended in subsection (c)(3)(A)(i)(III) by striking "National and Community Service Trust Act
5 of 1993" and inserting "National and Community Service Act of 1990".

6 PUBLIC LANDS CORPS

7 SEC. 402. Section 105 of Public Law 103-82 (16 U.S.C. 1701-1706) is amended in
8 section 210 (16 U.S.C. 1729)--

9 (A) in the heading, by striking "FUNDING" and inserting "COST-
10 SHARING";

11 (B) by striking "(a) Cost Sharing.--";

12 (C) by striking subsection (b); and

13 (D) by redesignating paragraphs (1) and (2) as subsections (a) and (b).

14 URBAN YOUTH CORPS

15 SEC. 403. Section 106 of Public Law 103-82 (42 U.S.C. 12656) is amended in
16 subsection (i); by striking paragraph (3).

17 REFERENCE TO SECRETARY OF EDUCATION

18 SEC. 404. Section 502(b) of Public Law 103-82 (42 U.S.C. 12501 note) is amended by
19 striking "Secretary of Education" and inserting "Chief Executive Officer of the Corporation for
20 National and Community Service".

1 REFERENCE TO NATIONAL AND COMMUNITY SERVICE TRUST ACT OF 1993

2 SEC. 405. Section 7144(d)(3) of the Bilingual Education Act (20 U.S.C. 7474(d)(3)) is
3 amended by striking "National Community and Service Trust Act of 1993" and inserting
4 "National and Community Service Act of 1990".

1 TITLE V--EFFECTIVE DATE

2 SEC. 501. The amendments made by this Act shall take effect on the date of enactment.

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SECTION-BY-SECTION ANALYSIS NATIONAL AND COMMUNITY SERVICE AMENDMENTS ACT OF 1998
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**TITLE I - AMENDMENTS TO NATIONAL AND COMMUNITY SERVICE ACT
OF 1990**

Sec. 101. Section 101 provides that references in title I are to the National and Community Service Act of 1990 (42 U.S.C. 12501 et. seq.) (NCSA).

SUBTITLE A - AMENDMENTS TO SUBTITLE A (GENERAL PROVISIONS)

Sec. 111. Section 111 adds a reference to service-learning to the Act's statement of purposes.

Sec. 112. Section 112 amends or adds definitions of terms used in Title I of the Act.

**SUBTITLE B - AMENDMENTS TO SUBTITLE B (SCHOOL-BASED AND
COMMUNITY BASED SERVICE-LEARNING PROGRAMS)**

Sec. 121. Section 121 identifies the State educational agency as the primary vehicle to receive school-based assistance but provides that States may apply through a State Commission instead. Section 121 also authorizes assistance to be used for training and technical assistance.

Sec. 122. Section 122 streamlines applications for school-based service-learning programs by removing authority for entities other than States (and U.S. Territories and Indian Tribes, which may apply separately under section 130) to apply for school-based assistance.

Sec. 123. Section 123 provides for school-based assistance to States, after allocation for Territories and Tribes, to be made 70 percent on a formula basis and 30 percent on a competitive basis and assures each State of at least \$100,000 per year in formula school-based assistance.

Sec. 124. Section 124 requires States to select school-based subgrantees on a competitive basis.

Sec. 125. Section 125 provides that school-based grantees may use up to 25 percent of assistance to support capacity-building.

Sec. 126. Section 126 identifies the State Commission as the primary vehicle to receive community-based assistance but provides that States may apply through a State educational agency instead. Section 126 also streamlines applications for community-based service-learning programs by removing authority for entities other than States (and U.S. Territories and Indian Tribes, which may apply separately under section 130) to apply for community-based assistance.

Sec. 127. Section 127 provides that Subtitle B funds may be used to support clearinghouse activities and authorizes the Corporation to provide this assistance through entities other than public or private nonprofit organizations.

Sec. 128. Section 128 reserves up to three percent of school-based and community-based funds for U.S. Territories and Indian Tribes.

Sec. 129. Section 129 provides authority to support multi-State, demonstration, and other activities to grantmaking entities, institutions of higher education, subdivisions of States, and other qualified organizations to improve or expand service-learning programs.

Sec. 130. Section 130 incorporates service-learning into the purposes of higher education assistance and provides that State Commissions and State agencies for higher education may apply along with institutions of higher education.

SUBTITLE C - AMENDMENTS TO SUBTITLE C (NATIONAL SERVICE TRUST PROGRAM)

Sec. 141. Section 141 prohibits grants to Federal agencies. Section 141 also provides for limits on the Corporation's share of average budgeted costs per participant serving in an AmeriCorps national service position.

Sec. 142. Section 142 provides for training and technical assistance for all programs receiving assistance or an allotment of AmeriCorps positions under the national service laws.

Sec. 143. Section 143 provides that each State may receive a minimum of \$200,000 per year to support the operation of its State Commission, reduces matching fund requirements related to the costs of operating a State Commission, and removes authority to provide challenge grants.

Sec. 144. Section 144 increases over three years the percentage of Subtitle C funds allocated to States on a formula basis to 70 percent, with the remaining 30 percent

of State funds provided on a competitive basis, and assures States of a minimum formula allotment of \$500,000. Section 144 also provides that funds to increase the participation of disabled persons may be used in connection with any national service program. Section 144 also provides that training and technical assistance may be provided to any national service program. Section 144 also reserves up to \$15 million to provide limited operational assistance to education award programs and provides authority to waive requirements in connection with education award programs.

Sec. 145. Section 145 provides for the consideration of a grant applicant's ability to generate volunteers.

Sec 146. Section 146 provides that participants selected and trained by the Corporation to serve in leadership capacities are to be considered Federal employees for purposes relating to compensation for service-related injuries and relating to tort claims liability and procedure.

Sec. 147. Section 147 clarifies the required process for a participant to receive a pro-rated educational award.

Sec. 148. Section 148 provides for adjustments to the living allowance provided to AmeriCorps participants in Subtitle C programs.

Sec. 149. Section 149 provides the Corporation with authority to waive specified matching fund requirements and restrictions on uses of funds.

SUBTITLE D – AMENDMENTS TO SUBTITLE D (NATIONAL SERVICE TRUST AND PROVISION OF NATIONAL SERVICE EDUCATIONAL AWARDS)

Sec. 151. Section 151 provides that funds in the National Service Trust may be used to support national service scholarships and to pay for the cost of administering the Trust.

Sec. 152. Section 152 provides the Corporation with authority to set a minimum age other than 17 for eligibility for the national service educational award, clarifies requirements for a participant to receive a pro-rated educational award, and provides that an individual may receive no more than the aggregate value of two educational awards.

Sec. 153. Section 153 provides that the educational award may be used to pay for attendance at educational institutions that meet the requirements of the GI Bill and to repay specified student loans. Section 153 also clarifies the relationship between the educational award and Federal student financial aid.

Sec. 154. Section 154 authorizes funds in the National Service Trust to be used to support a national service scholarship program.

SUBTITLE E - AMENDMENTS TO SUBTITLE E (NATIONAL CIVILIAN COMMUNITY CORPS)

Sec. 161. Section 161 provides for the inclusion of disaster relief in the statement of purpose.

Sec. 162. Section 162 provides authority to operate a non-residential NCCC summer program.

Sec. 163. Section 163 provides for an increase in the minimum age for Corps members from 16 to 18 years.

Sec. 164. Section 164 provides for the use of Corps members with prior supervisory experience as Team Leaders.

Sec. 165. Section 165 provides for consultation by the NCCC with State Commissions in the development of project proposals and emphasizes projects addressing the environment and disaster relief efforts.

Sec. 166. Section 166 provides that the educational award constitutes the only authorized form of post-service benefits to NCCC Corps Members.

Sec. 167. Section 167 provides for the Chief Executive Officer to appoint members of the NCCC's permanent cadre.

Sec. 168. Section 168 provides for the NCCC advisory board to include the Director of the Federal Emergency Management Agency and a representative from the nonprofit community, and to report to both the Chief Executive Officer and the NCCC Director.

SUBTITLE F - AMENDMENTS TO SUBTITLE F (ADMINISTRATIVE PROVISIONS)

Sec. 171. Section 171 modifies the participant grievance procedure.

Sec. 172. Section 172 provides for a process to resolve displacement complaints.

Sec. 173. Section 173 provides for agreements with Governors to improve the delivery of national service programs in a State, with the Corporation given authority to waive specific requirements and to delegate to Governors specific functions.

SUBTITLE G - AMENDMENTS TO SUBTITLE G (CORPORATION FOR NATIONAL AND COMMUNITY SERVICE)

Sec. 181. Section 181 provides for members of the Corporation's Board of Director to serve until a successor takes office.

Sec. 182. Section 182 provides for the use of peer reviewers in evaluating applications for assistance under title I of the Act.

Sec. 183. Section 183 removes staffing specifications at the Assistant Director level.

Sec. 184. Section 184 authorizes the Corporation to utilize personal service contracts necessary to carry out the National Civilian Community Corps.

SUBTITLE H - AMENDMENTS TO TITLE III (POINTS OF LIGHT FOUNDATION)

Sec. 191. Section 191 authorizes the Corporation's Chief Executive Officer to serve as a nonvoting, ex officio member of the Board of Directors of the Points of Light Foundation.

SUBTITLE I - AMENDMENTS TO TITLE V (AUTHORIZATION OF APPROPRIATIONS)

Sec. 196. Section 196 extends authorization of appropriations through the year 2002 for all NCSA programs and allocates funds for various purposes.

TITLE II - AMENDMENTS TO THE DOMESTIC VOLUNTEER SERVICE ACT OF 1973

Sec. 201. Section 201 provides that references in title I are to the Domestic Volunteer Service Act of 1973 (DVSA) (42 U.S.C. 4950 et seq.).

SUBTITLE A - AMENDMENTS TO TITLE I (NATIONAL VOLUNTEER ANTI- POVERTY PROGRAMS)

Sec. 211. Section 211 provides for the VISTA statement of purpose to include the long-term sustainability of assisted organizations.

Sec. 212. Section 212 removes a staffing specification at the Assistant Director level.

Sec. 213. Section 213 provides for VISTA participants to receive information and support in making a post-service transition.

Sec. 214. Section 214 encourages the use of cost-sharing agreements.

Sec. 215. Section 215 limits VISTA participants to three years of service.

Sec. 216. Section 216 provides for a modified grievance procedure for participants.

Sec. 217. Section 217 increases the Corporation's authority to make grants and contracts on a competitive basis.

Sec. 218. Section 218 repeals authority for VISTA Literacy Corps.

Sec. 219. Section 219 provides for selection of projects on the basis of merit and sustainability.

Sec. 220. Section 220 repeals authority for Special Volunteer Programs.

SUBTITLE B - AMENDMENTS TO TITLE II (NATIONAL SENIOR VOLUNTEER CORPS)

Sec. 231. Section 231 provides for programs supported under title II to be called "National Senior Service Corps".

Sec. 232. Section 232 adds an emphasis on community needs to the statement of purpose.

Sec. 233. Section 233 authorizes incentives to Retired and Senior Volunteer Program participants, who make a substantial commitment to serve in a leadership capacity, to help defray the costs of volunteering. Section 233 also eliminates review of Corporation funding decisions by State agencies on aging.

Sec. 234. Section 234 reduces the minimum age for Foster Grandparent participants from 60 to 55.

Sec. 235. Section 235 clarifies the role of Foster Grandparents in determining appropriate services for beneficiaries and provides for replacement of Foster Grandparents.

Sec. 236. Section 236 provides for an increase from 125 to 150 percent of the poverty line in determining whether individuals are considered "low-income" for purposes of the Foster Grandparent program.

Sec. 237. Section 237 provides for increased flexibility for persons who are not "low-income" to participate in the Foster Grandparent program.

Sec. 238. Section 238 provides for the participation of Foster Grandparents with leadership abilities to coordinate and otherwise support other Foster Grandparents.

Sec. 239. Section 239 reduces the minimum age for Senior Companion participants from 60 to 55.

Sec. 240. Section 240 provides for the participation of Senior Companions with leadership abilities to coordinate and otherwise support other Senior Companions.

Sec. 241. Section 241 provides additional flexibility for the Corporation to support the expansion of existing programs to address needs of national significance.

SUBTITLE C - AMENDMENTS TO TITLE IV (ADMINISTRATION AND COORDINATION)

Sec. 251. Section 251 streamlines the appeal process for organizations receiving assistance from the Corporation.

Sec. 252. Section 252 provides family and medical leave benefits for VISTA participants.

SUBTITLE D - AMENDMENTS TO TITLE V (AUTHORIZATION OF APPROPRIATIONS)

Section 261. Section 261 extends authorization of funding through the year 2002 for VISTA programs and allocates funds for various purposes.

Section 262. Section 262 extends authorization of funding through the year 2002 for the Senior Corps programs.

Section 263. Section 263 provides authorization of funding to support the Corporation's administration of the Domestic Volunteer Service Act.

Section 264. Section 264 provides authorization of funding to support the Corporation's evaluation of DVSA programs.

TITLE III - TECHNICAL AMENDMENTS

Sections 301 - 316. Sections 301 through 316 provide for technical and conforming amendments to various provisions of the NCSA and DVSA.

TITLE IV - AMENDMENTS TO OTHER LAWS

Sections 401 - 405. Sections 401 through 405 provide for technical amendments to other laws.

TITLE V - EFFECTIVE DATE

Section 501. Section 501 provides that the amendments will be effective on the date of enactment.

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