

involve young people in planning, development & implementation of the U.S. program
communities should assess their own needs
reflection on service

March 12, 1993

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Mr. Jack Lew
General Counsel
Office of National Service
The White House
1600 Pennsylvania Avenue, N.W.
Washington, D.C. 20500

Dear Mr. Lew:

We are writing as members of the Stanford Project on National Service, a student group formed for the purpose of promoting discussion and activity on college campuses around national service issues. We applaud President Clinton and the Office of National Service for demonstrating such a strong commitment to increasing opportunities for young people to make a difference in their communities.

The issues and questions around structuring a national service program are complex and far-reaching, and we are glad to see that first steps have been taken to accomplish this daunting task. Having read through the legislative outline, we are encouraged by the emphasis placed on training and evaluation, the wide variety of placements available, and the support in the infrastructure for social entrepreneurs.

However, we feel that five areas in particular merit additional consideration, and we have included our suggestions below.

• *Involve young people in the process, development and implementation of the national service program.* We feel strongly that a program that is designed to engage young people in community problem solving must involve young people in all stages of planning and implementation. For example, young people could be involved in the state commissions, in developing the training, and in evaluating the programs.

• *Community needs should be a high priority in developing placements, designing structure, and evaluating programs.* Involving 100,000 young people in service provides a tremendous opportunity to develop partnerships for community problem solving. However, in order for community needs to be met, there must be a process for local community needs assessments.

• *Utilize existing networks and resources through sufficiently decentralized, localized structure*. While we recognize the need for federally supported training, evaluation, and coordination, we also see the need for a strong regional and local foundation. Training needs to be both national and local in scope, in order to compensate for regional and ethnic diversity. The national matching system described in the legislative outline should utilize existing volunteer centers and clearinghouses in order to facilitate the matching of youth resources with community needs. We also suggest utilizing already existing state networks, where possible, rather than creating new state commissions appointed by the governor. Additionally, it is important to involve local community boards as key agents in the national service program.

• *The need for flexibility in choice of placements*. We realize that the legislative outline was intended to provide only a general framework, we would like emphasize the importance of flexibility in placement choice for the applicants. This includes choice in issue area (i.e. hunger, environment, worker's issues, etc.), timing of service commitment (i.e. before, during, or after college or full time vs. part time), and geographic location.

• *The importance of providing structured opportunities to reflect upon service experiences*. In order to effectively address community needs, young people must have an opportunity to learn about and reflect upon the service they are doing in order to better understand the underlying causes of the problems they encounter. Many colleges and universities have significant service learning components that could be utilized in developing the reflection component.

Thank you for this opportunity to provide input. We are looking forward to hearing about future developments in the proposal. Please contact us at the following numbers if you have any comments.

Sincerely,

Linda A. Cheu

Linda Cheu
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David S. Kuhn

David Kuhn
Chair
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Roopal Mehta

Roopal Mehta
National Coordinator
(415) 327-1437

young develop. & service learning
using natl serv. partic. to help develop
schools & effect school reform

Clinton, Susan



Kate McPherson, Director
2810 Comanche Drive
Mount Vernon, Washington 98273
(206) 428-7614 • Fax (206) 428-7619

MEMO

TO: Susan Stroud

FROM: Kate McPherson

RE: Thoughts on National Service

DATE: March 9, 1993

Congratulations on your new position with National Service. It must be extremely satisfying to finally see your strong commitment to service being the focal point for the national agenda. I'm sure is thrilling and humbling at the same time!

I know your thoughtful leadership will help to ensure that national service will become rooted in infrastructures so it lasts beyond the Clinton administration. I have already seen the results of your work in the compulsory inclusion of colleges and universities in the *Summer of Service*. Nice Work!

Observation. I have recently been studying a variety of state national service models and I have impressed by how far we have come in understanding the need to link service to major state initiatives and, at the same time, building local coalitions which determine and support the "work" projects. I am also struck by the thoughtful attention to youth development and the inclusion of service-learning. I am concerned, however, that by in large we are mobilizing thousands participants to serve schools and community organizations within their existing structure. And I keep being haunted by the thought that we need to include a few initiatives which also enable young people to become an integral part of systemic change.

Concerns. We currently are mobilizing thousands of thoughtful, caring young people to be tutors and mentors for children. I know this will change the lives of the participants. At the same time, it won't change the life of

the school which will in most cases continue to provide limited educational options to the very children being tutored. While school may grant credit to corps members for their service-learning, will they begin to change the educational options they provide to "regular" students because of the their experiences weith national service programs?

Possibility. In addition to enabling thousands to provide much needed tutoring, we should develop a few projects where the corps/college/high school participants assist the school reform efforts underway in many schools, thereby enabling National Service can become a pro-active force in helping address significant national issues.

Below are elements that might be part of national pilots. They are not well formulated at this time but I hope they will serve as a possible example and initiate further conversations which will develop more thoughtful expression of this idea.

- Given the limited time in the traditional school schedule, teachers have difficulty finding time to examine current practice, to develop an awareness of the rich resources of the community or to develop collaborative professional teams. Educational service teams which are developing excellent learning packets for students might work with their school to offer those activities in a way that also frees some faculty for planning. This model would two potential benefits in addition to the education of children. This would provide much needed planning time for teachers and it would demonstrate that schools do not have to be the sole providers of learning. It will demonstrate the schools can open their doors and become a broker of educational options. With proper planning and with a clear link to the school or district's restructuring plan this could provide an needed dimension for the service initiative.

- A National Service project might also partner in a significant way with one or more of the NASDC projects, helping them to successful provide human and educational services. Since many of them include elements of service-learning, a dynamic role for school, community-based, university and regional service-corps could surely emerge out of discussion with a NASDC planning team .

National Service promises to mobilize thousands of young people to provide services within the existing human services and educational system and to make education more effective and accessible. At the same time, we can capture that opportunity to empower young people to help develop more effective schools.

#I know you must be overwhelmed with suggestions and agendas. I only hope these thoughts are helpful. I will call you next week to see if you or someone on your staff is interested in exploring this idea further when I am in D.C. on March 24.

CHOW!!

national corps (not just state-run progs.)
multi-yr., flexible funding
subsidies to private sector
diversifying
post performance

Draft: March 3, 1993



Next Steps in Building a National Service Infrastructure: A National Corps

Last year, the CNCS took an exciting and successful first step by providing for a variety of national demonstrations under subtitle D of the National and Community Service Act (NCSA). City Year was honored to receive a major two-year Subtitle D grant. Re-authorization of the NCSA offers another exciting opportunity to take the next step on the path to national service. Specifically, the federal government can move beyond local and state demonstrations and invest in national corps which have the capacity to operate in several sites and take advantage of the benefits associated with a national operation.

In the fall of 1993 City Year, building from its six year track record, will begin the development of a national City Year corps operating in multiple sites nationwide under one umbrella organization. To succeed in building a national corps as one part of a developing national service infrastructure, and to help maximize the federal government's potential as — in the words of President Clinton — a public sector venture capitalist, City Year recommends the following principles for inclusion in new national service legislation:

- ✓ • **Allow not-for-profits to apply directly for federal support**
Current regulations require applicants to apply through state commissions. This framework can set state and federal interests at odds and effectively prevents the development of multi-site national programs based on successful local demonstrations. (This is the way that successful businesses roll-out from local start-ups.) Direct application would enable the CNCS to invest directly in a national non-profit delivery system for national service, as well as other delivery systems.
- **Allow multi-site proposals offered by a single national non-profit**
Specifically allow and encourage multi-site proposals where a proven entity can propose operation of multiple programs across the country under one umbrella.
- **Provide multi-year, flexible funding**
Successful businesses establish a sustainable presence in the marketplace by developing excellent products and services and then marketing them with business plans that take the long view. For the federal government to establish successful and sustainable national service programs, it should make multi-year investments in programs and delivery systems which can use that stability to deliver an excellent and enduring program. Allow programs to shift funding from year to year based on need and results, and avoid the "use it or lose it" imperative.
- **Allow flexible post-service benefits that promote diverse participation**
National service can only fulfill its promise if it is made accessible and challenging to participants from all backgrounds. *City Year has been successful in recruiting a racially, ethnically, educationally, and economically diverse corps largely because it offers a flexible post-service benefit.* Because of certain wording of the current act, however, City Year is now forced to keep substantial amounts of federal funds in escrow for over two years. This is because current interpretation of the Act requires that City Year provide a \$5,000 post-service educational benefit, even for graduating corps members who are not college bound. This is not a strategic use of federal funds, and it

has forced City Year to alter its successful model. The Act should be revised so that programs which recruit a diverse corps including young people who are not college-bound, can offer a flexible post-service benefit that makes sense for the participants. In testing many models, programs can offer a range of life-changing benefits and empower participants to choose how and when they will use those benefits. The CNCS can evaluate proposed models to determine if they test an important principle and support the diversity which is essential to the success of national service.

- **Leverage private sector and non-federal funds with challenge grants**
City Year has learned that private sector funding improves program quality, long-term sustainability, and overall accountability to a bottom-line oriented constituency. Reaching out to the private sector is a critical aspect of City Year's plan for a national corps. National service programs should be generally encouraged, and at least partially required, to market themselves to non-federal funding sources, particularly to private sources.

Consider:

— designing all federal operating grants on a challenge grant basis (similar to the way the Federal Election Commission matches the contributions made to candidates in presidential primaries) with the Commission paying no more than 50% of program operating funds. A challenge grant process requires an organization to act entrepreneurial, market itself successfully to non-federal sources, and ensure that its plans and operations will be continuously examined and evaluated by old and new sets of investors.

— matching private sector funds on a 2-to-1 basis, and government funds (i.e., local, state and federal (non-CNCS) funds) on a 1-1 basis.

— requiring 25% private funding under Title D.

• **Selection criteria that promote key aspects**

In selecting national replication demonstrations, the CNCS should favor programs that unite diverse participants; are supported by the private sector; combine service, education, and youth development; have a proven track record; and help build the infrastructure for national service.

City Year is proud of its public-private partnership for youth service. The principles listed above would provide the best opportunity for City Year, and other initiatives, to build a national corps with many "investors," including corporations, foundations, individuals and the federal government.

measuring outcomes
talk about service in terms of CHANGE

To: Robert Gordon
Fax: 202-456-6420

From: Wendy Kopp

Date: 3-22-93

Re: Quantifiable Outcomes and National Service

I wanted to send a few thoughts to follow up on last week's conversation about quantifiable outcomes.

My feeling is that the service movement will prosper only if the primary goal is measurable, positive social change. I believe that the way to inspire people to become involved in service is to show them that they are becoming part of a larger movement which will effect change, and I also wonder whether the public's current predisposition toward service will last in the absence of an ability to show that it does produce measurable results.

Following are two recommendations: (1) that the language of the service movement should change slightly; and (2) that the state Commissions (I changed my mind about eliminating them) should be responsible for defining needs and ensuring quantifiable outcomes.

The Language of the Service Movement

Teach For America has always viewed itself as a *change* movement rather than as a "service" movement. Our goal is to mobilize young people - who are not yet socialized into the status quo and who believe that change is possible - to change the education system and, through that, to change America. Note the language of our first promotional brochure:

AMERICA NEEDS YOU

Foremost among the factors that threaten America's future is the state of the public school system. Consider the following statistics:

- On average, 3,600 students drop out each school day
- Students in the United States consistently score below those of almost all other industrialized nations in math and science
- 75% of 17-year-olds are unable to write an adequate analytic essay
- 1/3 of the U.S. population is functionally or marginally illiterate

This challenge calls for the attention and commitment of the nation's best minds....

If I was Bill Clinton, I would begin my calls for national service with a call for change. I would *begin* by talking about the need to reinvent America. Then I would explain that young people are uniquely qualified to do that - because they believe that anything is possible, and because they still think more about the way things should be than about the way things are - and I would call them to action.

The State Role

While I said earlier that I was worried about the States playing a role in national service, I have come around to the idea of having a semi-public CNCS-type Commission in each State. Their function should be (in general terms) to define critical needs in their states, and to inspire, fund, aid, and evaluate organizations which produce, through individual and collective problem-solving and action, quantifiable outcomes which would address those needs.

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To: Jack Lew

From: Wendy Kopp
Founder & President
Teach For America

Fax: 212-789-9289
Ph: 212-789-9302x175

I was excited to see the Discussion Outline of the Clinton National Service Proposal. I am really happy with the direction of the Proposal, and I wanted to contribute just a few thoughts.

First, the proposal leaves me wondering whether individuals who make more than the minimum wage stipend and benefits will also be eligible for student loan forgiveness. We believe that it is important to offer this benefit to members of professional corps. While professional corps members' salaries are often higher than those of other participants in national service, their opportunity costs are also higher, and the responsibility they assume is often greater.

Second, I question whether the federal government should run a national training program (as described in "federal role" section). I worry that a national training program would have to be too many things to too many people to be truly effective. I have found that training programs are most successful when they are grounded in the reality with which corps members will work when they are out in the field. Also, I have seen that training programs are necessarily very different between organizations; each creates its own culture, as determined by the organizers and the participants. Finally, it seems that there would be logistical problems created by organizations' different start dates.

Third, I worry about the State role. I have seen first-hand the bureaucratic maze that states have created to regulate and control the education system, and I worry that they will do something similar with the service field. While this is clearly not the intention of the Proposal, I fear that it may nonetheless be the result. If states are charged with developing a plan for service, and with ensuring the equitable treatment of urban and rural areas, won't they put in place controls which will hamper service initiatives as much as they will help them? Furthermore, I question the value-added of the described Commissions. We have found that informal networks naturally develop between service organizations in any particular region. These networks are invaluable in ensuring learning across programs and in encouraging joint ventures and initiatives to increase and broaden impact. And these informal networks don't have the capacity to create regulations and restrictions which could easily do more harm than good.

Again, I am really happy with the majority of this Proposal. In particular, the sections on infrastructure and nonfederal funding seem perfect to me.

including professional corps

March 11, 1993

Ms. Shirley Sagawa
Special Assistant to the President for Domestic Policy
The White House
Washington, D. C. 20500

Dear Shirley,

Thank you for taking the time to talk about how Teach For America might fit into President Clinton's national service initiative.

I had a productive day in Washington this week meeting the legislative aides you suggested. Thank you for steering me in the right direction! I have talked with Marti Rodgers, Ellen Giney, Sherry Ettelston, Nick Littlefield, Cathy O'Brien, Kevin Kelly, and Gene Sofer, as well as with John Briscoe. So far, it seems as if everyone supports including "professional corps" in the framework of national service, and it also seems that there may be some possibility of including language in the Elementary and Secondary Education Act that would enable us to apply for funding from there as well.

I don't believe Ellen Giney has yet made a decision about what to do with the Teacher Corps legislation, or whether she would be willing to include Teach For America in her legislation. The Teacher Corps legislation would make funds available to State Education Agencies which would recruit, select, place, and support corps members to teach for at least three years in under-resourced schools. Teacher Corps members would receive scholarships to attend schools of education to attain certification. As you know, Teach For America is a national, private non-profit organization that recruits, selects, places, trains and supports corps members who commit two years to teach in urban and rural public schools. Teach For America provides corps members with training which, by next year, should result in full certification. As you can imagine, we would love to see the following changes in the legislation:

- ✓ (1) The Secretary of Education can grant funds to states *or* private non-profits (and potentially other organizations) to recruit, select, place, and support corps members.
- (2) Corps members must commit *two* years to teach. (We believe this generates a higher-quality applicant pool, and that the two-year experience will inspire many corps members to teach longer.)
- (3) Instead of providing for scholarships, the legislation would provide funding to be used for teacher training, which could be provided by schools of education *and* other organizations.

The enclosed letter to Eli Segal describes Teach For America's current thoughts about the national service legislation, and I will share some of them here. We hope that the service legislation will provide for the existence of "professional corps," which require short-term commitments to public service jobs in critical needs areas. We believe that professional corps are a critical component of the national service framework for a number of reasons:

- (1) It is important to show young people that service need not be merely a short-term endeavor, and that it is possible to commit a lifetime to problem-solving in the public interest;
- (2) Members of professional corps fill critical needs which local communities and organizations view as pressing; and
- (3) It is important to make national service attractive to those college seniors who have the most other career opportunities, and who are naturally influenced by the prestige and challenge of the program.

While professional corps are cost-effective in that they leverage salaries from other sources, operating costs can be as high as \$12,000 per corps member over a two-year period. These costs cover the following:

- (1) Aggressive recruitment, to ensure a diverse applicant pool of some of our nation's most talented graduating college seniors;
- (2) Intensive selection process, to ensure a corps of individuals who meet the highest standards of the profession;
- (3) Careful placement, to ensure that corps members' experiences have a positive impact on those being served and on the corps members' own commitment to the profession; and
- (4) Coherent, extensive program of pre-service and ongoing professional development, to ensure that corps members continue to feel part of something larger throughout their commitment, and to ensure that corps members receive the professional development necessary to ensure that they are effective during their initial commitment and that they have the foundation to become leaders in the profession over the long term.

In addition, it is important to provide those members of professional corps who have student loans with a guarantee of loan forgiveness. While professional corps members' salaries are often higher than those of other participants in national service, their opportunity costs are also higher, and the responsibility they assume is often greater.

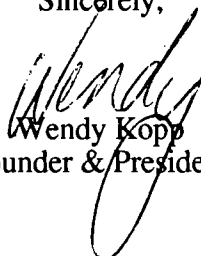
The most feasible and powerful way of building and sustaining professional corps such as Teach For America would be to institutionalize them as public/private partnerships. Through such partnerships, the federal government would provide half of the organization's budget, while a broad and diverse group of citizens and organizations would donate the remaining funds necessary to sponsor the recruitment, selection, and training of each corps member. The broader and more diverse the private sector portion of the funding base, the greater the professional corps' impact on the American consciousness.

Thus, in order to provide for the creation and institutionalization of professional corps, the new service legislation should provide for the following:

- (1) Funding half of the budgets of "professional corps," up to a cost of \$3,000 per corps member per year. All funded programs should involve aggressive recruitment, intensive selection, careful placement, and a coherent, extensive program of pre-service and ongoing professional development.
- (2) A guarantee of loan cancellation for those corps members who have student loans.

I would love to hear your thoughts on these issues, and please let me know if I can provide you with additional information.

Sincerely,


Wendy Kopp
Founder & President

March 13, 1993

President William Clinton
c/o Eli Segal
Assistant to the President
Old Executive Office Building, Rm. 145
Washington, DC 20500

Dear President Clinton,

You invited Teach For America to place corps members in the Mississippi Delta in Arkansas in 1991. Now, 27 corps members are teaching from Earle to Crossett and as far West as Kingsland.

James, in Megan Gurley's special education class in Earle, now *volunteers* to read. Mary Battershell's seventh-grade class in Little Rock didn't know North from South, East from West. Now they're learning it. Beth Steege's children in Elaine had not seen the Mississippi River (about 20 miles away). Now they're planning a field trip to view and learn about the mighty Mississippi. Mike Fee is now a Deputy Registrar in Helena, AR. With his English classes, he led a voter registration drive for the 1992 elections. Tony Beld, also in Helena, is taking his French class to France this summer. Chris Ritter, who is teaching in Mariana, took one of his high school special education students to teach a math concept he had mastered to the fifth graders of another corps member at a nearby elementary school.

The students of all of our Arkansas corps members have written the enclosed letters to you, and we thought we would send along a Teach For America sweatshirt. We hope you'll wear it jogging!

Like you, Teach For America is committed to the vision that one day, each and every child in this nation will have an equal opportunity to a quality education. We will have to do more than provide good teachers if we are to achieve this vision, and the young people who have organized and taught through Teach For America are determined to commit their vision and energy to the challenge of reinventing our schools. Thank you for all you are doing to create an environment which supports us!

Sincerely,



Wendy Kopp
Founder & President

Teach For America Summary

Teach For America is a national teacher corps of outstanding recent college graduates who, united in the belief that all children deserve an equal opportunity to a quality education, commit two years to teach in under-resourced urban and rural public schools. Since our inception in the fall of 1989, we have inspired 8,600 individuals to apply to the program, have selected and placed 1,800 of them in 12 communities across the country, and have established an intensive program for their pre-service and ongoing professional development.

A staff of 80 work at Teach For America to operate a careful mechanism of recruitment, selection, placement, and professional development. Eight full-time staff recruit aggressively at 150 colleges and universities, and all candidates complete a day-long selection process consisting of a written essay application, three written references, a sample teaching session, a case study discussion group, and a personal interview. (Of the 3,000 candidates in 1992, we selected 600 through this process.) All corps members complete an expense-paid national six-week pre-service institute, which is designed to form an esprit-de-corps and to give corps members the skills they need to be effective beginning teachers. Teach For America's local offices work with school districts to place corps members in those under-resourced schools which will ensure that their experience has a positive impact on the students they teach and on their own commitment to public education. Local offices provide a two-year program of ongoing professional development to ensure that corps members continue to feel part of something larger and that they develop the skills they need to be effective and to gain the foundation necessary to become leaders in education over the long term.

Teach For America incurs a cost of \$10,000 per corps member to finance their recruitment, selection, placement, and two years of support and professional development. This amount leverages an average of \$40,000 (benefits included) from local school districts which pay corps members' salaries. To date, Teach For America's expenses have been fully covered by the private sector. Since our inception, we have raised nearly \$19 million – 45% from corporations, 53% from foundations, and 2% from individuals. Now, recognizing that the corporate and foundation grants which launched the program are not a viable means of ongoing support, we are launching an aggressive plan to convert our funding base. Our hope is to institutionalize Teach For America as a public/private partnership that will each year place a corps of between 500 and 1,000 corps members in communities across the country.

service-learning
intergenerational

Susan, Jack & Shirley



East Bay
Conservation
Corps

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94607

Tel: 510.891.3900
Fax: 510.272.9061

TO: Jack Lear, General Counsel
Office of National Service
The White House

FR: Joanna Lennon, Executive Director

RE: Response to Discussion Outline

DA: 15 March 1993

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Executive Director
Joanna L. Lennon

I would like to see if we could find a way to be more inclusive and less bureaucratic. In some states i.e. California, the expertise lies in Youth Service California, a non-profit organization which is a coalition of a large number of organizations in the youth service field. It is a broad-based organization which includes representatives of all of the state agencies and was very instrumental in organizing the initial state plan. The state then took these ideas and wrote a proposal which was not particularly good as evidenced by the very small amount of money received by California. I know of a number of other states where the same thing holds true. Under State Role, is there a way beyond just mandating inclusion that the best and the brightest are involved. There have been a number of instances where no other organization beyond the state departments have been allowed to write proposals to the Commission because one had to be nominated by the state, and the state nominated itself.

On promoting service among school-aged youth and others -- there are a number of programs that are outstanding that have school-aged youth, parents, seniors and others involved in service. There should be a continuum of real service opportunities offered throughout a young person's experience. We should challenge teachers and leaders of youth programs to come up with exciting and real opportunities and perhaps provide incentives to do so. Service learning should be seen as a cornerstone of educational reform. National service should be redefined as a continuum of opportunities. Our Project YES is a good example.

wants better training (instead of a big rally)

PennSERVE: The Governor's Office of Citizen Service
Department of Labor and Industry
1304 Labor & Industry Building
Seventh & Forster Streets
Harrisburg, Pa 17120
Phone: (717) 787-1971 or (717) 787-7290
FAX: (717) 787-9458

3/21/93

DATE: _____

TO: Shirley Sagawa Telephone: _____OFFICE White House Domestic PolicyFAX# 202-456-2878FROM: John Briscoe Telephone: _____

OFFICE _____

BRIEF MESSAGE:

NUMBER OF PAGES NOT INCLUDING TRANSMITTAL SHEET 4



PennSERVE
The Governor's Office of Citizen Service
1804 Labor & Industry Building
Harrisburg, PA 17120
717-787-1971 or 7290
FAX 787-9458

TO: Shirley Sagawa

FROM: John Briscoe

RE: Much Wisdom From Jim Kielsmeier

Jim recently sent me a copy of his memo to Eli and Catherine on training for the Summer of Service.

Jim knows as much about this kind of training as anyone in the country. I think his concerns are VERY well founded and his suggestions cogent and solid!

3/21/93

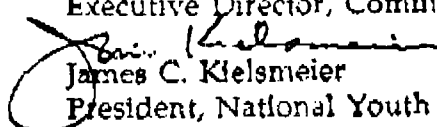


NATIONAL YOUTH LEADERSHIP
COUNCIL

MEMORANDUM: URGENT

To: Eli Segal
Director, Office of National Service

Catherine Milton
Executive Director, Commission on National and Community Service

From: 
James C. Kielsmeier
President, National Youth Leadership Council

Subject: Summer of Service Training Plan

Date: March 15, 1993

The basic idea of Summer of Service is something I endorse with great enthusiasm. I particularly support the focus on meeting the needs of children for whom our high expectations require a high societal investment through education, health intervention, etc. * Summer is a very good time for this type of venture with so many children out of school. I do, however, have great concern about the training design and believe its flaws could jeopardize the entire program.

Four days of centralized training for directors and mid-level supervisors makes sense given my estimates of group size (10 sites, 15 people per site, 150 total to be trained). However, 5 days of 1000 to 1800 participants at the same place at the same time is not manageable as a training - a rally, an expensive youth conference perhaps - but not a training. Based on my 28 years of training experience as an Army officer, Outward Bound instructor/course director, operator of Summer WalkAbout and manager of the NYLC training model, the largest youth service training model in the country for educators, I offer the following points regarding Summer of Service:

- * Travel costs for a large centralized training will be enormous and will quickly be calculated by the press ($1800 \times \$500 = \$900,000$) and weighed against the professed benefit of the program. "Could this nearly one million dollars in travel be better spent on direct service to needy children versus a costly program component?"

- * Children commonly referred to as 'at-risk'

1910 WEST COUNTY ROAD B

ST. PAUL, MINNESOTA 55113

612-831-3477

FAX 612-831-2955

Kielsmeier Page 2

- The real value of short term large group training, especially when there is little planning time, is minimal. The participants will barely be able to adjust to the site before it is over. Moreover, the most effective training for this age group involves considerable small group interaction, a high staff to participant ratio and a considerable number of active learning/experiential activity sites such as ropes courses, service projects and break out classrooms. I know of no national facility that can provide enough experiential training venues for a group of 1000 - 1800. Concentrating a quality staff at a single place to do this is also problematic.

- Summer of Service is a huge 'learning by doing' model. Participants must be trained in the style they will operate in during the 9 weeks. To not train this way is hypocritical - like trying to train teachers to be innovative service-learning practitioners in a traditional setting - and ineffective. The press, colleagues in the education and training fields and participants themselves will quickly point all of this out, especially on site when you want optimal media coverage. This could be a terrible start to an otherwise good project.

I believe, however, the goals of preparing Summer of Service participants for useful roles this summer can be accomplished if the training is decentralized, and delivered experientially with highest caliber staff. Conducted this way it will also be more cost effective. A few specific suggestions:

- Keep the centralized 4 day project director training at a single site but focus it as a training of trainers. Encourage site directors to select a core group of Summer of Service participants to serve as co-trainers and participate with older staff. They will be very effective as trainers for their peers.
- Select 4-5 national training sites based on proximity to selected programs. Program participants should be able to bus to the sites.
- Make the training hands-on, high energy and up beat. Try to do the pedantic form completion element/logistics back at their home location not at the national training.
- Recruit the best experiential trainers and make the experience first class.
- Consider an electronic town meeting format linking the President at the front end to all the training sites - better yet at the conclusion of training when young people will have questions.
- Another option would be a Presidential visit to several sites during the training. If the training is experiential, this would be an optimal time for the President to interact with students, hammer some nails on a house project or read to young children - all authentic elements of a hands-on training. Good media, good morale boost.

- If a centralized national meeting is desired at the front, consider a smaller representative group from each site. This type of representative group could also gather at the end of the summer with the President, again keeping travel costs down.

- Along with understanding of program philosophy, training should include the following:

- Basics of child development
- Appreciation for people of different cultures
- Team building
- Hands-on service experience
- Risk management
- Physical conditioning
- How to's of working with young people
- Next steps on Summer of Service include SEA Change grants

More specific content related to their projects could be taught back home.

This is a basic sketch. As with every risk-taking venture the key to success is a good plan implemented by good leadership. I'm happy to help further if needed.

NATIONAL YOUTH LEADERSHIP
COUNCIL

want local training instead of a
big nt'l rally

PHOTOCOPY
PRESERVATION

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PHOTOCOPY
PRESERVATION

Volunteer
Maryland!

like intergenerational prog.
multiplier effect

443 P01 MAR 15 '93 19:22

SHIRLEY
Susan
Jall

Fax Cover Sheet

Date: March 15, 1993

To: Susan Stroud

Phone: Fax: 202-456-6420

From: VOLUNTEER MARYLAND!

Staff Person/Contact: Ellie Young

Phone: (410) 514-7270 Fax: (410) 514-7277

Number of Pages Attached: -3-

Comments/Notes:

Thank you for the opportunity to review the outline of the President's National Service proposal. Its very exciting. Comments are attached.

Thank you!



WILLIAM DONALD SCHAEFER, GOVERNOR
STATE OF MARYLAND

Governor's Office on Vo.
100 Commu
Crownsville, Maryl

phone: 410
fax: 410

Volunteer Maryland!

March 15, 1993

Mr. Jack Lew
Special Assistant to the President
& General Counsel,
Office of National Service
The White House
Washington, D.C. 20500

Dear Mr. Lew:

We are very excited about the President's recent call to service which challenges all Americans to help meet the troubles of our time. We deeply appreciate this opportunity to offer our ideas for a national service program.

We know that time is of the essence as you are on a fast track to introduce legislation to Congress soon. Hence, our comments regarding the President's National Service proposal will be brief and to the point.

Go For It!

First and foremost, we believe that the President's service proposal is the crucial catalyst needed to fully renew our nation's service ethic. All of the items in the National Service proposal outline are important, especially:

Building a service infrastructure among public, private and non-profit organizations that operate service programs;

Creating State National Service Commissions appointed by Governors to oversee and plan service programs within a state;

Selecting a diverse group of national service participants to work on a full-time and part-time basis in service corps and in individual placement service programs across the country.



Set High Standards

We urge the federal government to set high standards for all national service programs, but not to create requirements that become too rigid and prevent service programs from tailoring their program to respond to local needs and/or the needs of their local national service participants.

Include the Older American

We believe that no one is too old to learn and no one is too old to serve their country.

We are seeing in Volunteer Maryland!, one of the national service demonstration projects funded by the Commission on National and Community Service, older people giving a year of invaluable service. Many of these older participants will use the post-service benefit so that they can go to college for the first time. The training and new skills that the older participants receive is extremely beneficial to our work force.

✓ We have also found that the pairing of older and younger participants in Volunteer Maryland! is very valuable to the personal growth and development of the younger participants.

Look for Exponential Results

We hope that the 100,000 participants in the President's National Service Program will seize the opportunity to become leaders in the service movement by calling others into service, and we urge you to stress this in the Legislation. Here's what we mean:

The national service participant who dedicates a year to immunizing young children in a rural town can be the catalyst for citizen volunteering. The national service participant could involve middle school youth as volunteer "huggers" after the youngsters receive their shots and involve single Dad's in operating the mobile immunization van.

✓ In Volunteer Maryland! we call this the "multiplier effect" because it creates unique and needed service opportunities for people in the community as well as the national service participants. This is the essence of Volunteer Maryland's service program.

Again, we applaud your efforts and will wholeheartedly support the administration's efforts to create a national service program. We view this as an historic opportunity to engage thousands of people in making a lasting difference. We know that service changes lives forever. Please do not hesitate to call on us if you need further information or have any questions. Thank you.

Sincerely,

Ellie Young

Eleanor Falk Young
Executive Director

Volunteer Maryland!

All Marylanders will participate in and value service as a way of life to enrich and empower community, society and self.

Vision Statement of Maryland's Advisory Board on Service and Citizenship

Overview of Volunteer Maryland!

The Governor's Advisory Board on Service and Citizenship, a broad coalition of people from the public, private and non-profit sectors, developed the above vision of service for Maryland. To help achieve this vision, the Governor's Advisory Board on Service and Citizenship created Volunteer Maryland to motivate more people into voluntary service than ever before.

Program Description:

Volunteer Maryland is comprised of a cadre of motivated individuals called Volunteer Maryland Coordinators and Associates. Each Coordinator and Associate has dedicated one-year of service to Volunteer Maryland. The Coordinators and Associates have received training in the elements of volunteer management and empowerment techniques. And now teams of Coordinators and Associates have been placed in non-profit and government agencies to help strengthen their volunteer programs.

Thirty-five non-profit and government agencies have been selected to be the 1993 Volunteer Maryland Service Projects because they provide critical services in the areas of human welfare, education, the environment and public safety. The Coordinators and Associates will recruit volunteers to work with these organizations and assist with youth development (literacy tutoring, mentoring, after-school care and safe-havens), health care (prevention education, nutrition), environmental protection (wildlife protection, stream restoration), human welfare (shelter, abuse prevention, victim assistance) and much, much more.

Expected Results:

Volunteer Maryland expects to: develop new ways to call upon people to serve; develop new leadership in the field of volunteerism; establish a new pool of volunteers engaged in service; assist non-profit and government agencies expand their delivery of service with volunteers; and create volunteer programs that non-profit and government agencies can sustain.

Funding:

The Commission on National and Community Service has provided federal funding to seven states around the country to conduct national service demonstration projects. Volunteer Maryland is one of the demonstration projects funded by the federal Commission. Volunteer Maryland also receives support from the private and non-profit sectors as well as in-kind support from the State of Maryland.

Background Information:

The Governor's Advisory Board on Service and Citizenship discovered two consistent obstacles preventing voluntary service. The first is that many citizens have never been called upon to serve. A recent study found that two-thirds of Marylanders do not know where to volunteer and have never been asked to volunteer. The second is that many of the organizations that need volunteers do not have the time or resources to successfully organize and manage a volunteer force.

Hence, Volunteer Maryland was created to pioneer new ways to effectively and persuasively call upon people to serve, and to help community-based organizations create and sustain meaningful volunteer opportunities and programs.



WILLIAM DONALD SCHAEFER, GOVERNOR
STATE OF MARYLAND

**For More Information and
to Get Involved in Volunteer Maryland,
Please Call 410-514-7270.**

*Governor's Office on Volunteerism
100 Community Place
Crownsville, Maryland 21032*

*phone: 410-514-7270
fax: 410-514-7277*

03/26/93 16:30
 propose \$5000 benefit
 want prop to be able to apply
 directly to Fed Govt

build on existing programs
 vs. use of mandatory min. wage stipend
 vs. forcing local prog. to pay child & health care
 City Volunteer Corps

Comments and Recommendations on the
 National Service Proposal Discussion Outline

Youth Corps

I. Types of Placements/Selection of Participants:

- CVC strongly supports the development of "approved" national service placements. This will ensure that the youth involved with national service will have meaningful and fulfilling experiences with a quality program. However, rather than individual states, the federal government, through an organization like the National Association of Service and Conservation Corps or Youth Service America, should establish the criteria for what is an "approved" national service placement. Local programs should have the responsibility of deciding which college and non-college bound youth are admitted into their program.
- The most efficient and cost-effective method of rapidly increasing the number of youth participating in national service is to expand the administrative and programmatic capacity of existing national service programs with a proven track record of quality programming. When new programs are funded through the Clinton proposal, they should be located in areas of the country not being served by a national service program.

II. Benefits:

- CVC feels that President Clinton's support of a post-service benefit for non-college bound youth is vital to making national service a reality. Fifty percent (50%) of America's youth will not attend college and they should have the opportunity to serve. Clinton's proposal should therefore allow them to receive a post-program award for training or other activities which will help them become productive working citizens.
- CVC feels that the Clinton national service proposal should give local programs the authority to set the types of stipends and post-program awards received by the volunteers. President Clinton has repeatedly said that national service should build upon the existing infrastructure of the national service community.

* They don't get it that we're paying 55% of the minimum wage. But it does continue trouble me that we will be substituting federal & local A!!

For this reason, we oppose the mandatory use of a minimum wage stipend. For example, rather than a minimum wage, for the last nine years CVC's stipend has been based on reimbursement for expenses in order to more closely mirror volunteerism and the tax deductibility of expenses associated with volunteering. Many effective programs offer substantially less than \$4.25 an hour and would have to drastically reshape their programs to meet this requirement. CVC's stipend is \$101.50 a week.

Of course, at the same time, we certainly understand that other programs may prefer to pay minimum wage, and the Clinton proposal should allow for this.

We oppose requiring local programs to use national service monies to pay health care and child care benefits; individual local programs should be able to make this decision.

Though CVC understands that health care and child care needs are vital, we must stress that most national service programs do not have the resources available to provide these benefits, and using national service monies to pay for them reduces the number of youth who can enroll in service programs. Thus, we believe that child care and health care benefits should be addressed by the public welfare system and job creation strategies; at the same time, individual programs should have the opportunity to use national service monies for these costs if their overall proposal is credible (e.g., not extraordinarily expensive in terms of unit costs).

III. Post-Service Benefits:

- CVC recommends that the post-service benefits be modified to allow a program to give a post-service benefit of \$5,000 for each of two years of service to all volunteers who give service. The proposed \$10,000 for each of two years of service will result in such high costs per participant that it could drastically limit the number of national service participants. A post-service benefit of \$5,000 for each of two years of service would on average pay for about 45% of the costs of attending a four-year public college.

IV. Building an Infrastructure:

- CVC supports the three types of grants listed. The three types of grants allow for the effective expansion of new and proven programs, ensuring continued innovation within the field, and multi-year support of existing effective programs.

V. Leveraging Nonfederal Funding:

- CVC supports the Clinton proposal's requirement for local programs to match monies received through the federal government. The matching requirement will ensure that national service programs represent the needs of the local community and will be overseen by a local government. However, CVC feels that local programs should not be required to match more than 25% of the federal monies received. A higher percentage will inhibit many programs from participating in the national service initiative.

VI. Federal Role:

- Beyond the activities listed in this section, CVC would like the federal government to coordinate a national promotional campaign with an 800 telephone number to refer calls to local national service programs or volunteer action centers.

VII. State Role:

- CVC supports the role of the state indicated in the Clinton proposal but would like a clear provision allowing existing individual national service programs to apply directly to the federal government for funding to be added.

FAX: 202-337-3098

Shirley -
Hope this can help
the "cause."
WILLIAM J. BYRON, S.J.
B

3513 N Street, N.W.
Washington, D.C. 20007

202-337-2841
Res: 202-337-3068

An army of New Communitarians is ready to go to work in service to America. But the nation has no infrastructure in place capable of interconnecting such a widespread social movement.

Linking the New Communitarians

By WILLIAM J. BYRON

SEVEREN WEEKS before the inauguration of President Bill Clinton, a small group of young people led by Caroline Durham, of Washington, D.C., and Masankho Banda, of Berkeley, Calif., sent him a memorandum entitled "Preliminary Policy Proposal for National Service Legislation." It conveys the thinking of the "Young People's National Service Coalition" and outlines a mechanism for a national service movement. They call it "AmeriCorps," and this may well be the infrastructure capable of bearing the weight of a new and extensive national service initiative.

For most Americans, "infrastructure" means the concrete-and-steel supports that literally hold communities together and enable people to get around and stay in touch. Renewal and repair of a community's roads, bridges and other publicly financed physical-support systems mean economic revitalization once the construction activity begins. One of the many hats our new President will now wear is that of construction-manager-in-chief of a hard-hat army rebuilding America's neglected public works infrastructure.

Another kind of infrastructure, not now in place, will also need attention if the Clinton Administration is to meet its commitment to promote national and community service. An army of New Communitarians—young people and old, geographically dispersed and ethnically diverse—is ready to go to work in service to America. But the nation has no infrastructure in place capable of interconnecting such a widespread social movement.

Mr. Clinton has in mind a number of service-policy proposals including a National Service Trust Fund. He wants college students to have the option of working off their Federal student loans through service. He also sees enlistment in urban and rural service corps as good for non-college youth and also good for the nation. But he

WILLIAM J. BYRON, S.J., is a research associate in the School of Business Administration at Georgetown University, Washington, D.C., and serves on the board of directors of the Federal Commission on National and Community Service.

has to figure out how to make the service system sufficiently visible to attract recruits and sufficiently stable to coordinate initiatives that will be responsive to genuine community needs.

Participants should, of course, get a worthwhile service experience. And the government has to get fair value for the dollars it spends to facilitate community service activity. Mr. Clinton has to work this out. The Young People's National Service Coalition wants to show him how.

The mechanism they propose—AmeriCorps—is described in their Dec. 3, 1992, memo as a "loose confederation of full-time and part-time national service slots that are locally independent and nationally interdependent." It would be a "network," a "flag" that could fly over Peace Corps and VISTA without violating their autonomy, as well as over non-Federal, locally based, private programs. All networked participants and groups rendering service as AmeriCorps members could display a common logo on outerwear, letterhead and office door. "Certification of AmeriCorps programs and participants... could be handled Federally by a commission-like agency," or by other means, according to the memo.

I once heard former Michigan Governor George Romney, now 85 and a lifetime advocate of voluntary service, say that national service needs to become "as visible as the post office." Forgetting for a moment the highly visible buildings in the postal service, think of how often letter-carrier gray, mailbox blue and the logo of a blue eagle with wings poised for flight, meet the eye every day. "We Deliver," proclaims a sign over that logo on many post office walls. "So do we," I can hear the proposed AmeriCorps members saying, once they get established and acquire a visibility of their own.

AMERICORPS is a good idea waiting to happen. Young people need some point of entry into the non-commercial service sector, someplace where they can learn about opportunities, then sign up and connect with like-minded candidates for a year or two of full-time national service at a modest stipend with appropriate post-service benefits.

The post office was the place where young people reg-

istered for the military draft in days gone by. Now perhaps a new generation of 18-year-olds will soon find other locations, easily accessible and plainly visible in every community across America, where they (and their interested elders) can sign up for new forms of service, not mandated but Federally facilitated. Such service, presuming appropriate agreements with trade unions and private employers, could contribute not only to meeting underserved or neglected human needs, but also to the rebuilding of the other infrastructure, the one that always seems to be in need of repair.

LAST DECEMBER, the board of directors of the Commission on National and Community Service spent part of its meeting time in a run-down Washington, D.C., neighborhood. At the urging of board-member Richard F. ("Digger") Phelps, former basketball coach at Notre Dame, the commission members moved "across the street" to see some of the problems that service initiatives should now be addressing in this nation. Two women, members of a support group for mothers of youth killed in the drug wars, described the conditions that brought their sons to early graves and themselves to unrelenting grief. A street-smart young man explained his willingness to risk arrest by dealing in

drugs ("in order to get money, to get clothes, to get girls") and to use firepower in the streets to defend himself whenever he and his supply were attacked ("I'd rather be tried by twelve than carried by six"). And, as "Malcolm X" came back to life on movie screens and the words of Martin Luther King were being quoted in our discussion of ways to employ community service in a neighborhood-rescue effort, this same young man remarked, "Any community that has to look to dead men for role models is in real trouble." An older gentleman from that same neighborhood, a participant in this same discussion and the father of two sons who had met violent deaths in the drug wars, commented, "I'd rather be dead than be 18 or 19 today."

The point of "crossing the street" to see these people and hear their views was that the commission could then write a more meaningful first annual report for presentation to the Congress and the President. The report is now in print under the title, "What You Can Do for Your Country." The best way to develop national service, it recommends, is to build on existing state and local networks, thus not needing to create a massive Federal bureaucracy. The commission, an independent, bipartisan Federal agency established by Congress in 1990 to support and enhance service in America, wants "voluntary, direct, personal involvement with the country's

most pressing social needs and challenges" to become "part of the fabric of every American's life."

AMONG THE report's major recommendations:

- ✓ • National service need not and should not create a massive Federal bureaucracy. The Federal role should be to support, not to control.
- ✓ • National service is much more than a device for paying for college.
- ✓ • Service efforts should be especially strengthened in the educational arena.
- ✓ • Participants should provide needed services not otherwise provided, so they would not displace currently employed workers.
- ✓ • The Federal Government should fund only a portion of each program.
- ✓ • Instead of blanket Federal support, local programs should compete for volunteers and funds.
- ✓ • Participation in national service should be voluntary rather than mandatory.

The young social architects who wrote to then President-elect Clinton were right in seeing the need for infrastructure and helpful in suggesting a model. The fast-talking young man who noted the absence of role models also mentioned that he would have stayed in college if

something like a service option were available to "work off" student loans. He just didn't have the money to get the education he wanted and knew he needed.

Role models can emerge in service corps, just as they were present in the old Civilian Conservation Corps and in World War II military service, which most C.C.C. alumni experienced. There is sufficient testimony from young men and women now engaged in service-corps activity like Boston's "City Year" or Washington's "DC Service Corps," to show that maturation occurs, character forms and self-esteem develops through team membership in ethnically diverse youth service corps. Typically, corpsmembers receive \$100 a week for living expenses and a post-service grant of \$5,000 to be used for education.

WHAT IS MISSING now, as new communitarian impulses are felt all across America, is the infrastructure to tie together and hold in place what the young people's memo to Mr. Clinton calls a "loose confederation of full-time and part-time national service slots that are locally independent and nationally interdependent." Surely, there is a slot out there for the young man who would prefer twelve jurors to six pallbearers any day and for all the others who need role models and meaning in their lives every day. ■

pre-college benefits
not cleaninghouse

SerVermont

Students in Community Service

FAX TO JACK LEW, GENERAL COUNSEL
WHITE HOUSE OFFICE OF NATIONAL SERVICE
202/456-2461

TO: Eli J. Segal, et al, Office of National Service
DA: 13 March 1993
FR: Cynthia Parsons
RE: Response to Clinton National Service Proposal Discussion Outline

Some Overarching Comments

i. To begin President Clinton's national service program by serving primarily those young people holding post-secondary education "mortgages," places an imprimatur on national service which drives a further wedge between those young people whose dysfunctional homes and schooling (more than half the population) kept them from attending college, and those students from middle-income families and functional school programs which made an undergraduate education available through loans, gifts, and college-preparatory secondary school programs.

pre-college
ii. One method of serving those for whom post-secondary schooling requires both financial sacrifice and borrowing for future repayment, yet which serves all youth, not just those who have already gone to college, is to offer the national service opportunities for age 17+, focusing primarily on those young people who have not yet attended a post-secondary institution, stipulating, as in the GI Bill, that earned stipends (over and above minimum-wage earnings) be applied to any and all post-secondary education costs when and if the server, after a minimum of 2,000 hours of service, enrolls in an approved institution of higher learning.

iii. In order to have in service a blend of young people, those with post-secondary schooling and those without, students with a minimum of two years of college (satisfactorily completed) would be eligible to step out of higher education for a minimum of 2,000 hours of service, and be able to use their stipend either to pay off already-used education loans, or to defray the cost of loans for subsequent higher education expenditures.

□ Cynthia Parsons, Coordinator, P.O. Box 516, Chester, VT 05143
Phone & Fax 802/875-2278

iv. Unless we include as service participants those youth alienated by schooling and economic instability, we will not have strengthened our basic citizenry, nor provided our communities with leadership from their indigenous population.

A Federal Responsibility

v. While I applaud the effort to allow for grass-roots development of national service programs, and agree with the federal role as outlined in Part A of the outline, I see another federal responsibility, one which no local agency, not matter how broad in its scope, could fulfill. Just as travel agents may purchase a computer program which allows them to know (and fill) vacancies, so must the federal government provide a computer program for all local national service offices allowing them to know about (and to fill) vacancies in every service program for which a candidate is eligible. All accountants may purchase a program which allows them to access the full range of tax law, both federal and state by state. So, too, if the federal role is to include national criteria, determine fund allocations, coordinate all government-level service programs, and provide technical assistance, such information should be available to every school and college counseling office nationwide.

###

training & reflection
local control, community ownership
no differential benefit
young people in development & implement.

Young People for National Service

TO: Eli Segal, Susan Stroud, Shirley Sagawa, Bill Galston
FROM: Members of Young People for National Service
DATE: March 19, 1993
SUBJ: Specific Policy Recommendations Based On 3/11 ONS Draft

First, we want to thank you for your interest in seeking input and ideas as the national service legislation is developed. As Young People for National Service, our mission is to mobilize and unite diverse groups of young people to impact a national service system which inspires long-term community problem solving. We have been working with our members on developing local outreach and educational efforts, and this coming month are co-sponsoring a series of community forums throughout the country on the issue of national service.

This memo addresses four key concerns with the Office of National Service's Discussion Outline. We feel these concerns must be addressed in order to assure the long-term success of a national service program. The main issues addressed in this memo are as follows:

- Training and reflection as a central component for meaningful service work;
- Importance of local control and community ownership for long-term success;
- Equitable post-service benefits to ensure the quality and value of diversity in programs and participants; and
- Roles for young people in the development and implementation of the national service program.

These issues reflect the two previous policy documents we have developed, as well as feedback we have received from young people around the country.

- **Training and Reflection are essential for meaningful service work and building an esprit de corps:**

In the Office of National Service discussion paper, no mention is given to a core training curriculum or reflection. National service can fulfil a vital need for young people to feel they belong to something larger than themselves and their individual placements -- to feel a common spirit and identity, a common goal. Based on our collective experience in running and participating in programs in the youth service field, we want to ensure that all participants -- whether in corps or in individual placements -- have the opportunity to come together regularly in teams for training and reflection.

23-24

We view training and reflection as critical components in building this esprit de corps. The key to developing an esprit de corps is a core training curriculum that provides all participants with a base of common knowledge and experience, yet is flexible enough to adapt to the specific needs and demands of the communities in which they are placed. Furthermore, by building in opportunities for reflection, the service work in itself becomes more meaningful as the young people begin to understand its relation to long-term community problem-solving.

A real commitment needs to be made on the national level to setting the example for all participating national service programs in training and reflection. We recognize the need for creating broad legislation, but feel that training and reflection are critical components that cannot be left out.

•Local emphasis is needed for long-term programmatic success:

The ONS discussion outline centered on a structure revolving around national and state-level agencies. There is no mention of community ownership. The maintenance of local community ownership will be a key element to the long-term success of the national service program. Building on the existing federal, state and service infrastructures could ensure initial success, yet we strongly maintain that national service must encourage ownership by local and non-traditional organizations and communities.

Local or community plans will be a critical factor in determining placements and creating programs that truly address critical problems. Local hosts must, in addition to supporting and utilizing a common national core training curriculum, make a commitment to working with their participants to develop a localized training curriculum that is responsive to individual and community needs.

One suggestion for how local community ownership might be promoted is to allocate 20% of the programmatic funds to experiment with a variety of models. Cities, counties, municipalities and other non-profits could apply directly to the national agency for these funds without going through a state plan. There is precedence for this kind of approach within the Commission on National and Community Service's B2 Higher Education grants.

States presenting a comprehensive plan must spell out how the projects they are proposing were chosen and how they represent the broad geographic and community-based issues of the state. This is to assure that states have a clearer sense of what is needed by really doing outreach with a broader cross-section of their populations; that communities have thought through their needs in applying for funds; and that cities and rural centers both contribute to the overall state plan. To reach organizations beyond the current recognized youth service leadership circle, it will be important to launch an intensive grassroots outreach and educational campaign.

•Benefits must encourage diverse programs and participants:

As Young People for National Service, we strongly support a national service system that creates a wide variety of service opportunities and placements and unites young people from all backgrounds. We want to empower young people from all experiences to take the national service option seriously -- whether they are already on a college track or whether they need this opportunity as a push or a rite of passage to help them open their horizons to educational and life opportunities.

The proposed differential benefits structure outlined in the Office of National Service draft weighs funds towards encouraging and placing college graduates in the national service program. Based on our experiences with corps, with individual placement models, and with college volunteer programs, we are concerned about problems that may erupt when individuals doing the same service activities are compensated on different scales.

We know that you aren't trying to create a standard that polarizes America's young people, but the way the post-benefits structure currently reads suggests that the work contributed by a young person out of high school is not as valuable. Since this administration has issued a call to celebrating our country's diversity and finding common ground, why set up a structure from the start that encourages division? We strongly suggest and support an equitable benefits structure.

We understand the campaign promises the President may have made, but feel strongly that the benefits must be equitable in order to create a national service program that truly draws on the diversity of America. The high school drop-out has as much to offer to community problem-solving as the college graduate, and bringing them together may go a long way towards promoting understanding, a new ethic of American leadership, and a real break from "business as usual" in the ways that we solve our country's problems. If the benefits for national service are not equitable, we, in the words of Senator Barbara Mikulski, "run the risk of creating a caste system that diminishes the value of the pre-college group."

•Young people must have a voice in the development and administration of the national service program on the local, state and national levels:

Our experience in the youth service field has taught us the value of involving participants in program design and implementation to truly incorporate the genuine needs and experiences of both young people and our communities. Some very successful programs in this field -- Students for Appalachia in Berea, KY; Gang Peace in Boston, MA; the Michigan Community Service Commission; and the Constitutional Rights Foundation in Los Angeles -- are excellent models of ways in which young people are empowered through the overall decision-making structure.

President Clinton has a rare opportunity to help reinvent the common yet outdated model of youth programming -- programs designed for youth instead of by and with youth. We encourage President Clinton to take this step by working with young people in designing and running this national service program.

We recommend that 25% young people are included on the local, state and national levels in intergenerational partnership roles on all planning teams, community councils, and decision-making bodies related to this national service initiative. To ensure that these young people accurately represent their constituencies and are active participants on these councils and planning teams, they must be trained and supported in their roles.

Another way to truly empower and invest young people in the long-term viability of this project is to tap them for leadership roles as administrators, team leaders, program evaluators and trainers. By doing this, the Clinton administration will truly be investing in the long-term creation of a national cadre of leaders and problem-solvers.

We recognize that you are doing work to address our key concerns, and we are willing to help you develop a real sense of what young people feel about these issues and others with which you may be grappling. Within your time lines, we are willing to work with you to assemble diverse groups of young people who can help advise you on these issues.

Please feel free to contact Diane Jackson at 202-234-2057 with questions or comments. We look forward to an on-going dialogue on these and other issues regarding national service.

Shirley Gorman

Labor



AFL-CIO
815 16th Street, NW
Washington, DC 20006

Teletypewriter Transmission

Date: March 15, 1993

To: Jack Lew, Special Assistant to the President
Office of National Service

FAX Phone Number: 456-6420

From: Joe Velasquez, Director

Department: COMMUNITY SERVICES

There is/are one page(s) following this cover sheet.

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avoiding job displacement

American Federation of Labor and Congress of Industrial Organizations



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March 15, 1993

Mr. Eli Segal
Assistant to the President
Office of National Service
OEOB Room 145
Washington, D.C. 20500

Dear Eli:

Thank you for briefing us on the President's National Service initiative. It is a great idea which I feel confident our members will enthusiastically support.

We believe the AFL-CIO is in a position to help you. Through a unique partnership with local United Ways, we have assembled a national network of over 200 full-time AFL-CIO community services representatives in large and small communities throughout the country.

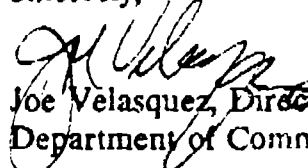
These representatives work with the United Way, social service agencies, community groups and local unions to identify needs and organize volunteers to meet those needs. We have developed community projects on child care and elder care; on helping the homeless and the unemployed and a range of other social problems.

Our program has existed for over 50 years - we've learned a lot about what works and what doesn't. We also are sensitive to the national and local politics necessary to make this initiative succeed.

We would like to put our experience, our organizing skills and our field network to work for you. If you'd like, I suggest scheduling a working meeting between our national staff and you to discuss ideas.

We are confident that your commitment to "filling unmet needs and avoiding job displacement" is genuine. We would be pleased to help you make the President's program work at the local level.

Sincerely,


Joe Velasquez, Director
Department of Community Services

cc: Lane Kirkland
Jack Lew
Shirley Sagawa

*non-displacement
ed criteria w/ local flexibility
union seat on state committee
compliance w/ anti-discrimination rules*

**AFSCME'S RECOMMENDATIONS
FOR
NATIONAL SERVICE LEGISLATION**

*diversifying
partnerships among labor, employer
& community*

INTRODUCTION

Any program of federally subsidized public sector work at the state and local level has the potential to result in fiscal substitution of federal for non-federal funds, displacement of jobs, and erosion of local collective bargaining agreements and wage and benefit standards.

It is essential that a national service program be designed to minimize these effects and achieve broad-based community support. AFSCME's experience with other federal work programs, especially CETA, have led us to conclude that displacement and fiscal substitution must be addressed by:

- * Provisions to ensure full labor union participation from the start in the design and implementation of the program.
- * An administrative structure which balances a strong federal role in administration, enforcement and program evaluation with local flexibility to develop and implement programs.
- ✓ * Federally established criteria for program activities and placements which will ensure that the program will truly address unmet needs as determined locally and verified at the federal level.
- ✓ * Strong nondisplacement provisions.
- * Expeditious and objective grievance procedures to resolve disputes.

1. LABOR UNION PARTICIPATION

Labor union participation in national service is crucial from the standpoint of preventing displacement and designing an effective program. Including the unions as full partners from the beginning will make it possible to create projects that do not compete with union jobs and to gain union support of and participation in the program. The national service program should view local unions as allies and enlist their participation and support. This is essential at the worksite where national service volunteers will interact with regular employees.

The new national service program must go beyond the union comment provision which appears in Sec. 142 (f)(7) of the National and Community Service Act. Union comment provisions were routinely ignored under CETA and JTPA. Local union participation in the planning and implementation of local projects should be actively sought. We recommend:

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see CVC language
OK

a. As a condition of receiving funds, applicants for federal funds must provide written certification from a labor organization representing employees in the area who are engaged in the same or similar work as that proposed to be carried out that it concurs with the proposed projects. There is precedence for local union sign off in other federal employment and training programs and under "Section 13 (c)" of the Urban Mass Transportation Act. (see Attachment 1)

b. Project sponsors should be required to notify unions at the worksite of proposed and actual individual placements. ✓

OK

c. Participation by local unions and their members should be promoted by encouraging (1) the creation of joint labor-management committees to develop project applications and (2) proposals that use existing employees as mentors and supervisors.

OK

d. Labor organizations should be eligible to receive technical assistance grants to enable them to participate in a positive way in local programs. ✓

OK
state

e. Public employee unions should be assured a seat on any planning or advisory boards or committees at the federal, state and local level which might be mandated by the new law. ✓

2. PROTECTING LOCAL UNIONS AND BARGAINING AGREEMENTS

A national service program should not have an adverse impact on local bargaining agreements or labor-management relations. The National and Community Service Act includes two important protections which should be part of the new national service program and covered by the grievance procedure (see below):

OK SEC. 174. PROHIBITION ON USE OF FUNDS -

(b) POLITICAL ACTIVITY. - Assistance provided under this title shall not be used by program participants and program staff to - ✓

(1) assist, promote, or deter union organizing; or

(c) CONTRACTS OR COLLECTIVE BARGAINING AGREEMENTS. - A program that receives assistance under this title shall not impair existing contracts for services or collective bargaining agreements. ✓

3. NONDISPLACEMENT PROVISIONS

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5. KEY PROGRAM ELEMENTS -DELIVERY SYSTEM ISSUES

The delivery system for a national service program will help determine whether it will create true community service positions or a second class workforce. While the objective of including states in the delivery system can be appreciated, the JTPA experience indicates a strong federal oversight role is essential. We support a system of locally designed programs with a strong federal oversight function.

An annual evaluation and report to Congress on the implementation and effectiveness of the program should be required.

a. Applicants for federal funds must meet the following federal requirements and criteria:

(1) Activities should be organized in projects instead of individual placements, and the following revised definition of "project" in the National and Community Service Act used:

SEC. 101 DEFINITIONS.

As used in title:

(18) PROJECT - The term "project" means [an activity] a definable task or group of related tasks(*) that results in a specific identifiable service or product that otherwise would not be done with existing funds, [and] that does not duplicate the routine services or functions of the employer to whom participants are assigned, that will be completed within one year, and that will have no fewer than 6 participants. (new language bold/underlined)

(*) taken from "project" definition under CETA

(3) Limit individual participation on a project to 6 months. Rotating participants to different projects will reduce their value as replacement labor. It is especially appropriate for younger volunteers who would benefit from exposure to different workplace settings.

(4) Clearly identify unmet needs and show how the services represent a net addition to services in the community.

(5) Certify compliance with the nondisplacement and grievance procedure requirements.

NO

(6) Provide assurances that national service positions will not be used for career tracking or be regular jobs.

OK

(7) Comply with anti-discrimination rules and prohibitions against nepotism and political favoritism.

NO

(8) Limit participants to no more than 30 hours per week at the worksite, with the remaining time spent in leadership training, reflection, life skills training or related enrichment activities.

encourage

(9) Achieve diversity in the racial, gender, economic and educational backgrounds of participants.

OK

OK

(10) Comply with state or federal health and safety standards, provide worker's compensation, leave opportunities, including family and medical leave, and health benefits and child care, if necessary. (Note: The "Boren Demos" cross-referenced the relevant sections under JTPA: Sec. 143.)

b. Preference for funds should to to programs which:

OK

(1) Develop innovative approaches to national service that demonstrate new ways of contributing to the community.

OK

(2) Show demonstrated effectiveness in establishing partnerships among labor, employers, and community groups (including joint labor-management committees) to plan and implement programs.

OK

(3) Use existing employees to supervise and mentor participants

OK

(4) Target activities to neighborhoods with high poverty rates and to at-risk individuals.

NO

(5) Expand existing federal programs such as VISTA, Upward Bound, etc.

OK

c. An annual evaluation and report to Congress on the implementation and effectiveness of the program should be required. Questions that should be addressed include:

(1) What kind of work activities were created?

(2) What was the interaction of program participants with the regular workforce?

(3) To what extent was there displacement or fiscal substitution?

(4) Did any equity issues arise and how were they resolved?

ATTACHMENT 1

Union Concurrence or Sign-Of

There is considerable precedence for giving unions sign-off authority under federal and state programs. This authority has been granted in programs that could establish competing terms and conditions of employment or create work in such a way as to undercut the union and collective bargaining agreements. A national service program clearly falls in this category.

In addition to the examples below, it should be pointed out that many current youth corps programs make a concerted effort to work with local unions, including local building trades, and will not proceed with activities that do not have union agreement.

Boren Bill -

The following provision applied to situations where the prevailing wage was not mandated:

(7) in the case of a State, unit of general local government, public or private nonprofit organization, or a consortium consisting of such units and organizations, that will provide compensation under the program to -

(A) each noncustodial parent under such projects in accordance with subsection (e)(5)(A)(i); or

(B) each recipient of aid under a State plan approved under part A of Title IV, an individual eligible to receive such aid, or an individual at risk of becoming eligible to receive such aid, in accordance with paragraphs (3)(D)(i) and (5)(D)(i) of subsection (e),

the written concurrence of any local labor organization representing employees in the area who are engaged in work of the same or similar character and nature as that proposed to be carried out by the projects;

Washington State - Welfare Program

Subsidized and unsubsidized positions under this chapter to which enrollees are referred shall not be created as a result of, nor result in, any of the following:

(c) The filling of a subsidized or unsubsidized position before compliance with applicable personnel procedures and collective bargaining agreements, including in the instance of subsidized jobs the written concurrence from any affected union representative organization.

Youth Employment and Training Programs under CETA (1978) -

With respect to wage rates for youth jobs, the program provided for the attached:

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92 STAT. 1990

PUBLIC LAW 95-524—OCT. 27, 1978

Agreement with
employer and
labor
organization.

Job
reclassification.

Pay rates.

Job classification,
determination.

Rates of pay.
40 USC 276a
note.

Financial
assistance.
29 USC 918.

"(3) the prevailing rates of pay, if any, for occupations and job classifications of individuals employed by the same employer, except that—

"(A) whenever the prime sponsor has entered into an agreement with the employer and the labor organization representing employees engaged in similar work in the same area to pay less than the rates provided in this paragraph, youths may be paid the rates specified in such agreement;

"(B) whenever an existing job is reclassified or restructured, youths employed in such jobs shall be paid at rates not less than are provided under paragraph (1) or (2), but if a labor organization represents employees engaged in similar work in the same area, such youths shall be paid at rates specified in an agreement entered into by the appropriate prime sponsor, the employer, and the labor organization with respect to such reclassified or restructured jobs, and if no agreement is reached within thirty days after the initiation of the agreement procedure referred to in this clause the labor organization, prime sponsor, or employer may petition the Secretary, who shall establish appropriate wages for the reclassified or restructured positions, taking into account wages paid by the same employer to persons engaged in similar work;

"(C) whenever a new or different job classification or occupation is established and there is no dispute with respect to such new or different job classification or occupation, youths to be employed in such jobs shall be paid at rates not less than are provided in paragraph (1) or (2), but if there is a dispute with respect to such new or different job classification or occupation, the Secretary, shall within 30 days after receipt of the notice of protest by the labor organization representing employees engaged in similar work in the same area, make a determination whether such job is a new or different job classification or occupation; and

"(D) in the case of projects to which the provision of the Davis-Bacon Act (or any Federal law containing labor standards in accordance with the Davis-Bacon Act) otherwise apply, the Secretary is authorized, for projects financed under subparts 2 and 3 under \$5,000, to prescribe rates of pay for youth participants which are not less than the applicable minimum wage but not more than the wage rate of the entering apprentice in the most nearly comparable apprenticeable trade, and to prescribe the appropriate ratio of journeymen to such participating youths.

"SPECIAL CONDITIONS

"Sec. 443. (a) The Secretary shall provide financial assistance under this part only if he determines that the activities to be assisted meet the requirements of this section.

"(b) The Secretary shall determine that the activities assisted under this part—

"(1) will result in an increase in employment opportunities over those opportunities which would otherwise be available;

"(2) will not result in the displacement of currently employed workers (including partial displacement such as reduction in the hours of nonovertime work or wages or employment benefits);

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CITY VOLUNTEER CORPS

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EXECUTIVE DIRECTOR

THE CITY VOLUNTEER CORPS AND LABOR UNIONS

Since its founding in 1984, the City Volunteer Corps (CVC) has completed about 1,800 projects for about 300 different government agencies and non-profit organizations. CVC has not had problems with labor unions in developing or implementing these projects, because of several precautions. Thus, CVC recommends that these precautions be built into President Clinton's proposal for a national service program. They include the following:

1. CVC was designed with labor input, so that labor unions in the City were aware up-front of what a national service corps is designed to accomplish, and how those corps can co-exist comfortably with labor unions.
2. Administratively, one key CVC design element is that projects are either short-term (three months maximum) or they consist of teams of volunteers who are rotated into and out of projects every several weeks or months. This means that we are able to do the sort of work that does not lend itself to permanent jobs and thereby does not conflict with the interests of labor unions.
3. Before we enter any project, we ask several key questions of the agency sponsoring the project:
 - a) are the sponsor's employees unionized?
 - b) have union officials been informed of CVC's participation?
 - c) do they voice any objections?
 - d) please list the unions represented at this site.

Needless to say, we will not proceed with a project if the labor union is opposed.

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4. Finally, CVC always reserves a seat on its Board of Directors for a labor union representative. For the first seven years, the seat was held by Teamsters President Barry Feinstein. We're in the process of replacing him now.

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ATTACHMENT 2

ANTI-DISPLACEMENT PROVISIONS

National and Community Service Act of 1990
 Title I, Subtitle F - Administrative Provisions
 (new language bold/underlined)

Sec. 177. NONDUPLICATION AND NONDISPLACEMENT.**(a) NONDUPLICATION. -**

(1) **IN GENERAL.** - Assistance provided under this title shall be used only for a program that does not duplicate, and is in addition to, an activity otherwise available in the locality of such program.

(2) **PRIVATE NONPROFIT ENTITY.** - Assistance made available under this title shall not be provided to a private nonprofit entity to conduct activities that are the same or substantially equivalent to activities provided by a State or local government agency that such entity resides in, unless the requirements of subsection (b) are met.

(b) NONDISPLACEMENT. -

(1) **IN GENERAL.** - An employer shall not displace an employee or position, including partial displacement such as reduction in hours, wages, or employment benefits, as a result of the use by such employer of a participant in a program receiving assistance under this title.

(2) **SERVICE OPPORTUNITIES.** - A service opportunity shall not be created under this title that will infringe in any manner on the promotional opportunity of an employed individual.

(3) LIMITATION ON SERVICES. -

(A) **DUPLICATION OF SERVICES.** - A participant in a program receiving assistance under this title shall not perform any services or duties or engage in activities that would otherwise be performed by an employee as part of the assigned duties of such employee.

(B) **SUPPLANTATION OF HIRING.** - A participant in any program receiving assistance under this title shall not perform any services or duties or engage in activities that will supplant the hiring of employed workers or for which an individual has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures.

(C) **DUTIES FORMERLY PERFORMED BY ANOTHER EMPLOYEE.** - A participant in any program receiving assistance under this title shall not perform services or duties that have been performed by or were assigned to any -

- (i) presently employed worker;
- (ii) employee who recently resigned or was discharged;
- (iii) employee who is subject to a reduction in force or has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures;
- (iv) employee who is on leave (terminal, temporary, vacation, emergency, or sick); or
- (v) employee who is on strike or who is being locked out.

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GRIEVANCE PROCEDURE

National and Community Service Act of 1990
as modified by
Boren Community Works Progress Demonstrations

SEC. 176. NOTICE, HEARING, GRIEVANCE PROCEDURES.

(f) GRIEVANCE PROCEDURE. -

(1) IN GENERAL. - State and local applicants that receive assistance under this title shall establish and maintain a procedure for the filing and adjudication of grievances from participants, labor organizations, and other interested individuals concerning programs that receive assistance under this title, including grievances regarding proposed placements of such participants in such projects.

(2) DEADLINE FOR GRIEVANCES. - Except for a grievance that alleges fraud or criminal activity, a grievance shall be made not later than 1 year after the date of the alleged occurrence of the event that is the subject of the grievance.

(3) DEADLINE FOR HEARING AND DECISION. -

(A) HEARING. - A hearing on any grievance conducted under this subsection shall be conducted only later than 30 days after the filing of such grievance.

(B) DECISION. - A decision on any grievance shall be made not later than 60 days after the filing of such grievance.

(4) ARBITRATION. -

(A) IN GENERAL. - In the event of a decision on a grievance that is adverse to the party who filed such grievance, or 60 days after the filing of such grievance if no decision has been reached, such party shall be permitted to submit such grievance to binding arbitration before a qualified arbitrator who is jointly selected and independent of the interested parties. *copy sent* ~~If the parties cannot agree, the Secretary of Labor shall appoint an arbitrator from a list of qualified arbitrators within 30 days after receiving a request for such appointment from one of the parties to the grievance.~~

(B) DEADLINE FOR PROCEEDING. - An arbitration proceeding shall be not later than 45 days after the request for such arbitration proceedings, ~~or, if the arbitrator is appointed by the Secretary in accordance with the 2nd sentence of subsection (A), not later than 30 days after the appointment of such arbitrator.~~

(C) DEADLINE FOR DECISION. - A decision concerning a grievance shall be made not later than 30 days after the date such arbitration proceeding begins.

(D) COST. -

(i) IN GENERAL. - ~~Except as provided in subclause (ii), the cost of an arbitration proceeding shall be divided evenly between the parties to the arbitration.~~

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(ii) EXCEPTION. - If a participant, labor organization, or other interested individual described in subparagraph (1) prevails under a binding arbitration proceeding, the ~~State, unit of general local government public or private nonprofit organization, or a consortium consisting of such units and organizations,~~ ^{entity} which is party to such grievance shall pay the total cost of such proceeding and the attorneys' fees of such participant, labor organization, or individual, as the case may be.

(5) PROPOSED PLACEMENT. - If a grievance is filed regarding a proposed placement of a participant in a program that receives assistance under this title, such placement shall not be made unless it is consistent with the resolution of the grievance pursuant to this subsection.

(6) REMEDIES. - Remedies for a grievance filed under this subsection include -

- (A) suspension of payments for assistance under this title;
- (B) termination of such payments;
- (C) prohibition of such placement described in paragraph (5);
- (D) in the case of violations of Sec. 177. (a) and (b):

- (i) reinstatement of the displaced employee(s) to the position held by such employees prior to displacement;
- (ii) payment of lost wages and benefits of the displaced employee(s);
- (iii) reestablishment of other relevant terms, conditions, and privileges of employment of the displaced employee(s); and
- (iv) such equitable relief as is necessary to correct any violation of Sec. 177(a) and (b) or to make the displaced employee(s) whole.

if program sponsor/grantee is also employee

(7) ENFORCEMENT. - Suits to enforce arbitration awards under this section may be brought in any district court of the United States having jurisdiction of the parties without regard to the amount in controversy and without regard to the citizenship of the parties.

Note:

1. May need to modify wording of the exception clause to reflect any changes regarding who is running projects: e.g. local educational agencies; state colleges, etc.)
2. Under (6) - "displaced employee(s)" has been substituted for work "participant" used in Boran demos.

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*GEORGETOWN UNIVERSITY LHP CENTER*

Peter B. Edelman
Professor

March 29, 1993

Dear Melanne:

It was great to see you. The whole evening was a treat. I want to recapitulate what I think are the outstanding unanswered questions, particularly since I left one out (the issue of what the required match needs to be):

1. The size of the postservice benefit and the problems if there is a disparity between the precollege or noncollege and the postcollege benefit. As I told you, I think the disparity issue is on its way to being worked out, and the thinking is that the President will have to negotiate the size of the proposed postservice benefit with Senators Nunn and Mikulski.
2. Whether there is a limit on the amount to which an organization utilizing service participants can supplement their stipend. As I mentioned, the thinking, last I heard, was that there would be an overall limit of \$17,000 annually on the total stipend, exclusive of health insurance, child care, and the postservice benefit. Is this too low? Should there be a stated limit at all?
3. The role of the volunteers. Can they use their highest professional degree? Can teachers teach? Can people with B.A.s teach? Would it be incongruous if lawyers can serve as lawyers but teachers can't teach? Should we leave this open in the legislation and handle it by regulations (I doubt this is possible since the unions will want to know what the deal is.)
4. Priorities. Will there be themes, or foci, beyond a general statement that we want participants to function in the areas of education, human needs, the environment, and public safety? Can this be left to regulations?
5. What is the role of the states? Or, more pointedly, how do we make sure money gets to distressed inner-city communities?
6. The match. It turned out that the way in which the proposed 50% match was structured was that it would be on top of the stipend, i.e. the federal govt would pay the whole stipend and the match was essentially the organization's existing budget which would go on top of the stipend. This is no match at all

for many organizations, since they would be putting in what they are already putting in. I suggested a real match of something like 15% -- i.e., that if the stipend and health insurance together make up a package worth \$10,000, the receiving organization would have to come up with \$1500. Eli and Jack bought my idea, but clearly, many local organizations will say they can't do it. My instinct is to say that we genuinely believe in partnerships and that the federal govt in this day and age shouldn't pay the whole freight -- indeed, that organizations will not take the whole thing seriously enough if they don't have a financial stake in it.

I am having a modest bout of insecurity about all of this. One answer is to say that this is why we have a Congress, and that these issues will come out in the wash when the bill hits the Hill. But if there were a way to feel more comfortable now I would love to feel more comfortable now.

I hope this is helpful. Again, it was great to see you!

Sincerely,



reinventing govt - local chrl
wants a focus on larger purpose:
REBUILDING COMMUNITIES

Susaw 202.456.6920
Shirley 202.456.2878

PennSERVE
1304 Labor and Industry
Harrisburg, Pa. 17120
March 13, 1993

TO: Jack Lew

Shirley Sagawa
Susan Stroud

FROM: John Briscoe

RE: CLINTON NATIONAL SERVICE PROPOSAL: Discussion
Outline

S. & S., it was a pleasure to talk with you yesterday at the Working Group. I appreciate your invitation to comment on the Outline and look forward to the Legislative Package towards the end of the month.

There is a great deal to applaud in your proposal, one BIG issue of concern and several details on which I have suggestions:

APPLAUD:

1. The President supports a comprehensive system of service. This is crucial and wonderful. (See my BIG CONCERN below.)

2. The President supports a "build on diversity and grass-roots strength" model rather than a federal program. Hooray.... a crucial piece of strength. It leverages lots more resources and helps make you much less vulnerable to the inevitable failures and screw-ups. It is absolutely in the spirit of reinventing government.

3. The President has kept the Income Contingent Loan stuff part of the package AND we know, although you don't give yourself credit for it here, that he has really put the bite on other Secretaries and Departments to come up with service opportunities within their programs. E.G. Labor, Interior. (You have also just appointed an active member of the Miami Youth Corps Board of Directors your Attorney General, hooray!).

I could go on, but too much praise rots the mind!

MY BIG CONCERN:

THE 100,000 NATIONAL TRUSTERS SERVE NO LARGER PURPOSE.

The way it has been presented this is another program of Government largesse. The nice national government is going to "make it possible for college students.... and make it easier to pay back loans." This is social worker language or as the Wall Street Journal would put it "boondoggle" language. The emphasis is way too much on the benefits and way too little on the challenges they will face and needs that they will meet.

I joined the Peace Corps because it was going to be tough --- the "hardest job you'll ever love." It was the challenge that attracted me not the "post service benefit." We created the Peace Corps in this country in the context of a cold war for which we were called upon (In the "Ask not" speech!) to "bear any burden....." The National Trusters are not being challenged to do anything other than vaguely "do good service."

We gladly invested in the G.I. Bill to the equivalent of \$50,000,000,000 per year because these men and women had just defeated fascism and left 10's of thousands of their colleagues dead in some muddy hole.

We invested \$300,000,000, in 1933 dollars, in a totally untried CCC on March 31, 1933 because 25% of us were unemployed and the economy was coming down around our ears.

Unless we find a larger purpose for the Clinton National Service Proposal I fear we will once again create a boutique program, e.g. VISTA, Literacy Corps, Peace Corps, rather than spark a movement. Increasing the number of supported college students by 2% is not an adequate purpose. Mobilizing EVERY AMERICAN YOUTH to serve might be!

I propose that The President say something like this:

"I believe, above all, that we must restore community in America. Learning to create communities is like learning how to ride a bicycle. You only learn it by doing it.

"Therefore I challenge every young person in America to engage in sustained and significant community service. I want to make community service the common expectation and experience of every American. I want to

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"Therefore I challenge every young person in America to engage in sustained and significant community service. I want to make community service the common expectation and experience of every American. I want to

so pervasively and persuasively ask every young person to serve that it becomes part of the fabric of life.

"In order to make that happen I am creating a special National Service Corps. These 100,000 selected young people will be the shock troops of our system of service. Their job is to find the ways and means that every young person can serve. Their jobs will be enormously difficult. They will work under hard and sometimes dangerous conditions, confronting problems that America has for too long swept under the rug of indifference. Some of them will be shot on the job; some will be assaulted. Don't even think of signing up unless you think you're tough enough and good enough to change the fabric of American life.

"The prize is worth the cost. We are now losing the battle of youth. More than 20% of our youth drop out of school to a life of few opportunities and much destruction of our society. Last year 5,000 (???) young people shot each other. These same young people can be a resource for our communities. They can solve our drug problems and our crime problems and our teen-age pregnancy problems IF they have the leadership and support....if they too are challenged. They can solve these problems because they ARE these problems!

"That's what the National Service Trusters are going to do. In return I propose that we reward them as we did the GI's after World War II by making sure that they go on to higher education to hone the skills that they have learned in the school of hard knocks to which they will have just given two years of their lives.

Enuf said, but a lot follows from that change in perspective.....If that becomes the purpose then there is only one kind of assignment and one unifying theme. The selection criteria remain diverse, but are linked to performance rather than status. It takes the emphasis of the benefits and puts it on the work!

Some details:

Benefits: I think \$10,000 is probably too high, but I don't think the absolute level is very important. If we provide the kind of leadership cadre, high visibility program that I think we can the pay-off will come in the form of career options and personal rolodexes rather than cash.

Building an Infrastructure:

"Single-year venture capital grants...." I don't think you can prove anything with a single year grant...by the time it gets through various bureaucracies half the year is gone.....I would do all grants for at least three years.

State Role:

The Governor of each state wanting to play in this game MUST designate a lead agency. I would also strongly urge you to make sure that the State Commissions have the power and are encouraged to create, non-profit "foundations" so that they can tap private and philanthropic funds without the clammy hand of the State Treasurer snatching it.

Thanks for the opportunity. I feel better now!

also sent directly to
Shirley (response should come
from her, too)

ELI

NATIONAL SERVICE SECRETARIAT
5140 Shorier Place, NW
Washington, DC 20016

Phone: 202-244-5828

FAX: 202-363-6850

March 13, 1993

To: Susan Stroud

From: Don Eberly *Don*

Subject: Clinton National Service Proposal

Jack

Eberly is one of the
grand old men of
nat'l service. Suggest
you share with S. Stroud.

ELI

Thank you for your invitation to comment on the Discussion Outline. I will offer my comments briefly and will be happy to elaborate on any of them at your convenience.

I think it is right to focus on a national service program within the framework of a broad-based call to service. However, I would plan in the next few years to engage more people in the GI Bill model (post-service educational benefit) than in the mirror image of the GI Bill model (loan forgiveness). The reason is that we know the GI Bill model works and can proceed on a substantial scale. The mirror image of the GI Bill should begin on an experimental basis and grow gradually.

A Conservation Corps should be included as part of the GI Bill model. It should include activities sponsored by Agriculture and Interior as well as those sponsored by state departments of natural resources and non-profit organizations. I would make arrangements with the Pentagon to bring departing military personnel onto the Conservation Corps staff for logistical support, as President Roosevelt did 60 years ago with the CCC.

I → Robert is doing this. This will be part of our program since it's a Commission project already.

Decentralized placements should pretty much follow the model of Subtitle D in the NCSA of 1990. With both the Conservation Corps and the decentralized placements, we can go full steam ahead with full-time stipended placements while treating part-time stipended placements as experimental.

The differential benefits proposal should be excised this weekend, before media commentators start giving President Clinton a hard time over it.

It would be helpful to examine two flow charts associated with the President's draft proposal. The first would show the flow of money from federal, state and other sources and who has responsibility for what. For example, there must be some federal criteria for approved positions and programs but I need to see what criteria are being proposed. The idea of state National Service Commissions is good but I need more details before I can

be convinced that they will not be impediments to the process.

The second flow chart would show how applicants -- both in the GI Bill model and the payback model -- go through the system and end up in suitable placements.

The proposed phase-in of 25,000 by the end of FY 94 is OK (I assume that is in addition to current program levels) but I would raise the FY 1997 target figure from 100,000 to about 300,000.

I support well-integrated teams but I don't support them at the expense of service delivery. I have seen teams with members ranging from college graduates to dropouts whose service output is curtailed because everyone does the same thing. We need to aim for teams requiring varied talents. Some examples are bookmobiles, vaccination campaigns, and removal of lead-based paint poisoning. Having said this, I would not exclude the Ph.D. environmentalist from a conservation work crew if that is where she wants to serve.

Let me know if I can help. Best wishes.



youth on state commissions
existing for non-profits to apply
directly to corp-
let 16yr olds get stipends

HAAS CENTER FOR PUBLIC SERVICE

Owen House
P. O. Box Q
Stanford University
Stanford, California 94309-3473

Student
Groups

FACSIMILE TRANSMITTAL COVER SHEET

Number of pages including cover 3

DATE: April 2, 1993

TO: Shirley Saazura

COMPANY: Office of National Service

TELEPHONE: _____

FAX: (202) 456-6420

FROM: Megan Sweeney

Haas Center for Public Service
Tel: (415) 723-0992
FAX #: (415) 725-7339

Comments: _____

youth on

Feedback for National and Community Service Act

From the perspective of Youth Service California (YSCal), we believe that reauthorization for the National and Community Service Act should include:

- Lead Agency: The Commission on National and Community Service should remain the lead federal agency based on their track record during the last two years and experience with national service demonstration projects.
- The State Commission or State Advisory Board should be set up by each state's governor and include: representatives from labor, business, and State agencies administering community service, youth service, education, social service, and job training programs. At least half of its representatives should come from existing non-profit agencies, local education agencies, higher education organizations, and volunteer organizations with proven track records in running youth service programs. The group should be balanced according to race, ethnicity, gender, and age and include at least two youth. The role of the board should mirror the original act.
- State Commissions or lead agencies should convene grant recipients, contract agencies, and grant applicants for annual state meetings.
- The legislation should promote continued creativity on the part of local partnerships and non-profit agencies in collaboration with the State structure. 20% of the federal funds should be reserved for non-profits to apply directly to the Commission. Those receiving independent funding should have dual reporting to both the State Commission and the National Commission. In addition, the law should contemplate the possibility of double funding from the federal and state commissions.
- The legislation should also consider allowing stipends for youth 16 and over in Serve America Programs in order to avoid disincentives for disadvantaged youth; for youth age 13-16 the law should permit service credits that can be applied to the National Service Loan Forgiveness Program.

*role for
state in
direct
funding
programs*

Points of Light Foundation

Kathleen Kirby
Constitutional Rights Foundation

Jeannie Kim
California Campus Compact

Joanna Lennon
East Bay Conservation Corps

Jay Mandal
Stanford Project on National Service

Anderson F. Shaw
Community Volunteer

Timothy Stanton
Haas Center for Public Service

Megan Swezey, Director

Please call me if I can provide any additional information. I can be reached directly at (415) 723-3803. Thank you and good luck.

Sincerely,


Megan Swezey
Director

N. California: c/o Haas Center for Public Service, P.O. Box Q, Stanford, CA 94309 • (415) 723-3803 FAX (415) 725-7339
S. California: c/o Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005 • (213) 487-5590 FAX (213) 386-0459

want n.s. positions in education field
people to work in their own communities

Susan, Jack

STUDENTS FOR SERVICE NOT DEBT

A SAN FRANCISCO BAY AREA AD HOC COMMITTEE

3247-C HARRISON STREET
SAN FRANCISCO, CALIFORNIA 94110
415/695-9528

PAM LANZA - GLENN HIRSCH
VOLUNTEER COORDINATORS

Susan Stroud
Office of National Service
Old Executive Office Bldg, Rm. 145
Washington DC 20500

3/15/93

RE: USSA's Recommendations on National Service

Dear Ms. Stroud:

We represent "Students for Service Not Debt", a Northern California branch of the Educational Rights Coalition recently formed in Los Angeles.

WE WISH TO ENDORSE USSA's RECOMMENDATIONS ON NATIONAL SERVICE (copy enclosed), **WITH THE FOLLOWING ADDITIONS:**

1) **RETROACTIVITY** - According to the Department of Education's statistics, there are \$60 billion in outstanding student loans, \$16.7 billion of which are in default, as of 1991. We strongly feel that the inability of such debtors to pay their loans due to the economic recession is a matter of extreme urgency. **We recommend that National Service opportunities include the over-4 million students already indebted, who represent a tremendously energetic and skilled workforce.**

2) **EDUCATION** - Public education is in dire need of assistance, as are colleges, universities, Headstart programs, tutoring programs, school libraries, public libraries, and school health departments. **We recommend that National Service opportunities include jobs in the education system, to be filled by debtors, some of whom have graduate degrees who are already trained and qualified to teach at various levels, and who are unable to find jobs in their fields.**

3) **AVAILABILITY** - Why put more money into a bureaucracy for housing and relocation costs for National Service workers? Every community in this country has needs that could be met by workers in that community. **We recommend that "National Service" be renamed to "COMMUNITY SERVICE", and that local jobs be made available to student loan debtors.**

Glenn Hirsch

Pam Lanza

NATIONAL SERVICE SOLVES TWO NATIONAL PROBLEMS

STUDENT DEBTS ARE REPAID WITHOUT DEFAULT PUBLIC EDUCATION GETS THE RESOURCES THEY DESPARATELY NEED

Through 1991, 6.5 million students have defaulted on over sixteen billion dollars in student debts -- isn't it time that the nation convert these debts into additional teaching positions, library staff, specialist teaching positions and other school services?

The country can greatly benefit from a system of National Service that provides indebted college graduates with an alternative to personal bankruptcy through the donation of professional skills to their local schools, universities, and libraries.

The President is considering this issue in the next few months -- now is the time to act. In order to insure equal opportunity in education, national service should not only serve as a "credit system" for future students, but also as a means of repayment for past and present borrowers who wanted an education, who are now trained and who want to give something back to the education system.

Under National Service, graduates should be able to pay off their debts by working for forgiveness vouchers in the following:

- Faculty and staff positions in colleges and universities that have recently been cut or are facing cuts;
- Public or school library positions to expand severely shortened hours of operation;
- "Specialist" positions in areas that are typically cut first (eg, art, music, multicultural studies, drama, literature);
- Teachers' aide and lab tech positions which have recently been cut -- national service would supplement current staff and not replace existing graduate student assistantships;
- Head Start, tutoring, or school nutrition or health programs;
- School building upgrade, maintenance, repair or remodeling.

National Service opportunities for college graduates eliminates the need for costly training programs. National Service in each graduate's own community eliminates the need for costly housing and relocation expenses in other parts of the country.

Are college graduates "criminals" because they cannot find teaching jobs to repay their college loans? How can we watch schools and colleges fight to upgrade standards and maintain qualified teachers, aides, and other staff while millions of qualified graduates work in unskilled service jobs and slide into permanent insolvency?

NATIONAL SERVICE IS A NECESSARY SOLUTION - ACT NOW !

A SUGGESTED LETTER CONTACT LIST IS ATTACHED

This leaflet prepared by:
STUDENTS FOR SERVICE NOT DEBT
c/o Pam Lanza, Glenn Hirsch
3247-C Harrison Street
San Francisco CA 94110
(415) 695-9528

Send Letters of Support to:
Your Congressperson
Eli Segal (address attached)
Stacey Leyton (address attached)

STUDENT LOAN PROGRAM

Student loans enrich banks

■ **Fact:** Student Loan Marketing Association wastes \$1 billion annually

IF THE FOOD STAMP PROGRAM were run like the federal government's college loan system, grocers would be getting rich, the needy would go hungry and at least \$1 billion would be needlessly spent.

So why do Democrats and Republicans tolerate the student loan program? Sen. Paul Simon, Ill., blames special interests. This federal program, which provides relatively small loans averaging \$3,000 a year to students is easy money for the two middlemen in the \$6 billion a year student loan maze: banks and the Student Loan Marketing Association (Sallie Mae).

Banks make \$1 billion a year issuing student loans, and Sallie Mae officials pay themselves salaries that might make Mike Milken blush. In order of profitability, student loans outpace auto loans, mortgage-backed securities, adjustable- and fixed-rate mortgages and U.S. Treasury securities. Only credit cards and commercial and industrial loans rank higher for profitability, according to the Department of Education.

With commercial bank profits setting new records every quarter — the total for the first nine months of last year registered at \$24.1 billion — student lending should have a larger public purpose than serving as a profit stream for the Chase and Citicorp, which enjoy a disproportionate share of the business.

This middleman racket would be replaced with a system of direct lending if Simon and Rep. Robert Andrews, D-N.J., get their way. Though there are many several variations of the direct-lending concept, it would essen-

COMMENTARY



**Jack
Anderson**

National
columnist

tially create a system of direct lending from the government to college campuses that would bypass the banks. Simon calls for collections to be handled by the Internal Revenue Service as part of withholding from paychecks after graduation. Or, under one Clinton proposal, the debts could be worked off through community service.

During the campaign, Clinton said he supports an approach aimed at "simplifying the student-aid program by eliminating banks from the process and making direct loans to students through their colleges." The Bush administration grudgingly approved a very limited direct-lending test program last summer.

Simon thinks Clinton will tackle the issue in his first 100 days. Simon's meetings with Clinton Cabinet designees indicate strong support for the idea, and an even stronger revulsion toward the current system of middleman exploitation.

But transition team officials are already tasting the lobbying war that looms. Sallie Mae officials, for example, recently traveled to the home of one transition official to make the case for the status quo.

Simon is happy to have a White House ally after years of lonely struggle, but fears that the recent full-court press by Sallie Mae and the big banks could scuttle chances for reform. Simon says he understands "that in politics you can get in just so many fights. But this is one where the General Accounting Office says we can save more than a \$1 billion a year."

To be sure, his most withering fire is reserved for Sallie Mae officials.

Sallie Mae was set up by the Nixon administration to increase the volume of student loans by creating a secondary market. Although a federally chartered corporation, it has taken on a political life of its own by vociferously resisting any changes that would cut it out of the action. Sallie Mae officials are fighting for their self-preservation, and here's why:

General Accounting Office figures show that Sallie Mae President Lawrence A. Hough earned more than \$2 million in 1991 (about 10 times as much as the U.S. president) and Albert Lord Jr., Sallie Mae vice president, received \$1.7 million. The No. 3 official, Mitchell Johnson, earned total compensation of more than \$826,000. Even the fifth man on Sallie Mae's totem pole earned more than twice what the president is paid.

"No wonder they are fighting changes in the student assistance program," Simon told us. "This is a student assistance program, a higher education assistance program, and not a Sallie Mae assistance program ... One of the things we have to keep in mind as we create these entities (is that) they may be created to help students or to help some other function, but at some point they start getting interested in self-perpetuation rather than the mission that we created them for."

Hough believes that his agency can be the Clinton administration's "best allies in accomplishing his policy objectives" and that the "present system of private capital-based educational credit ... continues to be the best vehicle through which to serve the nation's students and their families."

The bottom line is that the government spends \$3 billion a year, \$1 billion of which could be saved if Sallie Mae and banks were cut out of the process. With that kind of math, the current student loan program deserves a failing grade.

Who is defaulting on whose loans?

THE JOURNAL OF COMMERCE, Friday, May 25, 1990

EDITORIAL/OPINION

Public Loses in Thrift Bailout

Spending on S&L Cleanup In June Swells Budget Deficit

By Dave Skudmore
Financial Press

The busiest month yet for the savings and loan cleanup ballooned the federal budget deficit to \$11.2 billion in June, a month when corporate tax payments usually produce a surplus, the government said yesterday.

The shortfall, compared with a \$7.8 billion surplus in June 1989, brought red ink for the first nine months of fiscal 1990 to \$163.1 billion, more than half again as much as the \$105.4 billion deficit at this time last year.

If the deficit continues to accumulate at this pace, it could top the record fiscal-year deficit of \$221.1 billion set in 1986. The White House

Office of Management and Budget is forecasting a budget gap of \$218.5 billion, just short of the record.

White House negotiators and congressional leaders are attempting to put together a major deficit-reduction pact for fiscal 1991. Absent an agreement, OMB projects the 1991 deficit at \$231.4 billion.

"The deficit is totally running out of control," said economist Michael K. Evans, who heads a Washington-based consulting firm. "Through January, the deficit was apparently in good shape. Starting in February, it started going bananas."

Evans attributed the ballooning budget gap to S&L cleanup spending and to sluggish economic growth,

which is producing lower-than-expected tax revenue.

S&L cleanup spending by the government's Resolution Trust Corp. totaled \$15.8 billion in June—a third of its total spending through June of \$45 billion. June was the bailout's busiest month. The RTC dealt with 83 institutions, bringing its total of bailouts and closings to 207.

Eventually, the prospects to sell real estate and other assets failed thrifths. They help reduce the future years.

The economic gross nation sub-par 1.9 for January-March ended by most at an eye the April corpor June, perc

S&L Losses Still Mounting Regulator's Survey Finds Barely Half of Thrifts Found to Be Healthy

By Jerry Knight
Washington Post Staff Writer

Despite government rescues of hundreds of savings and loan associations, the thrift industry as a whole continued to lose money in the first quarter of this year and barely half the nation's S&Ls appear healthy enough to be confident of surviving, according to government statistics released yesterday.

Thrift Supervision did not indicate that the government, but it picture of the 2,505 private hands have been

1989. But that was because the government took over the worst losers, not because the industry as a whole turned around.

"I'm not going to draw any broad conclusions," said Ryan, director of the OTS. "I'm not going to be Mr. Rosy Scenario. This is a very, very tough situation in my view."

Ryan said OTS is closely monitoring the health of the industry and he is getting monthly reports on the finances of struggling institutions with more than \$500 million in assets.

The government progress toward

Schedule S and L (Form 1040)

Name(s)

SS#

- 1 Your contribution to bailing out savings and loan industry. Enter \$1,000 (for now)
- 2 Specify recipient of your contribution:
 - ☐ Free-spending bankers
 - ☐ Politicians on the take
 - ☐ Embezzling mobsters
 - ☐ CIA secret agents

(check as many as you want)

3 Don't be angry. We've all bounced checks. Imagine how bad you'd feel if you bounced a whole bank.

We hear a lot about the greedy students defaulting on their loans - but who are the real defaulters? Experts now estimate that it will cost us \$500 billion to bail out the S&L's. The student loan defaults are only a fraction of that and are largely due to the shift from grants to loans for needy students. Why are we blaming low-income students instead of going after the real criminals. How about a "bailout" for the education budget that has been shrinking year after year?



want higher stipend &
educational benefit Susan/Jack

"Organizing and Advocating for Students Across the Country"

United States Student Association / 815 15th St., NW Suite 838 / Washington D.C. 20005 / (202) 347-USSA
FAX# (202) 393-5886

March 16, 1993

To: Office of National Service

Fr: Stacey Leyton

Re: USSA recommendations on stipend and post-service benefit

Stipend

Students involved with USSA are currently writing letters urging that the Office of National Service, among other things, establish a minimum stipend level of \$10,000 annually for national service participants. We feel that paying close to this level is necessary in order to guarantee a diversity of students in the program. Paying minimum wage, as proposed by the Office of National Service, would make sense to us if dependent or disability related costs and regional differences were taken into account.

Some programs, such as City Year, pay young people the equivalent of \$5000 annually to participate in service. We have spoken with students in these programs and understand that most participants live at home or enjoy substantial financial support from their families. There are a few who are able to participate in these programs by simultaneously working part-time, but this is a tremendous demand on these young people.

If the Clinton administration wants low-income students to have access to this program, it is not realistic to expect young people over seventeen years of age to be supported by their parents. More and more students today are financially independent — because of difficult personal or economic family situations these young people are supporting themselves (and, in many cases, helping to support their family as well). These are the students who are in MOST need of financial assistance in affording college. They should have access to this program as much as those who still enjoy parental support. If the stipend is not enough for a single individual to survive on, we fear that the National Service program will not fulfill its promise of providing access to all students nor its desire to employ a diverse group of students.

We realize that the higher the stipend the more the overall cost of the program. However, we feel that the most important goal right now is to set up a quality, diverse, accessible program. If this is in place then the public will support the expansion of service opportunities. If this program instead proves to have some of the weaknesses of its predecessors — particularly if it does not achieve the desired diversity — it will not enjoy the same level of constituency support. For these reasons, we urge you to set the stipend level at a livable wage.

Other suggestions of USSA include *varying the stipend according to region and disability or dependent related costs* and *allowing service programs to pay some individuals more than the federal stipend*. Obviously it does not make sense to expect someone to live on the same wage in New York City as in rural Wisconsin — flexibility should be built in, as

it has in the VISTA program. The Pell Grant program formula could be a model for determining disability and dependent related costs, as these were included in the 1992 Reauthorization of the Higher Education Act.

Post-Service Benefit

We understand that some groups are pressuring the Office of National Service to lower the amount of loan forgiveness for which National Service participants are eligible. We would strongly oppose the annual maximum being any lower than \$10,000.

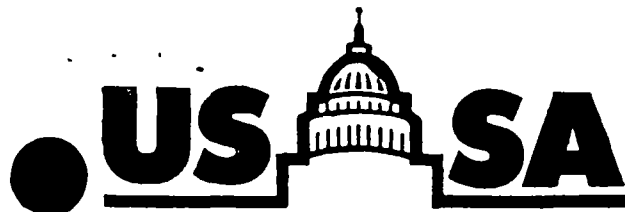
1986 figures indicate that average indebtedness upon graduation from college was \$6810 for public four year colleges and \$10,000 for private institutions. Some use these figures to argue that \$10,000 is excessively high.

First, these figures are seven years old. Over the past seven years college costs have skyrocketed and the loan to grant imbalance has worsened, meaning that these figures may be double what they were in 1986. Between 1980 and 1990 cost of college attendance went up 146% at private schools and 109% at public schools while median family income went up just 73% and grants actually fell by 2%. The result? Loans went up by 100%.

Second, these figures are averages. Even in 1986 many students graduated much deeper in debt. We have students attending our upcoming Town Meeting on National Service who are finishing community college already \$12,000 in debt or who are finishing four years of college \$20,000 to \$30,000 in debt. These students are not unusual on today's college campuses, although the irregularity of Department of Education studies forces us to rely on anecdotal proof (their next numbers on student loan indebtedness are not due out until 1996).

Third, the \$10,000 is a maximum level. Those who are not forced to go so deeply into debt will have smaller amounts of their loans forgiven. This balances out the need for equity with the need to offer the most help to those who are the most disadvantaged by huge loan debt.

Finally, we remind the Office of National Service that President Clinton promised students that we would see all of our loans forgiven under this program. This is the expectation that is widespread on college campuses. Reducing the maximum loan forgiveness allowed to below \$10,000 will cause many students to see National Service as a program which will barely make a dent in their loan debt. We hope that the program will realize its promise and that you will hold firm on the \$10,000 annual figure.



"Organizing and Advocating for Students Across the Country"

United States Student Association / 815 15th St., NW Suite 838 / Washington D.C. 20005 / (202) 347-USSA
FAX# (202) 393-5886

For more information : Stacey Leyton, USSA President
(202) 347-8772

USSA RECOMMENDATIONS ON NATIONAL SERVICE

I. The Trust Fund should supplement, not replace, existing student aid programs.

President Clinton has proposed the National Service Trust Fund as a vehicle to open the doors of higher education to all of today's students. This program can be a major contribution to student access, as long as it occurs in a manner which supplements the critical role of already existing federal financial aid.

(1) The Trust Fund should not undermine current grant programs.

In the last decade, due to the shifting balance between grants and loans, more and more needy students have been forced to take on increasingly large loan burdens to finance their education. While grants constituted 80% of all federal financial aid in 1975, today less than half of student aid is in the form of grants — loans have taken their place. USSA is concerned the negative shift in governmental aid is causing students to mortgage their futures. Therefore, USSA hopes that the National Service Trust Fund will be another form of financial aid but will not supplant grants. We welcome President Clinton's earlier statements that he does not see this program replacing or in any way diminishing the importance of the Pell Grant program.

(2) USSA proposes that the Trust Fund be accompanied by a Pell Grant Entitlement. Year after year the money appropriated to the Pell Grant has diminished although the number of students qualifying and the amount of the awards they are told they deserve have both been growing. The maximum Pell Grant, which goes to the neediest students, has only been funded at its authorized level three times since the inception of the program. In the Fiscal Year 1993 Appropriations the maximum Pell Grant was significantly reduced to \$2300 (it was \$2400 in FY'92) though, ironically, it was authorized at \$3900 in the 1992 Reauthorization of the Higher Education Act. A Pell Grant Entitlement would ensure that all students that qualify for a Pell Award receive the full amount of their award and would reinforce your commitment to ensuring access to higher education for all Americans.

(3) USSA recommends that National Service be a repayment option for loans taken out under already existing loan programs (such as Stafford/GSL, Perkins/NDSL, SLS and PLUS) and that the Direct Lending pilot program be an appropriate model for the National Service Trust Fund. Rather than create an entirely new Trust Fund, these currently existing loan programs can provide the mechanism for the implementation of this program.

(4) USSA proposes that all loans be subsidized for low and middle income students and that the interest rate be kept low as it has been for the GSL program. Currently, the Stafford loan program is subsidized by the Federal government for low and middle-income families and the new unsubsidized Stafford loan (which is open to all students) gives wealthier families an opportunity to receive a loan. When a loan is

subsidized, the federal government pays the interest while the student is in college so interest does not accrue. This is a critical aspect of making loan repayment manageable, and this in-school interest subsidy should continue during the time that a student performs national service. In addition, one of the salient features of the GSL program is that the interest rate on the loans is kept low, so many students are able to afford loan payments after graduation. We hope that any loans recommended by President Clinton follow the same guidelines. This is particularly important for the large segment of non traditional students who may not be able to take two years out in order to perform service.

(5) USSA would like to see a system where only those who are facing potential default enter into an income sensitive loan repayment plan. For 90% of students today, an income contingent repayment plan is a bad idea — they will ultimately end up accruing much more interest and paying back a larger total amount. In addition, under an income contingent loan program, many borrowers will still be paying off their loans while in their forties and fifties, when many are trying to purchase homes and raise families. Therefore, USSA believes that students should enter into this plan only when their loan payments have become so unmanageable that they are in danger of default. Additionally, we recommend that students who are still repaying their loan after a certain period of time (i.e., 20 years) should have their remaining debt forgiven.

(6) USSA recommends that the income sensitive loan program allow hardship forbearance and deferment and maintain flexibility of options. An income contingent loan program should be flexible to the ever-changing needs of students. Often problems can arise, such as family illness, which could change a student's ability to repay the loan on a predetermined schedule even if the payment is sensitive to their income. If the ICL remains flexible and allows hardship deferment or repayment options in emergency situations, the loan default rates will remain low. Moreover, those students who take the income sensitive route due to financial difficulties should have the option to move back into the standard ten-year repayment plan or to pay their loans back early within penalty.

(7) USSA recommends that the IRS not be the agency charged with management and collection of the loan. Though the current system is far from perfect, students having difficulty paying their loans can work with their lending institutions to chart out a payment schedule and can receive some counseling or guidance from these institutions. However, this is not the proper role for the IRS. The IRS, is a large bureaucracy, and would not be able to give such personalized attention to students. It may leave a large number of students without options and potentially lead to increased default rates.

There is a strong misconception that student borrowers have inordinately high default rates. In actuality, students who complete an undergraduate degree within a four to six year period have lower default rates than students who fail to complete degree requirements due to increased financial burdens, insufficient institutional support or other academic and non-academic reasons.

(8) Other educational access programs should be maintained. Veterans' benefits and other loan forgiveness options should not be replaced by National Service.

II. All students should have access to community service as a mechanism to repay student loans.

The promise that all students can attend college through participation in service is an offer of hope to many people who today cannot afford a higher education. Therefore every effort should be made to insure that today's students — who are often older, who come from all different racial and economic backgrounds — can fully utilize this program.

(1) **The stipend amount should be no lower than \$10,000.** Some entities and individuals are proposing that the program be modeled after City Year, which gives students \$100 per week. While this might be acceptable for young people who are still able to live at home and enjoy financial support from their parents, this represents no real option for those who do not have this privilege. The intent of this program is to involve people from a variety of socioeconomic backgrounds and to give those without real hope for higher education a chance to better themselves. Making the wage unlivable will ultimately prevent the success of the program. We further suggest that the stipend be adjusted according to area cost of living and be sensitive to dependent or disability related care expenses and that the stipend level increase along with inflation.

(2) **USSA recommends that the proposed living allowance amount be determined according to local cost of living in placement area, dependent-care or disability-related expenses, and other social factors.** The \$10,000 dollar living allowance may be enough for someone in a rural setting, but it is extremely low for those living in major urban centers. It also does not take into account the needs of those with dependents or disabilities. A \$10,000 living allowance would prevent a large number of people, especially non-traditional students and students of color, from participating in the community service repayment program.

(3) **A residential option should be available at a minimal cost.** Because the \$10,000 stipend will not cover the costs of living in some areas, especially cities, we suggest that participants have the option of living in dormitory like settings with others participating in service. This, however, should not be mandatory. Different kinds of service programs may require different residential situations.

(4) **Options should exist for non-traditional students, particularly those with families.** The number of traditional and non-traditional students in four year schools is equal today and in community colleges non-traditional students outnumber traditional students by almost 5 to 1!! A student with a dependent will not be able to live in a dormitory and will not be able to subsist on \$10,000 per year. This is particularly important in allowing single parents to take part in the program and achieve a higher education. We suggest the following:

- Childcare be made available at no cost or a minimal cost. In areas with large numbers of service participants, childcare could be made available. In other areas the childcare could be subsidized so that it is affordable.
- Residential options include family housing.
- The stipend be adjusted when an individual has a dependent(s).
- Programs not be allowed to discriminate against individuals with children or older individuals in their selection process.

(5) **Emphasis should remain on flexibility of options regarding when service takes place and how loans are repaid.** We support allowing students to perform their service and earn a voucher either before college or during college. Yet many — such as those who plan careers in teaching — will want to take advantage of this program after they receive their degree. The greatest number of options will guarantee that this program is the most responsive to the real needs of students. To allow for the needs of non-traditional students, participants should also be able to perform service on a part-time basis and receive a pro-rated stipend and tuition voucher/loan forgiveness.

(6) **The selection process should be either controlled or monitored by the federal government and should insure access for all students regardless of race, ethnicity, socioeconomic class, disability, age, gender, immigration status, sexual orientation and familial status.** We are concerned that if students apply to individual programs, these programs will prefer young people who do not have families, those with superior education and/or higher socioeconomic class and those without disabilities; and selection may be tainted by other biases. We suggest that the federal government adopt guidelines for selection and

closely monitor this process if applications are not federally approved. We also believe that national service should be open to non-citizens as well as undocumented students.

III. The program should operate in a manner that enhances students' educational access and protects participants' rights.

The program can be structured in a manner that lets students know that they WILL be able to afford college if they utilize this program, and that prioritizes making sure that students have a quality experience as service givers.

(1) **Each year of service should earn a student a \$10,000 voucher or loan forgiveness.** Some model programs such as City Year give a student \$5000 for each year of service. Given today's college costs, on average \$5000 will pay only for one year of a public institution's tuition and only a semester of an annual private institution's tuition. Moreover, a student who is working in a regular job for a year could probably earn \$10,000 to live on as well as save \$5000 for college. Thus this program would be of little benefit in enhancing educational access, and many students will feel they are unable to do service if it is financially disadvantageous. Most students are expecting — from President Clinton's promises during the campaign — that two years of service would result in the forgiveness of ALL of one's student loans (which often amounts to \$20,000 to \$40,000 by the end of college). A plan which only allows students to earn up to \$10,000 total will be seen as a betrayal of many of the expectations from the campaign. Moreover, the amount of the voucher should increase according to the average level of tuition increases each year.

(2) **The voucher should be usable for tuition, fees, books at colleges or universities or for vocational education and training.** This program is designed for educational access and for use in bettering oneself. Participants should be able to use the voucher for the full range of educational options — including apprenticeship or vocational education programs and also graduate education. Allowing the voucher to be used for the purchase of a house or small business loan will put pressures on young people to give their vouchers to their families instead of using it to better their educational opportunities. The program was promised as a way to achieve an education, and its reality should reflect this intent.

(3) **Pre-college participation in national service and earning of a voucher should not affect Pell Grant eligibility.** A student who earns a voucher before college should not see this eliminate her/his eligibility for a Pell Grant or reduce the amount of the award. This would constitute a disadvantage to participation in the program and would make many students feel that they were "tricked" into participating with the understanding that it would make college easier to afford. The voucher should not be considered in determination of Expected Family Contribution, but should be treated as if the student received this amount in the form of a loan. Regardless of the cost of a particular institution, most students will need additional financial aid in order to cover living and educational expenses (books, fees, etc.).

(4) **Students should know whether they have access to a national service slot at the time that they make the decision to take out loans.** Since the number of slots will be limited, students should not take out extensive loans with the assumption that they can secure loan forgiveness through service and then find out differently later. While some flexibility must be maintained, students should know the likelihood of being able to have their loans forgiven from the very beginning.

(5) **National service participants should have guaranteed minimum working and living conditions as well as expectations of participants outlined explicitly.** This could include working hours, protection against forced overtime, participation in program governance, sick leave, time off and handling of workplace grievances. Such rights and protections could be in the form of a personnel policy that all programs must

adopt or a more general "Bill of Rights and Responsibilities" for participants. Participants should have a mechanism to lodge complaints and to see action taken if working conditions are unacceptable. This program, designed to educate young people and provide us the opportunity to give service, should not become exploitative or it will undermine support for the program.

(6) National service participants should receive health insurance coverage. An individual making \$10,000 per year will be unable to afford health insurance. We suggest that a decent plan be provided for those who are not otherwise covered. Furthermore, we suggest that provisions should be made for those who are injured while in the middle of their service, particularly those who are injured while on the job.

IV. Service should be directed in a manner that truly meets societal needs.

(1) USSA recommends that the areas currently specified as community service jobs (law enforcement, health care, teaching and drug counseling) be expanded to include other vital community service positions such as working in battered women's or rape crisis programs, community advocacy programs and other programs that may not fall within the categories mentioned above. Many people work in community service areas outside of those mentioned in the preliminary National Service Trust Fund proposal. Many people provide extremely necessary assistance through legal work, counseling for different types of abuses, working to clean up the environment, and giving a voice to the underrepresented. These vital positions should not be overlooked as possible Community Service careers. Furthermore, students should be able to either perform service close to home or to travel to a different locale for a service opportunity.

(2) Certification of local programs should have priority over the creation of new federal programs. We agree with the recommendations coming from those in the service community — such as Public Allies and Youth Service America — that rather than duplicate efforts the government should support and facilitate the expansion of existing programs. This will allow for innovation, for programs that truly meet local needs and for decentralization of the bureaucracy. Conditions of certification should include some amount of accountability or control by the local community, the inclusion of National Service participants in decision making about the program and participation in a federally certified training program. The certification process should be monitored to make sure that it is non-partisan.

(3) Appropriate training should be provided. This training should include awareness of the conditions of the local community, issues of community empowerment, multi-cultural sensitivity and skills building. Such training will guarantee that the program is beneficial both to the service giver and to the community. USSA's foundation has run a training program called GrassRoots Organizing Weekends (GROW), which has trained over 5000 students and young people in the past three years, and we plan to work with others to develop a model training program that would treat the needs of an individual involved in national service. We also recognize that there are some service jobs — such as teaching or health care — which require specific educational backgrounds and we suggest that these requirements be maintained. Those designing the National Service program should also recognize that service can be important job and/or academic training and that many colleges and universities may want to link service with academic credit. The City Year model provides an example of how students can gain academic skills while in the midst of service.

(4) Displacement of current service workers should be avoided. In careers such as teaching, every effort should be made to make sure that the program does not displace current workers. These workers who are devoting careers to giving service should be rewarded and their efforts at achieving higher wages and better conditions should not be undermined by a major influx of low paid, less qualified personnel.

(5) Long-term career choice should be rewarded. Rather than only giving students credit for a short, two-year service stint, those who enter careers in health care or teaching should also be rewarded. This could be through a second tier of the National Service program which offers loan forgiveness for those who enter these careers; the federal government should not have to pay the stipend, but instead these service givers would be paid through normal channels. This is particularly important for careers which require a specific educational background.

(6) The Department of Education should maintain jurisdiction over the loan aspect of the program. Proposals have circulated that would place the entire program under a separate agency. USSA believes that the Department of Education must have extensive involvement with the development and implementation of this program.

V. Students should be integral participants in the development and implementation of this program.

As those who will be filling the ranks of national service programs, we should be represented in committees, commissions, advisory boards and other bodies that will be determining the structure and the functioning of national service. This will insure that programs are designed in a manner which is effective in increasing community service and which meets students' needs. We look forward to participating in future discussions and opportunities to develop a truly visionary program.

opposed to linking n.s. w/direct lending

Shirley

CLOHAN & DEAN

ATTORNEYS AT LAW

SUITE 400

1101 VERMONT AVE., N.W.
WASHINGTON, D.C. 20005-3521

(202) 289-3900

FAX: (202) 371-0197

March 15, 1993

Ms. Susan Stroud
White House Office of National Service
145 Old Executive Office Building
Washington, DC 20500

Dear Ms. Stroud:

I understand from Heather Sabrie, who attended the March 12 White House meeting on National Service, that you are interested in having specific recommendations for the President's National Service legislation. Unfortunately, I could not be present at the meeting on behalf of United Negro College Fund (UNCF); however, I am enclosing, for your information, a summary of UNCF's proposed modifications to the President's National Service Trust Fund proposal.

Christa Beverly, Director of Government Affairs for UNCF, and I would like to meet with you to review these proposals -- which have been adopted and will be recommended to the Congress by the 41 member presidents of the United Negro College Fund. We have very serious concerns about several aspects of the proposed National Service Trust Fund program. UNCF is also strongly opposed to linking national service to direct lending.

Please feel free to give me a call as soon as you have received the enclosed so that we can arrange a mutually convenient time to sit down and talk.

Sincerely,

Bud Blakey

William A. Blakey

WAB/wjh

Enclosure

c: Ms. Christa Beverly
Honorable William H. Gray, III
Dr. Norman C. Francis

0400E212

UNCF STEP/NATIONAL SERVICE COMPROMISE PROPOSAL

1. Guarantee all students a \$14,000 Title IV, student aid package if they are "independent" or are dependent with a family income of \$50,000 or less, AGI. The STEP concept of providing a balanced package of work (CWS), grant (PELL), and loans (Stafford/GSL and PLUS or SLS (unsubsidized)) would be retained with grant aid emphasized in the \$14,000 package for the lowest income students and loans -- both subsidized and unsubsidized -- for students from higher income families. UNCF will develop a table, for inclusion in the law, which will determine the apportionment of grant, work and subsidized loan assistance to be received by eligible students according to family income. The inflation adjusted nature of the \$14,000 package would specifically be implemented.

2. The Supplemental Educational Opportunity Grant (SEOG) program would be merged into the PELL Grant program. The Perkins Loan program's Federal capital contribution to eligible institutions would be terminated. Institutions could continue to collect Perkins Loans and make new loans to "needy" students and to all students who expect to enter the teaching profession.

3. The President's National Service Trust Fund (NSTF) would be implemented by providing unsubsidized loans through existing lending capital sources to students from all income groups, with unsubsidized loans being available only to those from students with families with incomes above \$75,000; students from families with incomes between \$50,000 and \$75,000 would be eligible for both subsidized and unsubsidized loans if they agree to perform qualified national service; loans would be limited to the cost of tuition; students would be required to do one year of qualified national service for every year of loan assistance received (deferments would be available for students enrolling in graduate or professional school to pursue an advanced degree); eligible students would be referred to a "qualified" national service opportunity provided by existing non-profit and state/local government agencies, or to Federal programs operated by the ACTION Agency, e.g., Peace Corps, VISTA, or the Department of the Interior (Civilian Conservation Corps), or the Department of Labor (Job Corps).

4. Student lending capital would continue to be provided from existing private sources, with any institution of higher education desiring to make "direct" loans to its students having the option of securing that capital through the private markets, Student Loan Marketing Association or any state or regional secondary market. Institutions of higher education which elect to provide direct loans would be compensated through an administrative payment from the Department of Education for each loan disbursed to an eligible student in order to off-set the personnel and other administrative costs associated with direct lending. The Direct Lending Demonstration authorized in the Higher Education Act Amendments of 1992 would be repealed.

*worried about Pell Grants***UNITED NEGRO COLLEGE FUND****500 East 62 Street, New York, New York 10021****(212) 326-1111**

March 18, 1993

William H. Gray, III*President
Chief Executive Officer*

Dr. Robert Atwell
President
American Council on Education
One Dupont Circle, NW
Washington, DC 20036

Dear Bob,

I am writing to ask that you convene a meeting of the major presidential associations -- as soon as possible -- regarding the issue of national service and its relationship to "direct lending." As I believe you know, President Clinton discussed frequently, during the 1992 presidential campaign, and more recently during a speech at Rutgers University -- the importance of providing a national program of national and community service -- and some form of loan forgiveness for college students. The exact parameters of this concept are unknown at this time. UNCF's presidents, meeting in New York last week, have agreed to oppose mandatory direct lending and to recommend to the Congress a modified approach with regard to the President's National Service Trust Fund proposal. (see enclosed)

It is clear, however, to UNCF presidents that national service is a potentially expensive undertaking, and that a costly new program could compromise the viability of the current Title IV, Student Assistance programs, especially Pell Grants. Further, linking national service to direct loans may cripple smaller institutions of higher education, like the United Negro College Fund (UNCF) member institutions, and two and four-year public institutions with small student aid offices, in their ability to serve low and middle income students.

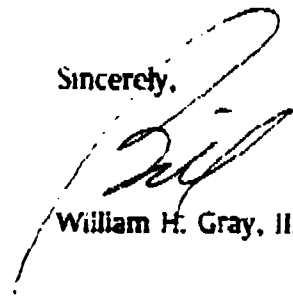
Notwithstanding UNCF's concerns in this area, I believe that the entire higher education community would be best served if we all sat down and discussed the pros and cons and the potential impact on students and our institutions. If we could find consensus, together we could persuade the President, or at least influence the formal development of the Administration's proposal. In addition to the "Big Six," I want to strongly recommend

Dr. Robert Atwell
March 18, 1993
Page two

that the following persons be invired. in addition to myself - Dr. Samuel L. Myers, NAFEO;
Dr. Laudeline Martinez, HACU; Dr. A. Dallas Martin, NASFAA; Dr. Arnold L. Mitchem, NCEOA;
and Dr. Caspa Harris (NACUBO). You may want to include others.

I will be calling you within the next few days to discuss your reaction to my
suggestions.

Sincerely,



William H. Gray, III

Enclosure

cc: Dr. Samuel L. Myers

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Cover Sheet

include you on state commissions
placements @ local level
anti Fed bureaucracy
non-taxable educ. award, to be used also @ trade &
vocational schools
public-private ventures
Shirley & Susan

Constitutional Rights
Foundation

Date: 3/15/93

Time: 1:50 pm

Send to: Susan Stroud
Office of National Service
Fax No.: 802-456-6420
From: Bernadette Chi
CA Dept. of Education

COMMENTS OR ADDITIONAL INFORMATION:

Susan: Thanks so much for returning my calls.
I know how busy you are and I appreciate
your willingness to work w/ us crazy Californians.
I first thought you'd like to see a copy of our
response to the Clinton National Service Proposal.
I'm very excited about this, personally & professionally,
and the young people I worked with in drafting this
response are looking forward to the
program!

Number of Pages 3 (including cover sheet)
(Please notify sender if all pages are not received.)

Charge to: CalServe
Department/Project

Waiman - Bernadette
Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, California 90005
Telephone: (213) 487-5590
Fax: (213) 386-0459

PHOTOCOPY
PRESERVATION

MEMORANDUM

TO: Jack Lew, General Counsel
Office of National Service, White House

FROM: *handwritten: Bernadette* Bernadette Chi, CalServe Regional Coordinator
California Department of Education and
Member, Young People for National Service

SUBJECT: Response to the Clinton National Service Proposal

DATE: March 15, 1993

As an intern with the former Office of National Service (Fall, 1989), I am very happy to offer my response and the input of a diverse group of high-school and college-aged young people in Los Angeles to the National Service Proposal. I received this information from the Alliance for Service-Learning in Educational Reform, and hope that it is not too late to be considered. I will follow the format that was given in the proposal, and offer specific suggestions.

Types of Placements:

- o Placements should be developed through existing organizations and at the local level. For entrepreneurial efforts, they should be coordinated with existing community-based organizations to ensure sustainability and continuing support at the local level for this national program.

Selection of Participants:

- o The age range for participants was not disclosed. We suggest that the range include ages 16 to 30 to reach non-college bound youth (who may not have other opportunities to serve their communities and need to be reached early) and to include non-traditional returning students (they are increasing in number on California campuses) and graduate students (where most loans are accrued).
- o The national system that will coordinate, place, and support the thousands of participants should not create a huge bureaucracy at the federal level. Such support and coordination in necessary, but regional or even state offices with clearinghouses should be responsible for the follow-up and support with local efforts primarily responsible for the day-to-day supervision, training needs, and peer support.
- o What about housing needs? Local training, identification of local resources, supervisor training, and peer support? After speaking with several VISTA volunteers, local training, clear supervision, and peer support were critical to the success of their placements and to their individual growth.

Benefits:

- o Will these benefits be taxable? Is it a total of \$20,000 loan forgiveness for two years of national service? The post-service benefit should be also be valid at trade and vocational schools.

Leveraging Nonfederal Matches:

- o Local, in-kind matches should be included.

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PRESERVATION

Federal Role:

- o Again, how will the coordination take place without creating another unresponsive bureaucracy? As an employee of a state agency, I would strong suggest some public-private ventures that allow for some accountability measures with the flexibility of non-profit, private programs. The program must meet local needs and have strong local influence. Training needs to be emphasized at the local level as well, both for participants as well as host organizations and supervisors. Without such orientation and training, placements will be difficult and unfulfilling.
- o VISTA should continue to place older Americans, but should channel younger participants to the National Service program. How will this program operate with the Commission on National and Community Service? Will the White House operate the program? What is the role of ACTION? Coordination must take place at the very top with clear roles for the many federal, national organizations that currently exist.

State Role:

- o To inform and educate the states, the national service program should require that the State designate a viable state agency to coordinate information, resources, and initiatives at the state level. An advisory committee or commission should include youth members.

Income Contingent Loan Repayment:

- o The young people in the group strongly supported such options for loan repayment. The main question: will the interest that is accrued over a longer repayment period (for lower paying jobs) counteract the reduction in disincentive that this loan repayment program proposes? Because the interest accrued over a longer period is higher in amount, young people may still opt for higher paying jobs to avoid it.

Final recommendation

- o We strongly recommend that several young people assist in the design and administration of the actual program. If we want this program to reach diverse young people and truly empower them as leaders, give them some access to leadership at the top. If you need suggestions on young people in California or in the Washington D.C. area, please let me know.

If there is anything else I can do to assist you in developing a quality national service program, please contact me at 213/487-5590, c/o Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005. I would love to participate! (And I have the college loans to prove it.) I have seen that young people want to participate in positive ways to their communities. We just need to give them the opportunity. Thank you for your consideration.

cc: Susan Stroud

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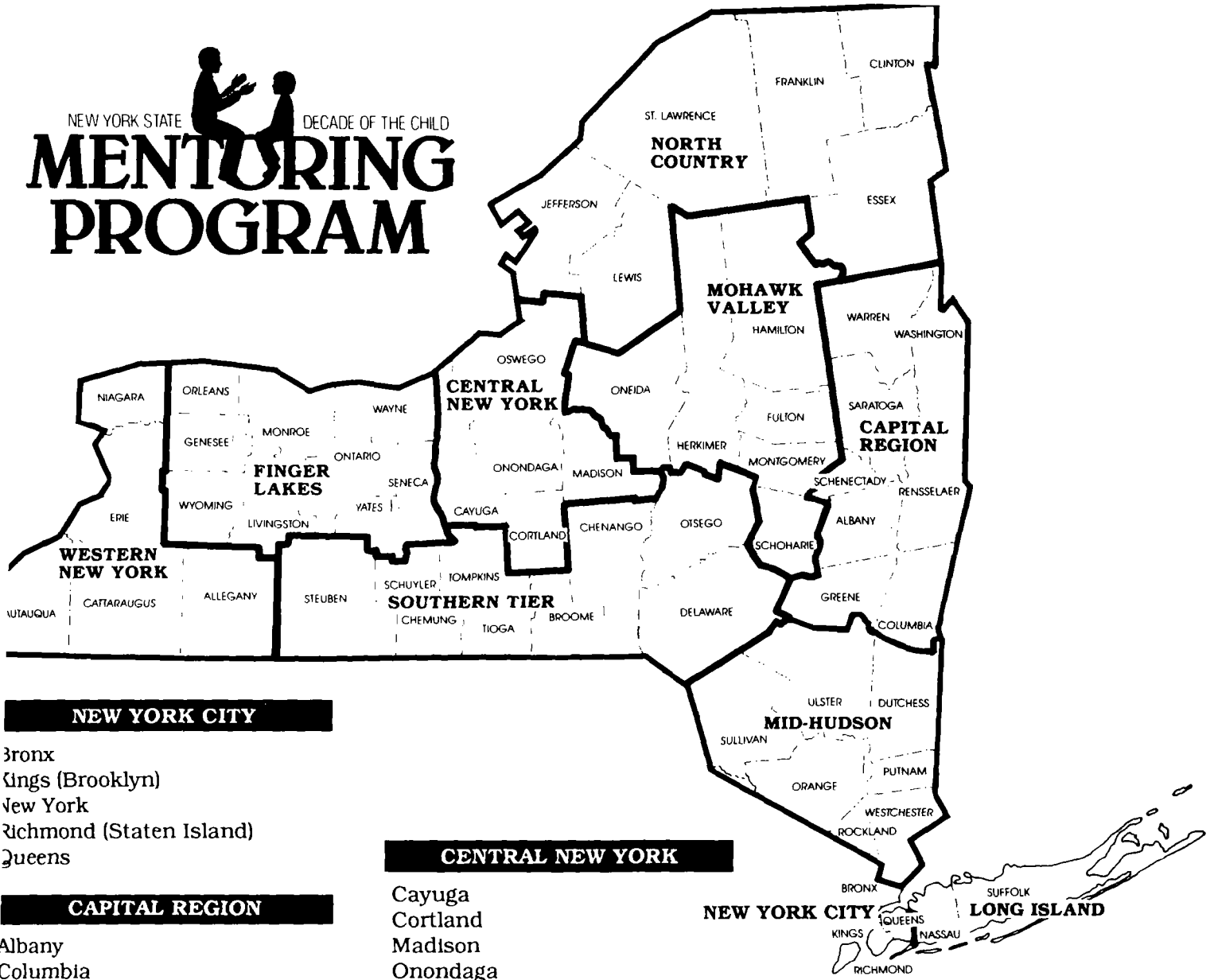
NEW YORK STATE DECADE OF THE CHILD

MENTORING PROGRAM

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PRESERVATION

NEW YORK STATE DECADE OF THE CHILD

MENTORING PROGRAM



NEW YORK CITY

Bronx
Kings (Brooklyn)
New York
Richmond (Staten Island)
Queens

CAPITAL REGION

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Columbia
Greene
Rensselaer
Saratoga
Schenectady
Warren
Washington

MOHAWK VALLEY

Fulton
Hamilton
Herkimer
Montgomery
Oneida
Schoharie

NORTH COUNTRY

Clinton
Essex
Franklin
Jefferson
Lewis
St. Lawrence

CENTRAL NEW YORK

Cayuga
Cortland
Madison
Onondaga
Oswego

FINGER LAKES

Genesee
Livingston
Monroe
Ontario
Orleans
Seneca
Wayne
Wyoming
Yates

SOUTHERN TIER

Broome
Chemung
Delaware
Otsego
Schuyler
Steuben
Tioga
Tompkins

WESTERN NY

Allegany
Cattaraugus
Chautauqua
Erie
Niagara

MID-HUDSON

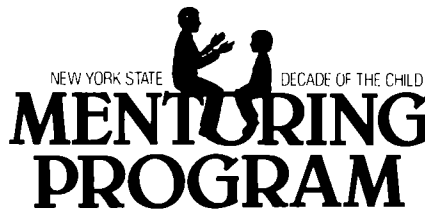
Dutchess
Orange
Putnam
Rockland
Sullivan
Ulster
Westchester

LONG ISLAND

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Our Mentoring Mission



The New York State Mentoring Program (NYSMP) promotes mentoring as an effective early intervention strategy to help children in grades K-8 improve their self-esteem, broaden their vision of opportunities and apply themselves in school.

Mentoring is a one-to-one relationship between a volunteer adult role model and a child. This unique relationship provides support and encouragement and can help a child develop the academic and social skills necessary to succeed in the work place of the 21st century.

The NYSMP model embodies the concept of linking the school, the home and the community. The structure of the mentoring program includes the school-based coordinator, parents and the mentor source to design and implement a mentoring program to benefit the children. NYSMP embraces the community through the resources that exist in New York State.

Accomplishments to Date

Statewide, there are over 2,000 children in 152 school-based programs who have mentors provided by the New York State Mentoring Program. There are nearly 600 children matched with individual mentors in New York City alone.

NYSMP has recruited and trained mentors from 119 partners, including 48 corporations and 71 government entities, professional and community organizations, colleges and secondary schools. Included in this number are 16 state agencies and 16 groups of secondary school faculty and staff.

There are Mentoring Programs in 32 of the 62 counties in New York State.

We anticipate we will have 2,100 pairs of mentors/mentees in 156 school-based programs around the state by the end of the current school year.

Widely Endorsed

The Program has received widespread support from businesses, schools and the community. The **Ford Foundation** has given NYSMP a grant that will enable the Academy for Educational Development to design and help implement an effective method of program evaluation.

In addition, Colorado and New Jersey have expressed interest in establishing mentoring programs modeled after NYSMP.

Why Mentoring Is Needed

- Nationally, one million children—29 percent of those entering the first year of high school—drop out of school each year.
- Every 10 seconds of the school day a student drops out of school.
- Every 55 seconds an infant is born to a mother who is not a high school graduate.
- One out of five Americans age 16 or older is functionally illiterate.
- Nearly 18% of young people (under 21 years of age and not in school) are unemployed.
- In the 1950s, 11% of all children went home to an empty house. Today, 65% of our children go home to an empty house.
- 15 minutes a day is the national average for one-to-one parent-child interaction.

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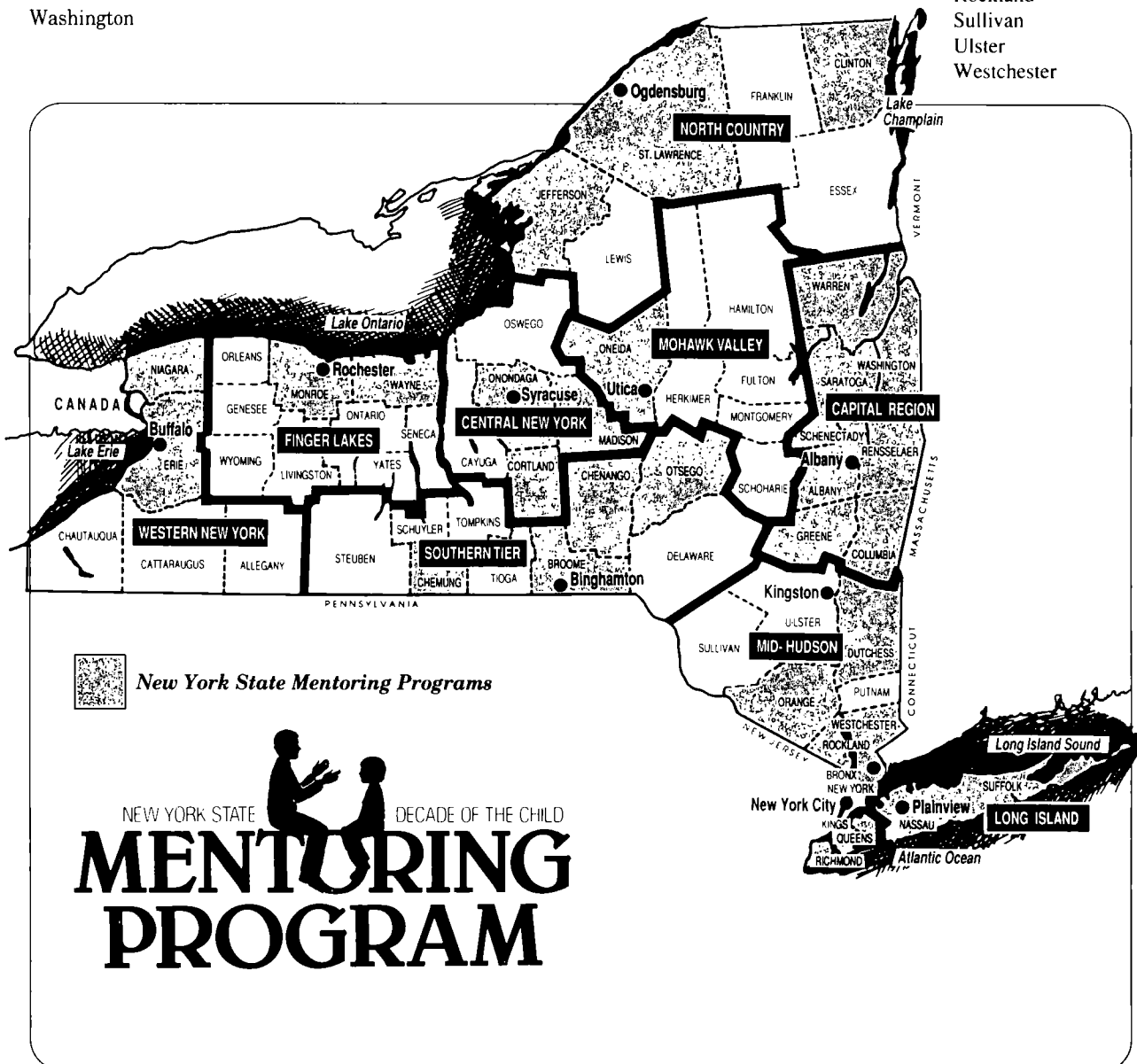
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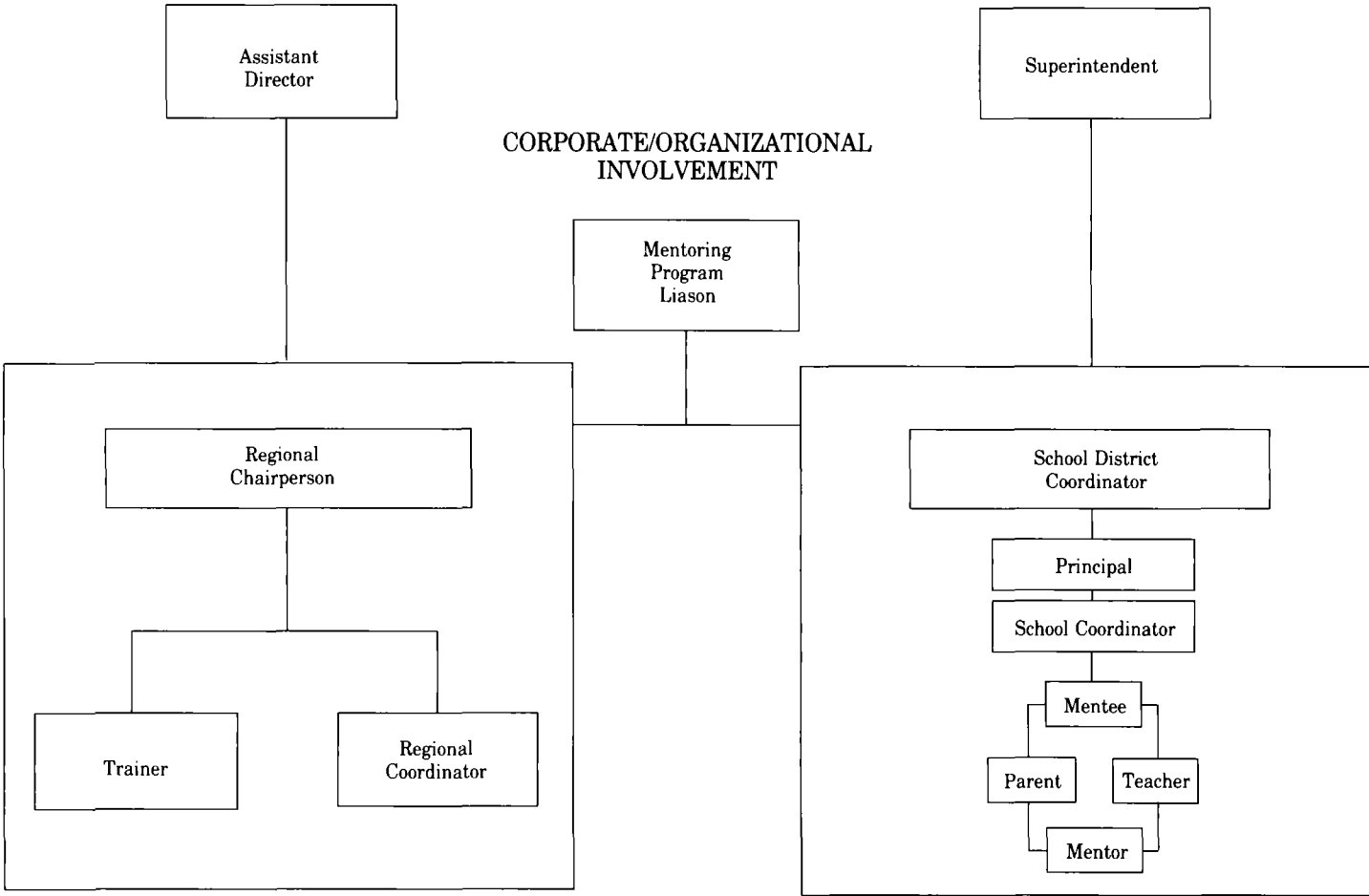
NEW YORK STATE DECADE OF THE CHILD

**MENTORING
PROGRAM**

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graph TD; Founder["NYSMP Founder and Chairperson  
Matilda R. Cuomo"] --> ED["Executive Director  
Jane Brody"]; ED --> CLC["Corporate Leadership Council"]; ED --> ComLC["Community Leadership Council"]; ED --> SAEC["State Agency Executive Council"]; ED --> AD1["Assistant Director For:  
- Central NY  
- North Country  
- Southern Tier"]; ED --> AD2["Assistant Director For:  
- Capital Region  
- Mohawk Valley"]; ED --> AD3["Assistant Director For:  
- Long Island"]; ED --> DA["Director of Administration"]; ED --> AD4["Assistant Director For:  
- New York City"]; ED --> SS["Support Staff"]; ED --> AD5["Assistant Director For:  
- Western NY  
- Finger Lakes  
- Mid-Hudson"]; AD1 --> VRT1["Volunteer Regional Teams"]; AD2 --> PC1["Program Coordinator"]; PC1 --> VRT2["Volunteer Regional Teams"]; AD3 --> VRT3["Volunteer Regional Teams"]; DA --> PC2["Program Coordinator"]; AD4 --> PC3["Program Coordinator"]; PC2 --- PC3; PC3 --> VRT4["Volunteer Regional Teams"]; PC3 --> NYCBE["NYC Board of Education"]; AD5 --> PC4["Program Coordinator"]; PC4 --> VRT5["Volunteer Regional Teams"];
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**REGIONAL
TEAM STRUCTURE**

**SCHOOL-BASED
TEAM STRUCTURE**



Mentoring Is a Lifetime Investment

At a time when American enterprise demands an increasingly sophisticated labor force, the national school dropout rate threatens the future of our economy. By the turn of the century, the majority of new jobs created in New York will require post-high school education. Graduating from high school is, however, an essential first step. In fact, it should be made a cornerstone of future national education policy. Children are entitled to the support they need to make the right decisions, complete their education and reach their full potential.

In the last four years, over 171,000 students have dropped out of school in New York State. That number represents more New Yorkers than live in the entire city of Syracuse. In New York City alone the high school dropout rate is approximately 28 percent. Experts and educators estimate that the New York City school system is also losing 10 percent of its junior high population—some 17,000 students. By next year, 40,000 more youth in our state will almost assuredly be destined to a life of poverty and its associated disasters.

As part of the "Decade of The Child" initiative, the New York State Mentoring Program (NYSMP) is working to address the school dropout rate by providing children with mentors who offer guidance and support to keep them in school.

The premise of the program is simple: during our lifetime, each of us has benefitted from the help of a mentor. Whether it was a parent, a teacher or confidante, there was someone who helped us set goals and encouraged us to achieve them. Dr. Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, has clearly stated: "If every at-risk student had a school mentor who truly cared, that one act could cut the dropout rate in half."

by **Matilda Cuomo**

Growing up has never been easy, but in today's world, the transition from early adolescence to adulthood has become even more difficult. Our children are prey at increasingly early ages to social ills such as dropping out of school, drug and alcohol abuse, teenage pregnancy and bias-related violence. They lack positive role models and parental support.

In a response to a request from Senator Edward Kennedy (D-Mass.), the U.S. General Accounting Office conducted a 1988-89 survey of private tuition guarantee programs that concluded the following: "... the most successful programs offered students crucial support, like tutoring and adult mentoring ... even starting as early as sixth grade." High school may be too late for many of these students, so mentoring must begin as early as possible before a child may make tragic decisions which can negatively affect his or her life.

NYSMP links children, grades K through eight, on a one-to-one basis with caring, responsible adults as mentors for a minimum of four hours per month. Mentors in our program are screened and trained to become part of a team effort with the child's parents, teachers, tutors and school mentoring coordinator. By personal example, these volunteers demonstrate the value of an education and the rewards that follow. A mentor can help a child develop self-respect and self-confidence to try harder in school and later, at work. This interaction helps students expand their vision of opportunities, lifestyles and career paths, and helps them to persevere

Mrs. Cuomo, the first lady of New York, is the founder of the New York State Mentoring Program and chairperson of the New York State Mentoring Advisory Committee.



Photo courtesy New York State Mentoring Program

Matilda Cuomo and her friend, thirteen-year-old Ely, share a book together.

and not give up hope-to dream their dreams.

Above all, a mentor is a good listener and a nonjudgmental friend. As a mentor to a thirteen-year-old Albany schoolgirl named Ely, I know that our mentoring friendship is rewarding to both of us. Ely is improving her reading and verbal skills, and equally important, she is learning to believe in herself and her future. Mentors derive great satisfaction from that kind of progress, knowing that they've made a real difference in a child's life.

The New York State Mentoring Program is committed to providing a mentor to every child in New York State who needs one. By the end of the 1992-93 school year, there will be over 152 programs in elementary and middle schools around the state and over 2,000 mentor/student partnerships. To continue providing mentors, we need you. Please share your interest with your employer, co-workers, friends and associates to determine if a group of mentors can be recruited from your organization. Then please call, toll-free, 1-800- 345-KIDS. Let's make mentoring our children a "New York State of Mind."



About the Program

The New York State Mentoring Program (NYSMP), begun in 1987 by New York First Lady Matilda Cuomo and the Mentoring Program Committee, promotes mentoring as a way to help elementary and middle school children improve their self-esteem, broaden their vision of opportunities and apply themselves in school.

The program helps implement of school-based mentoring; educates, recruits and trains mentors; provides valuable information to potential mentors, students, parents and those wishing to start mentoring programs; and highlights successful mentoring programs throughout the state and provides technical assistance to new and existing mentoring programs.

NYSMP works closely with local educators, community and business leaders, and state agencies such as the Departments of Education, Labor, Social Services, the Division for Youth, and the Job Training Partnership Council to recruit, screen and train adult volunteers for school-based mentoring initiatives.



Mario M. Cuomo, Governor

NEWS

... from the Governor's Office

PRESS OFFICE
212-417-4740

FOR RELEASE:
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NEW YORK STATE'S INVESTMENT IN OUR CHILDREN

A Column By Governor Mario M. Cuomo

Since the Decade of the Child began in 1988, the State has spent nearly \$4 billion on programs and services that protect New York's children and their families. This year, despite fiscal constraints, the 1992-93 budget continues this commitment during the second half of the Decade by investing more than \$1 billion in over 50 programs and services for our children.

New York State is recognized as a leader in innovative and successful youth programming. In fact, the New York State Mentoring Program, one of the cornerstones of our Decade of the Child agenda, was recognized recently by the International Association of Justice Volunteerism, an organization that promotes volunteerism as a way to deter crime while assisting both victims and ex-offenders.

New York's Mentoring Program received the award for three innovative programs involving young people living in State Division for Youth facilities on Staten Island and in Dutchess County. Recognizing the critical link between children, their education and the justice system, many of the mentoring programs have been tailored to meet the special needs of children at risk.

Founded by Matilda Cuomo in 1987, the State Mentoring Program is recognized as a national model with more than 152 programs and 2,000 volunteer mentors. The program is designed to motivate children to remain in school, graduate and make a successful transition to adulthood.

The State Mentoring Program is committed to the concept that when caring adults give special attention to young people, listen to them, share with them, and believe in them, youngsters soon begin to believe in themselves.

Through more than 152 mentoring programs in elementary and middle schools across New York State, children are linked to caring adults who provide support and counsel, and serve as positive role models.

-MORE-

With all the new programs that have been implemented under the Decade of the Child, it is more important than ever that New Yorkers can access them quickly and easily. That's why we have just inaugurated our Decade of the Child Information Hotline.

Now, New Yorkers can find out more about the myriad of programs and services available for children and their families through one toll-free phone call -- 1-800-345-KIDS.

Programs accessible through the Decade of the Child Information Line include those offered by the Departments of Social Services, Health, Education, Labor and State; the Divisions for Youth; the Council on Children and Families; and the Offices of Alcoholism and Substance Abuse, Mental Health and Mental Retardation and Developmental Disabilities, as well as the State's Mentoring Program.

The volunteers who will be staffing the phones from 9 a.m. to 5 p.m. weekdays have been trained to use computers that search through data based on key words, so that callers need not know the exact names of programs in order to request information. Volunteers will send out letters to callers and refer their requests to designated representatives within each participating State agency for details on programs. Response letters are available in Spanish, and off-hours recorded phone messages are in Spanish as well as English.

Our children are our most important and precious resource. And as we enter the second half of the Decade of the Child, New York State remains committed to provide a foundation for the future vitality of New York State. By nurturing our children we can ensure that vitality.

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Staff photo/Jesse Mobley

"Mentors can make young people feel they are special, that someone in addition to their parents and teachers is on their side who cares."

— **Matilda Cuomo**

Mentoring program adds county to list

By Carole Tanzer Miller
Staff Writer

Calling it a first step to help urban youth, Westchester County yesterday joined a state-wide mentoring program founded by first lady Matilda Cuomo.

Workers from 35 county departments will be given time off to volunteer as mentors for children in kindergarten through eighth grade, County Executive Andrew O'Rourke said at a news conference in White Plains.

The mentors would meet with their charges regularly during the school year, sharing conversation, games, academic and creative projects, hobbies and field trips — as well as moral support.

"We need to help young people develop a positive attitude, self-esteem and practical skills needed to master their own lives," Cuomo said. "Mentors can make young people feel they are special, that someone in addition to their parents and teachers is on their side who cares."

Cuomo, a former teacher, launched the program in 1987 to help motivate children to stay in school. Westchester is the first county in New York to join, she said.

O'Rourke said the move was part of a broader effort aimed at addressing the needs of at-risk youth. More than 700 Westchester teen-agers dropped out of school last year. He said plans to unveil other facets of his Westchester Urban Youth Initiative during his coming State of the County speech.

Mentors Plant Seeds of Ambition

By Carrie Mason-Draffen

STAFF WRITER

Quinn Goins is only 14 years old, but already the Hempstead eighth-grader has made up her mind to become a lawyer.

And after meeting college students who are working toward that goal, she is even more certain that her ambition can take root.

"A lot of people say they want to be it [a lawyer], but never get there," Goins said. "They've gotten there."



Lori Mastromauro

Goins is one of eight students who meet weekly with 12 Hofstra University law students at the Alberta B. Gray Schultz Middle School in Hempstead. The project is part of the New York State Mentoring Program that was begun by Matilda Cuomo, the governor's wife, in 1987 as part of the state Urban Development Corporation.

The objective is to link members of the business and academic communities with primarily children of middle-school age to provide them adult role models. Two Long Island Lighting Co. employees also participate in the Hempstead mentoring program.

Long Island has 25 such projects in schools, with 286 mentors, according to Lori Mastromauro, the mentoring program's assistant director for the Island. New York State has 152 such projects, with 2000 mentors.

Mentoring programs are vital to Hempstead, whose officials are trying to turn around a district that was so troubled academically and financially two years ago that it was put under the close supervision of the state Education Department.

The middle school and Hempstead High School were placed on the state's list of low-performing schools.



Newsday Photos / Jim Pepler

Quinn Goins, right, chatting with mentor Michelle Simon at Schultz Middle School in Hempstead

Mastromauro took news accounts of the district's woes, in which officials stressed the need for mentors, as a cue to try to set up a mentoring project there.

Ed Mazlish, 25, a third-year law student at Hofstra, which is in Hempstead, also read the news accounts. He then called Mastromauro and agreed to organize a group of law students to volunteer in the district. They've worked with students since October and will continue through June.

For one hour each Thursday, the mentors and their charges gather in the media resource center to play games or talk about problems. Sometimes the mentors help with homework, but the focus is on interac-

tion. On a recent afternoon, some of them put together a complex medieval castle.

As he focused intently on cutting out cardboard castle pieces, shy 13-year-old Richard Sands said that in addition to the fun, he "learns how to be a responsible person."

Mazlish is convinced the program has made a difference. He seemed warmed by the retelling of a phone call from a former student participant. Mazlish was one of the first people the troubled youth called to tell that he had been placed in a juvenile home.

"I felt like we made a connection," Mazlish said. "We were able to talk."

Mentoring Ely

NEW YORKERS ARE FINDING REWARDS IN A VIRTUOUS TRADITION ROOTED IN ANCIENT GREEK CULTURE.

From 1989 until just this past year, I served as a mentor in the New York State Mentoring Program (NYSMP) for a lovely, soft-spoken young girl named Ely Delgado, who is now a freshman at Albany High School.

In those few short years, we both traveled a long way. As is typical in the program, my basic commitment to Ely was to spend one hour a week with her at her school. Helping her with homework, talking to her about her friends, discussing hopes for the future — our time together was meant, ideally, to give her the chance to explore and express her feelings. Though I am an elementary school teacher by training, I wasn't there to give Ely tutorials. Indeed, mentors range from IBM employees to telephone operators to county workers. Besides reviewing schoolwork and emphasizing the importance of reading, like all NYSMP mentors I was there to listen, and to make her feel comfortable talking to me.

Not that it was all that easy at first. The NYSMP places adult volunteers with youngsters at risk of becoming dropouts, or who just need extra attention to help them reach their full potential. The boys and girls, who range from kindergartners to eighth-

graders, are selected by teachers who serve as school-based coordinators for the program. These children have the ability, but don't always have the drive; bright, capable young people, they are having trouble in school.

When I first met Ely, she was withdrawn, and her teachers were concerned that she was not learning her lessons. We went to the lake at Washington Park not far from the state Capitol, fed the ducks, walked and talked. To put her at ease, I invited her three younger sisters to come along. Soon Ely began to open up. Though I am the mother of five children myself, they're now all grown, and I'd forgotten what it was like to spend time with a 10-year-old. Young people say the most amazing things! Within six months we were beginning to develop a good relationship. Her younger sisters were also benefitting from the exposure to my one-on-one mentoring with Ely.

As Ely's mentor, I came to realize how many worlds there were for her to discover far beyond Washington Park. One of the beauties of the mentoring program is its flexibility — mentors and their young charges can plan creatively. On our first trip to the planetarium in Schenectady (a first for her), Ely was in awe of the whole idea of stars and planets. We went to the circus in Albany, another first, and she loved that too. I was surprised she had never had these experiences before.

I was also startled at Ely's insufficient knowledge of history — at age
(Continued on page 85)

Part guardian, part counselor, part teacher, Mrs. Cuomo assisted Ely in meeting new challenges.

BY MATILDA CUOMO

The First Lady of New York State founded NYSMP in 1987. Today, she is the program's chair.



had come to admire her mother Paula and her commitment to do what was best for her children. I learned to appreciate Paula's struggles trying to raise four daughters alone, and developed a deeper understanding of the problems of all single parents: how to pay for rising health care and education costs, how to keep children safe and secure. Paula needed help, too. I enrolled her in the Adult Learning Center in Albany to learn English and job training skills. A NYSMP mentor can have a positive effect on the whole family.

Simply put, the program opens the children's eyes to new possibilities, more choices. I will never forget the time Ely and I visited the public library. Because my own parents, Charles and Mary Raffa, always kept shelves of books and encouraged us to read, I took for granted the centrality of the public library in our lives. Ely, though, had never set foot in one. "Mrs. Cuomo," she asked me, as we entered that hall with rows of books, "can anyone come here?" "Yes," I told her. "And they can read all these books for free?" she asked. "Yes, Ely," I replied.

Ely is now self-confident enough to have recommended her successor, her neighbor Brittany Smith, 11 years old and in the sixth grade. I'm excited about this new challenge to develop a productive relationship with Brittany.

I'd like to share with you a letter Ely wrote me, not too long ago, which I will always cherish:

Dear Mrs. Cuomo,

Thanks for everything. You have been like a mother to me. I wouldn't have a good report card or anything if it wasn't for you. My Mom and [I] thank you for everything. So I just like to say, I love you like my second mom.

Your friend,
Ely

P.S. — You will always be my heart.

It is my hope that Ely and Brittany will choose to lead full, productive lives as professional women and mothers, enjoying all the opportunities this nation affords. What more could we ask for the next generation? What greater reward for a mentor? 🌞

AUTHOR'S NOTE: NYSMP is one of nearly 100 programs under the state's Decade of the Child initiative, a comprehensive effort to promote the health and well being of families. For more information please write to the New York State Mentoring Program, 11 West 42nd St., 21st Floor, New York, N.Y. 10036. Or call Decade of the Child info line 1-800-345-KIDS.

Mentoring Matches IBM Volunteers and Children at Risk

Endicott employees serve as helpers, guides,
role models, and friends

■ By Steve Savacool



Elizabeth Torres-Rios and Angel Brunelle share a story from a literature book at Roosevelt Elementary School where Angel is in the fifth grade.

Steve Appel photo.

“**Y**ou should feel good about yourselves. What you’re doing is so positive.”

The advice and kudos came from Matilda Cuomo, wife of Governor Mario Cuomo, to a group of teachers, children and community leaders assembled recently in the gymnasium at Binghamton’s Roosevelt Elementary School.

The gathering took place to mark the beginning of local participation

“I want her to know she can be whatever she wants to be if she’s willing to work for it”

- Elizabeth Torres-Rios

in the New York State Mentoring Program. Although speaking to a larger audience, Mrs. Cuomo’s remarks were addressed more directly to those serving as mentors.

A mentor is an adult willing to work one-on-one with a child for at least a year. Mentors become helpers, guides, role models and friends. Initially, three local business, including IBM, are providing the volunteers.

The mentors spend two to four hours per month with fifth-grade students, many of them minorities, who show academic promise but are considered to be at risk educationally because of home, economic or social situations.

“The statistics are appalling,” Mrs. Cuomo noted. “Over 43,000 students will drop out of school this year. Many children spend as little as 15 minutes a day interacting with a parent. And as many as 60 percent of school-age children go home to an empty house after school.

“We have to reach these children,” she said. “We must encourage them to stay in school, if not out of compassion, at least out of self-interest. These children are our future; we must help prepare them to be contributors to society.”

IBM has participated in similar programs in the past, but most focused on high school students.



"We must encourage them to stay in school, if not out of compassion, at least out of self interest"

- Matilda Cuomo

A former teacher, Mrs. Cuomo (right) talks with a student at Roosevelt School.

Steve Appel photo.

When asked what they thought about the programs, many of those students said they would have benefited from mentoring when they were younger.

"It's important to get involved with the children early," said Tom Connolly, Susquehanna Valley human resources manager. "In this program we'd like to stay with the kids we're contacting now and follow them through their elementary and high school years, and even as some of them go on to college.

"The mentoring program will help the students, but it can help IBM too," Connolly explained. "Projections tell us that by the year 2000, 60 percent of those entering the workforce will be women and minorities. If we can reach some of these kids now, and stimulate their interest in technical fields, we'll be building our future workforce."

According to Dr. James Lee, superintendent of Binghamton schools, studies have targeted fifth grade as a key time to influence children. "It's a good age to spark their interest in science, and computers provide a good vehicle for that purpose," he said.

According to Earl Lee, IBM coordinator for the program, mentors are selected primarily for their willingness to participate and their desire to work with young people.

"Mentoring is a new experience for many of them," said Lee, a project engineer in high technology

hardware/raw materials. "Each child in the program is different. Just as the mentors have different skills and backgrounds, the children also have different needs."

"I heard about the mentoring program from a co-worker," said Elizabeth Torres-Rios. "Since I care a lot about kids, it seemed like something that I'd like to do. As I considered becoming a mentor, I thought about my own life. I've worked hard to get where I am, and I had a strong family to guide and encourage me. Without that encouragement it would have been harder for me to succeed. That's what I'd like to be able to give to my mentee, Angel."

Angel Brunelle and Torres-Rios, senior associate programmer, FSI software development, met last

spring when Angel was in fourth grade. They quickly established a rapport. The two met for an hour after school each week, and soon looked forward to their time together.

"We've already established a friendship," said Torres-Rios. "I want her to have a friend, but I think I can be a good role model as well. I want to show her that she doesn't have to fall into a stereotyped role. I want her to know that she can be whatever she wants to be if she's willing to work for it."

That's the whole purpose of the mentoring program, according to Earl Lee. "If we can help even a few children get ahead, to set goals for themselves, to use their abilities, we'll have made a difference. It's an investment in our future as well as theirs." ■



Students Tanisha Wimberly, Latoya Reeves and Vera Young get acquainted with Earl Lee in the library at Roosevelt.

John Lynch photo.

Mentoring kids may be executives' best work

In Matilda Cuomo's way of thinking, the best role models for troubled kids are ordinary working people like bank tellers, not celebrities like Madonna or Michael Jordan.

That's why the governor's wife wants more companies and their employees to go into the schools and become mentors to potential drop-outs.

About 80 companies around the state are doing just that through the New York state Mentoring Program, which Mrs. Cuomo founded in 1987.

THE PROGRAM'S goal is to help kids boost their self-esteem, broaden their horizons and buckle down in class, so they will grow up



**JIM
MULDER**

to be productive citizens. To do this, it recruits adult volunteers from every profession to mentor elementary school children in danger of dropping out. Many of these students come from poor families or single-parent homes.

Helping kids is more than just a nice thing for businesses to do; it's a matter of self-preservation, according to Mrs. Cuomo.

That's because today's kids are tomorrow's workers and consumers. The ones who drop out and drift into drugs and crime will drain the economy.

"Businesses must participate if we are to have a future work force that's worth anything," Mrs. Cuomo said last week while visiting Syracuse to promote the program.

SOME OF THE BIGGEST employers in the Syracuse area participate in the program. They include: Crouse-Hinds, Hancock & Estabrook, Key Bank, Mutual Life Insurance Co. of New York, New York Telephone, Niagara Mohawk Power Corp., OnBank and Unity Mutual Life Insurance Co.

Fleet Bank announced last week it is starting mentoring programs in Syracuse, Utica and Rochester.

In Syracuse, 15 Fleet employees have volunteered to mentor students at the Roberts Elementary School.

Fleet first became involved 18 months ago at the request of Mrs. Cuomo. It set up mentoring programs in Albany, Buffalo and Long Island. About 75 employees participated.

"AS AN INSTITUTION that depends on the health and stability of communities we serve, it's important that we do whatever we can to encourage growth in the community," said John B. Robinson Jr., Fleet's executive vice president.

Mrs. Cuomo said the mentors help children by demonstrating the tangible rewards of education and hard work.

As part of the program, volunteer mentors are screened and trained to become part of a team that includes the child's family and teachers.

Mentors and children meet on a regular basis in school and participate in projects of mutual interest. Mentors also take kids on field trips.

For four years, Mrs. Cuomo has been a mentor to 14-year-old Souhelly Delgado, an eighth grader who attends school in Albany. Mrs. Cuomo, a former teacher, tutors the girl, takes her to the library and has her come to the Executive Mansion to bake bread.

"PEOPLE WHO DO this get the satisfaction of knowing they've done something, of making a difference in a child's life," Mrs. Cuomo said. "This is everybody's business and everybody's problem."

Companies concerned about their own future can't afford to ignore the needs of kids in their communities, said Mrs. Cuomo.

"Even if you don't get involved out of compassion, do it out of self interest, because sooner or later these problems will catch up with you," she said.

Jim Mulder's Biz Beat appears every other Sunday in the Business section.

SCHENECTADY COUNTY

Mentoring program to expand

By Nekesa Mumbi Moody

Staff writer

As part of her work in the state's Decade of the Child, Matilda Cuomo on Wednesday celebrated the success of New York state's mentoring program in Albany, and announced the expansion of the program to Schenectady City Schools.

Cuomo was at the Pleasant Valley Elementary School in the morning to talk with school and community officials about establishing the program at Pleasant Valley, the Jessie T. Zoller Elementary School, and the Central Park Middle School.

In the afternoon, Cuomo went to the Phillip Schuyler Elementary School in Albany. The program there began in the fall and matched more than 50 IBM employees with Schuyler children.

The mentoring program is a statewide project that was founded in 1987 by Miltilda Cuomo. The program is in more than 152 schools and involves more than 7,000 mentors and students, she said.

"It's a thrill for me to know how far the program has come in such a short time," she said.

The program at Schuyler began after Cuomo approached the Albany school district and IBM, according to Albany Schools Superintendent John Bach.

IBM gives its employees two hours of company time every other week to spend with the kids. The mentors spent that time after school with the children organizing basketball games, helping the children with their homework as well as other activities, Bach said.

Bach praised both IBM and Cuomo for their participation and also had



Times Union photos by Skip Dickstein

PLEASANT NEWS — Pupils at the Pleasant Valley Elementary School in Schenectady are happy to hear Wednesday that the state's mentoring program will be expanded to their school in the fall, above photo. Matilda Cuomo, at right, founded the program in 1987 and traveled to the school to make the announcement.

high praise for the program.

"Adults can work with youngsters in the school on a voluntary basis and have a very positive impact on those children," he said.

In an age where adolescents receive attention for problems such as drugs and violent crime, today's youths need adult guidance now more than ever, according to Cuomo.

Cuomo, who is a mentor to a New York City student, praised the em-

ployees for attempting to make a difference in the students' lives.

"You mentors are doing something about it. You're not just reading it in the paper," she said.

Cathy Ricco, one of the IBM participants, said she and the student with whom she is paired, Jessica Maye, have enjoyed the program.

"I think it's a good program. At first it was kind of hard because I didn't know what was expected of us," Ricco said. Maye didn't know what to expect either. "I thought mentors were like teachers and would tell you what to do," she said.

After it began, however, both adapted well. Ricco helped Maye with her homework often and partic-



ipated in many activities together. The two say they plan to continue their relationship this summer and in the fall, when Maye attends Phillip Livingston Middle School.

Schuyler Elementary School will continue its partnership with IBM in the next school year. The mentoring program is also in Arbor Hill School, Giffen Memorial School and School

20, according to Candace Riegelhaupt, spokeswoman for Cuomo. Although the program usually obtains its mentors by approaching businesses, it is looking for more mentors.

THE BEAT

Student-mentor matches light up young lives at Monty Street School

By CATHI BARTENSTEIN
Staff Writer

PLATTSBURGH — In Greek mythology, Odysseus picked a trusted advisor and counselor for his son before departing on his journey.

While the mentors at Monty Street Elementary School are not meant to take the place of parents, some have become trusted friends to the students they meet with once every other week.

The mentoring program, which began with last year's crop of third-graders, was deemed successful and extended to the new third-grade class.

Of the 20 matches made last year, most have carried over to this year, said Thelma Carino, principal at Monty Street School, adding "We're hoping for the same success this year."

Students are matched with their volunteer mentors on the basis of their needs, Carino said. She said they assess the strengths and personalities of the mentors to see which student would make a good match. The mentors come from area agencies, businesses and organizations, such as WCFE, the Champlain Valley Family Center

and Plattsburgh Air Force Base.

Being a mentor is more than just eating lunch with a student. Carino said the volunteers must complete the application and review process successfully, commit for the school year and attend training sessions.

The philosophy behind the program is to "give students an opportunity to have special relationships with an adult" who is not a family member, Carino said. To that end, the mentors listen to whatever the children want to talk about and are not judgmental, she said. Mentors will stay with their students as long as they are at Monty Street, she said.

After lunch, the mentors have time for activities with their students. A popular option, at least with the kids, is to play games outside or in the gym.

Ray Cereske, 9, was awaiting the arrival of his mentor. He said he hoped they could go to the gym and play basketball, his favorite sport. He's a Chicago Bulls fan, he said.

The students are not the only ones who get something out of the mentoring program.



Photo Editor/Dave Paczak

Kym Oliver (from left) and Allison Arnold enjoy lunch together as part of the New York State Mentoring Program at Monty Street Elementary School.

Allison Arnold of WCFE said of her student match: "It's satisfying ... seeing Kym smile when I come into the room. She looks up to me. If you want to do something to help a child, this is the best deal. You're going to have lunch anyway."

Her student, Kym Oliver, 9, remembered a time this fall when she and Arnold went "smashing through the leaves" with their feet.

"It's more of a peer relationship. I'm an adult, but she still treats me as a friend. We bounce ideas off each other," Arnold said.

K.C. Coleman of Ken Col-

eman and Company is also serving as a mentor. He said he and James Welch, 9, play either outside or in the gym and talk about what's going on. "This gives them a chance to learn about other people," he said of the program.

Danny Martin's mentor wasn't able to come in last week, and Jean Williams' student was sick the same day, so the two matched up for the day. Williams was a bit hesitant when Martin told her what he likes to do with his mentor: go to the gym to run and jump on bikes and crash them into each other.

Martin said he and his mentor talk about what's happening in the child's life. "When he leaves, it's like 'No!,'" Martin said.

Williams, who also serves as a board member of the mentoring program, said she is impressed with how it has worked out. "It's such a marvelous program. We've seen an increase in grades and better attendance. They get the chance to know what people do. It has succeeded far more than we ever thought it would," she said.

Anyone who wants to be a mentor may contact Monty Street School at 563-1140.

ADVERTISING SUPPLEMENT
PROFESSIONAL

BUSINESS WOMEN'S WEEK

Metro Utica BPW Mentoring Program - first year

By LYNN MONTANARO

The Metro Utica BPW Mentoring/Choices Program was founded by the Metropolitan Business and Professional Women's Club of Greater Utica and developed in conjunction with the Utica and New Hartford School systems. The Mentoring Program is unique in that it combines First Lady Matilda Cuomo's New York State Mentoring Program and BPW's Choices curriculum.



MONTANARO

The Mentoring Program is owned and coordinated by the

school system. Metro Utica BPW provides a source of successful business and professional women who are committed to bettering the lives of tomorrow's women and are able to serve as responsible volunteer mentors. In March of 1991 six mentors were matched with six sixth grade mentees from Kernan Elementary School in Utica who are now seventh graders at John F. Kennedy Junior High School. In addition, four BPW mentors were matched with four fifth grade mentees from Myles Elementary School in New Hartford. These mentees are now in sixth grade.

Mentors and Mentees meet on a regular basis, sharing with them the wisdom and lessons of their life experiences. Mentors help the mentees develop confidence and a positive attitude as they prepare for the challenges and decisions

of adult life. The Mentors are good listeners, advocates and non-judgemental friends. By their example they teach young people the value of education. Special programs such as plays, concerts, career fairs, fashion shows, banquets, business and museum tours have been planned for the pairs to attend together. Mentors and Mentees keep a journal of their one year mentoring experience.

As part of the mentoring experience, the Choices curriculum is used to teach young women and girls that career education is as important to them as it is to their brothers and boyfriends. In order to overcome the "Cinderella fantasies" that still plague young women and girls today, the program encourages higher education and career aspirations, planning for economic self-suffi-

ciency, improving attitudes towards higher paying, non-traditional jobs, and discourages self-destructive behaviors such as drug-alcohol abuse, pregnancy, or dropping out of school. These goals are achieved by increasing girl's self-esteem and helping them visualize rewarding and self-reliant futures. The Choice curriculum is implemented through the use of Advocacy Press's "Choices: A Teen Women's Journal for Self-Awareness and Personal Planning". This book details the critical choices and challenges girls must consider in order to become productive, independent members of adult society.

As chairperson of The Metro Utica Mentoring/Choices Program, I am proud of the success we have had during our first year. We are now planning to expand

the program next year (March 1992) to include more schools. The program has received the support of many local businesses. These Corporate Sponsors deserve special recognition for making this program possible and investing in the future of our community's young people. The Savings Bank of Utica, Holiday Inn, Jay-K Lumber, Loretto Geriatric, Oneida County Employment and Training, Norstar Bank, Munson-Williams-Proctor Institute, The Prudential-Joseph R. Carucci Real Estate, Kelly Temporary Services, The Private Industry Council, Professional Career Systems, The Mohawk Valley Performing Arts Council, Clark Advertising, The Savings Bank of Utica Employees Club, Beverly Pac, Ltd., Metropolitan Life, Stetson-Harza, SUNY TWIST Program.

Metro Utica BPW's Mentoring Program is affiliated with the New York State Mentoring Program. Oneida County Regional Mentoring Coordinator, David Mathis provided the important link between BPW, the schools, other local mentoring programs and the State Mentoring Program. Mathis is presently working to promote mentoring programs in both Oneida and Herkimer counties.

The Metro Utica BPW Mentoring/Choices Program will be the highlight on October 22nd at the Fifth Annual National Business Women's Week luncheon at Alfredo's Restaurant. First Lady Matilda Cuomo, Founder and Chairperson of the New York State Mentoring Program will be the keynote speaker. Mrs. Cuomo will speak on the important role mentoring programs play.

A program more valuable than money

Irvington: Abbott House turns to mentoring.

By Virginia Breen
Staff Writer

On a shelf in their Briarcliff Manor home, the Gorelick family has proudly displayed football and baseball trophies won by a boy they didn't even know four months ago.

Dennis Cain, a 13-year-old resident of Abbott House, a center for troubled youths in Irvington, also appears in family photos and is a constant weekend fixture at the Gorelick home. He carved pumpkins with Katy, 8, and Hannah, 3, for Halloween, shared turkey dinner for Thanksgiving and picked out the family Christmas tree.

"This isn't like writing a check," Sally Gorelick said. "It's complicated and it's hard, but it's so valuable."

The Gorelicks are part of the New York State Mentoring Program, which linked them to Cain. Abbott House is the only nonschool facility in Westchester County offering the program, which pairs students with older role models, said Peggy Durney, the home's mentor coordinator. A total of 23 Abbott students participate.

of many methods used

Abbott House officials said mentoring is one of many methods the 29-year-old center employs to reach out to abused, neglected, abandoned and homeless children.

"This has really done more for our children than any program so far," said Sister Mary Jane Fitzgibbon, an Abbott House spokeswoman. "Dennis is a changed child. He never talked; (he) walked with his head down and was very introspective. Now, it's, 'Hey, Sister, how are you?' when I see him in the hall. His self-esteem has grown immeasurably."

Gorelick, too, has noticed the transformation.

"When Dennis first came here, he tried to act real cool," she said. "What I tried to let him know was that there was at least one person who knows he has worth and knows he's special." Abbott House matches a student with an appropriate mentor based on knowledge of the student's background. Mentors are given few details about the youngster's life and are asked not to act as therapists or counselors.

"We started from scratch," Gorelick said. "I know that his parents are alive, but not all that much else."

Part of the family

Gorelick and her husband, Bruce, the general manager of the Westchester Marriott, include Dennis in all family activities, from playing in the snow after a recent storm to watching movies on the videocassette recorder.

"Kids are pretty streetwise by 13," Gorelick said. "He wanted to rent 'Predator' or some other movie with naked ladies running around. I just told him, 'Sorry, but we can't watch that in our house.' So we got something else and it was fine."

Cain said he didn't mind Gorelick's restrictions.

"We horse around and crack jokes a lot," he said. "But it's good that I've got an adult watching over me. I need to go to bed earlier and get sleep. I need to be awake in class."

Despite their differences in background and experience, Gorelick and Cain both enjoy basketball.

"I'm short and a girl, but I've got this left-handed layup I do from the right side," Gorelick said. "I'm no slouch."

Mrs. Cuomo thanks firms that assisted her mentoring program

By **J. ZAMGBA BROWNE**
Amsterdam News Staff

New York's First Lady, Matilda R. Cuomo commemorated National Mentoring Day last Thursday by paying tribute to a number of firms, groups and individuals that assisted her with the State Mentoring program she established four years ago.

The special thank-you ceremony, witnessed by about 100 people, was held in the 50th floor dining room of American Express corporate headquarters near the

World Trade Center.

Mrs. Cuomo told the honorees and guests that the State Mentoring Program will be very strong because "we have volunteers who are committed to make it a rewarding project."

The First Lady noted how important it was to start imparting knowledge early to the children, because "if we don't, I am afraid we will lose an entire generation of young people."

Mrs. Cuomo announced that the program was part of her

husband's "Decade of the Child" initiative to promote mentoring as a viable strategy to reduce school drop-out rates in the state.

The program provides guidance and support for students between kindergarten and eighth grade to help improve their self-esteem, broaden their vision of opportunities and apply themselves in school.

Mrs. Cuomo reaffirmed her commitment to provide a mentor for every child in New York State who needs one. She predicted that by the end of this year, there will be over 152 programs in elementary and middle schools.

At present Mrs. Cuomo said there are some 2000 mentors across the state who are working out of 152 programs. Organizations or persons interested in serving as mentors can call (800) 345-KI

DS for additional information.

Among the firms cited last Thursday by Mrs. Cuomo include New York Telephone, Chemical Bank, General Electric, United Federation of Teachers, Waldbaums, IBM, Pfizer, Fleet/

Norstar, AFSCME-Local 372 and Grumman.

Mrs. Cuomo praised the firms and said each of them had once again demonstrated its leadership and laid the foundation for continued success.

DAILY NEWS

Tuesday, March 27, 1990

A model mentoring program

One-to-one plan gives youngsters at risk someone to look up to

By MONTE WILLIAMS

Daily News Staff Writer

SANDRA ORAZO AND Elizabeth Cepeda seem at first glance to have a lot in common. They are female, Hispanic, and they live in Washington Heights.

But that's where the similarities end.

Orazo, 23, is a success, thanks, in part, to her strong, supportive family. A manager at New York Telephone, she delivered the valedictory address at Mother Cabrini School in Manhattan in 1985. Four years later, she picked up a sheepskin from New York University with honors in economics. Glowing is the word that best describes her future.

Elizabeth, 12, is flunking every subject except gym at Junior High School 164, in upper Manhattan. The sixth-grader's future looks cloudy, at best.

Orazo hopes to become a

beacon in Elizabeth's life. She is Elizabeth's mentor in an initiative, launched by Matilda Cuomo, that links successful adult volunteers with at-risk kids on a one-to-one basis. "We're hoping it will be a safety net," says Cuomo, herself mentor to a Hispanic sixth-grader in Albany.

Tall, attractive and quiet, Orazo describes herself as "role model, friend and tutor" to Elizabeth, a witty and feisty pre-teen. "I'm a sort of big sister to her," Orazo remarks.

The two have gone to the Museum of Natural History, to Sylvia's Restaurant in Harlem, to the movie "Look Who's Talking" and to Orazo's house "to just hang out." They meet weekly or bi-weekly.

The governor's wife kicked off the New York State Mentoring Program at JHS 164 last March, hoping to stem problems that seem poised, like urban poltergeists, to seize today's youngsters.

Problems like teenage pregnancy, drug abuse and dropping out of school.

Now in more than 152 schools statewide, the program was extended this month to include a Brooklyn school, Intermediate School

'It's amazing how a family situation affects school work.'

265. On Thursday, the state's first lady will bring the effort to IS 109 in Queens Village.

Students, many of them underachievers like Elizabeth, are referred by teachers. Prospective volunteers must attend an orientation, which involves role playing, taking a tuberculosis test and undergoing a background check, including FBI-fingerprint screening.

Donald Tippitt, principal of JHS 164, thinks the program will prove successful.

"These solid, professional people are a stabilizing force in the lives of these youngsters," he says. "Many times our students don't want to talk to school officials (whom they view as authority figures) about what is troubling them. They will open up to the mentors, so you can imagine the benefits that will accrue from just having some-

one to talk to."

For example, Elizabeth, whose parents are divorced, took the occasion of a recent museum outing to talk to Orazo about family problems.

"She's sad today. It's amazing how a family situation can affect school work," Orazo says.

Other school mentoring programs help high school students. Cuomo's is the only one pairing volunteers with elementary and intermediate school kids.

"These kids are at a critical stage in their lives," Tippitt says. "They have adjustment problems."

"They have other problems, too. Most are from disadvantaged homes, but that's not something administrators like to talk about.

"We stress what's right with them instead of what's wrong with them," explains Taraja Samuel, director of the office that runs the program in the city.

'WE STRESS THEIR potential, not their deficits, and try to build on those. People say these youngsters don't have role models, but they do. They're the people standing on street corners, the people who'll tell them how to spot the police and how to run drugs. We're bringing in other models who will teach them how to be successful in legitimate businesses."

Interested in becoming a volunteer mentor? Call 1-800-345-KIDS.



Sedita School Principal Letizia Conrad, left, discusses the mentor program with Matilda Cuomo.

Area professionals to aid pupils

Mrs. Cuomo speaks of mentor program benefits

By MARGARET HAMMERSLEY
News Staff Reporter

Matilda Cuomo greeted pupils today at Buffalo's Italian language magnet school with "buon giorno" and the news that they will have mentors to help them succeed next year.

Mrs. Cuomo, who founded and heads the state mentoring program, visited Frank A. Sedita School 38 on Vermont Street to explain her idea to Western New York.

By next fall, she said, each of Sedita's sixth-graders will have a local business person as a friend and adviser.

"We need you to be as educated as possible," she told fourth-, fifth- and sixth-graders at an assembly.

The 5,000-member Council of Small Business Enterprises will supply the mentors from among its members, who are employers of 100 or fewer workers. So far, 20

mentors are signed up for training with William D. Bennett, who is organizing the program here and already has started it at the Buffalo Vocational Education Center, where he is principal.

"The business mentors will go into the school to teach business basics," Bennett said. He said the adults will work with the children one-on-one, with the aim of keeping them in school. They also will try to show the youngsters something about their own businesses and what it takes to succeed.

In her talk, Mrs. Cuomo told the children about an Albany child she mentors. Mrs. Cuomo sees the 11-year-old once a week and talks to her on the telephone some evenings.

"Mentoring will be part of our routine some day," she said. "Two parents have to work. Women work part time. The fact that we have divorce and single parents like we never had before, that too, has changed the situation,"

In New York State, 43,000 students drop out each year and dropping out often means other problems including drugs and unplanned pregnancy, she said. But for those who work hard there are Liberty scholarships, a state program backed by the governor.

"If you stay in school and study hard and qualify for any New York State College ... you will go to college," she promised.

For the adults she had a slightly different message: "Mentoring will save children's lives. They will stay in school. If you don't do this out of compassion, do it out of self-interest."

Interim Superintendent Albert Thompson told the students that because of interested adults — starting with teachers who took an interest in him — he had attained more success than he imagined as a child.

"A number of people adopted me as mentors," he said.

■ Matilda Cuomo's 'little best friend' ■ A White House correspondent will wed a rival network's Washington bureau chief (no, this is not a pilot).

For the last four years, **MATILDA R. CUOMO** has served as mentor to 14-year-old **SOUHELLY DELGADO**, an eighth grader at the Philip Livingston Middle School in Albany. "She is my little best friend," the Governor's wife said yesterday, "and I am hers. When I don't see her, I miss her."

Tomorrow evening, Mrs. Cuomo will be one of seven people honored by the One to One Partnership at a dinner-dance for 1,200 at the 69th Regiment Armory, Lexington Avenue and 26th Street. The national organization, now in 13 cities, recruits mentors through corporations, universities and hospitals to help at-risk children.

Asked about her relationship with her "mentee," whom she calls Elly, Mrs. Cuomo, the founder and chairwoman of the New York State Mentoring Program, said: "I see her at least once a week. I do some tutoring, and we go many times to the library because I want her to feel that it's her second home. I also took her to Radio City and to her first play. I got her a kitten, and I have made Easter bread with her."

And what does Elly think of Mrs. Cuomo's husband? "She knows what he does, but she's not the least bit intimidated," Mrs. Cuomo said. "To her he's just my husband, who asks her lots of questions."

It sounds suspiciously like the pilot for a television sitcom: White House correspondent weds rival network's Washington bureau chief.

But no, it will be real life on Saturday afternoon when **BARBARA COHEN**, who heads the CBS News Washington bureau, and **JOHN COCHRAN**, the chief White House correspondent for NBC News, are married at Christ Episcopal Church in Georgetown.

It promises to be a neighborly affair, since the bride and bridegroom and 100 wedding guests will then simply stroll down the block, under a stream of confetti, for a garden reception at the couple's home.

Transportation from ceremony to reception was the easy part. Setting a date was not so simple for a couple whose business it is to cover politics in an election year.

"We've tried to fit this in between the California primary and the Rio conference, which John has to cover,"



Walter F.
Mondale



Richard M.
Nixon

the bride-to-be said yesterday. "The White House hasn't yet made an official announcement about the President's departure, but they say they are looking at June 11. That's great news. It will give us time for a quick four-day wedding trip and a chance to decompress."

So have the President and Mrs. Bush been invited to the festivities? "No," Ms. Cohen said. "How shall I put this? Let's just say it's a small family-type wedding."

There seems to be no end to the unusual alliances being forged these days in Washington, not all them romantic.

Now, from the sphere of philanthropy comes word that **RICHARD M. NIXON** and **WALTER F. MONDALE** are joining forces. Former President Nixon, is honorary chairman of the Fund for Democracy and Development, of which former Vice President Mondale (not Mr. Nixon's, of course) is co-chairman, along with John W. Kluge.

The organization was established to mobilize private aid for humanitarian purposes in the former Soviet Union. Mr. Nixon is in Moscow today, and will go to Ukraine later this week to discuss possible projects for the fund.

The fund's advisory committee includes equally diverse names: Senator **ORRING. HATCH**, Republican of Utah; **EDMUND S. MUSKIE**, the former Secretary of State and former Senator; **JAMES R. SCHLESINGER**, Defense Secretary in the Ford Administration and Energy Secretary in the Carter Administration, and **ZBIGNIEW BRZEZINSKI**, the national security adviser in the Carter Administration.

NADINE BROZAN

NEW YORK STATE
MENTORING
PROGRAM

New York State Mentoring Program
11 West 42nd Street, 21st Floor
New York, New York 10036

NEW YORK STATE DECADE OF THE CHILD
MENTORING
PROGRAM



Let's
Make
Mentoring
Our
Children



...A New York
State of Mind

Matilda Raffa Cuomo

*Founder,
NYS Mentoring Program*



Do you remember someone special who encouraged you to believe in yourself and always to try your best? Whether a parent, a favorite teacher or a friend, each made a profound difference in our lives.

What better way to repay that kindness than by volunteering to be a mentor to a child in need of individual attention and guidance? That's one reason why I'm a mentor.

When you join the New York State Mentoring Program, you too can make a difference in a young person's life.

Many of today's children are confronted with poverty, substance abuse, teenage pregnancy and separated families. These are children at risk of dropping out of school for lack of hope, encouragement and positive alternatives. They need role models to motivate them to complete their education.

We are seeking groups of caring volunteers from business, academic and community organizations who know how to persevere and can help children appreciate that life holds opportunities as well as challenges.

A little of your time can last a lifetime for a child. Let's make mentoring our children a New York State of mind.

Matilda Cuomo

The New York State Mentoring Program does not discriminate on the basis of race, color, sex, religion or national origin.

What is the New York State Mentoring Program?

The New York State Mentoring Program is an effective, early prevention strategy to help children in grades K - 8 to improve their self-esteem, broaden their vision of opportunities and apply themselves in school by matching them with caring adult volunteers on a one-to-one basis.

The Mentoring Program is a cornerstone of Governor Cuomo's Decade of the Child initiative to provide a comprehensive safety net for children along their path to adulthood.

How can mentoring help a child?

As a role model, a mentor demonstrates the tangible rewards of completing an education and participating productively in our society. Furthermore, the individual attention provided by a mentor can expose a child to interests, opportunities and talents that otherwise might be overlooked.

What activities do mentors share with children?

Initially, a mentor and mentee meet at school or in a group setting to become familiar with each other and plan projects of mutual interest. Activities may include academic and creative projects, sports, library and lab use, or simply being friends and sharing experiences. With school and parental consent, a mentor may take a child on field trips and pursue other appropriate activities.

Who can become a mentor?

Any adult who has the maturity, interest and commitment to become a nonjudgmental friend and role model to a child is a good candidate. However, we place special emphasis on the recruitment of groups of volunteers from companies, colleges, civic and religious organizations which can be linked to schools in their communities. Once recruited, these groups of mentors are screened and trained to become part of a team that includes the child's family, teachers and a school mentoring coordinator.

What commitment is asked of mentors?

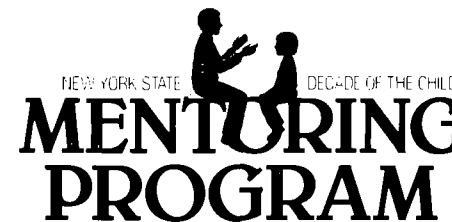
Mentors should plan to meet weekly or every other week with a child for at least one school year. During this time, the mentor can have access to discussion groups, training, and support from a mentoring coordinator. Most importantly, a mentor makes a personal commitment to a child that must be consistent in both quality and quantity.

How do I become a mentor, or find out more about mentoring?

Please share your interest with your employer, co-workers, friends and associates to determine if a group of mentors can be recruited from your organization. Then please return the attached form or call (212) 790-2425.

At your request, additional information can be provided.

Thank you.



YES, we want to get involved in the NEW YORK STATE MENTORING PROGRAM

11 W. 42nd St., 21st fl. New York, NY 10036

- ☐ Our company, organization, union, college, or professional association can provide mentors.
- ☐ We are able to provide other resources or assistance for young school children, such as:

Contact Name: _____

Title: _____

Company/Organization: _____

Address: _____

Telephone #: (_____) _____

Zip _____

Fax #: (_____) _____



NEW YORK STATE DECADE OF THE CHILD
**MENTORING
PROGRAM**

MATILDA R. CUOMO
FOUNDER & CHAIRPERSON

Executive Mansion
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 PRINTED ON RECYCLED PAPER

NEW YORK STATE DECADE OF THE CHILD
**MENTORING
PROGRAM**

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New York, New York 10036

Business (212) 790-2425
Fax (212) 790-2449

Mentoring Basics



THE NEW YORK STATE MENTORING PROGRAM

One-To-One:

An adult mentor meets with a child to provide important individual attention.

School-Based:

Programs are run by—and at—the school with staff cooperation.

Directed At An Appropriate Age Group:

Mentoring is targeted to grades K-8, and especially to the formative school years between fifth and eighth grades, before children decide to drop out.

Statewide:

NYSMP assists schools across the state to implement mentoring programs.

PROGRAM ENHANCEMENTS

In addition to one-to-one mentoring, NYSMP and schools implement special projects and supports to ensure program success:

Academic Development

- ***Tutoring:*** To compliment mentoring, some high school students are serving as math tutors to mentees who need assistance.
- ***Essay contest:*** Mentees submitted essays on the topics of “What Mentoring Means to Me” or “What Reading Does for Me that Television Doesn’t” to compete for a prize of NYSMP bookcases made at Division for Youth facilities by other students.
- ***Children’s Art Exhibition:*** Mentees contribute original artwork to be included in an NYSMP calendar.

Community Service

- ***“GIVE”***: With National and Community Service Act funds, the Governor’s Initiative for Voluntary Excellence teams mentors and mentees with community-based organizations to improve their neighborhood. Projects include visits to the elderly, neighborhood cleanup, gardening, and preserving the environment.

Career Awareness

- ***Speakers***: Mentors often recruit individuals from various fields to share experiences with mentees.
- ***Work-site Visit/Job Shadowing***: Mentors provide opportunities to learn about the world of work.
- ***Career Centers***: Mentors visit career centers with mentees and learn about job openings and how to apply for jobs or higher education opportunities.
- ***Business Skills***: Mentees learn how to operate a school store.
- ***Passbook Savings Program***: Mentees open savings accounts and learn the fundamentals of personal banking.

Volunteer Support

- Mentor Discussion Groups are held periodically for support and awareness.
 - Multiculturalism training sessions and a bibliography are offered to school coordinators, mentors and mentees on cultural diversity.
 - ***“BRAVE”*** Bias Related Anti-Violence Education Project, a New York City based resource collection featuring historical materials about racial and ethnic violence, is used to educate mentees, promoting tolerance and non-violence.
 - Recognition Events acknowledge the many important contributions of volunteers.
-

Reflections on Mentoring



f every 'at-risk' student had an in-school mentor who really cared that one act could cut the dropout rate in half."

—**Dr. Ernest Boyer, President, Carnegie Foundation for the Advancement of Teaching**

"...neither families, neighborhoods, basic social institutions nor publicly funded programs are providing sufficient adult guidance and support for the youth who need them most—'disconnected' youth. Their disconnection comes at a time when economic and labor market projects indicate that our economy needs the entire available labor pool to be productive, if America is to remain prosperous...and at a time when the congeniality of urban living is threatened by the activities and life styles of these very youth."

—**Public/Private Ventures, "A Strategy for Improving the Use and Usefulness of Adult Mentoring to Assist At-Risk Youth"**

"...connect schools with communities, which together share responsibility for each middle grade student's successes...using community resources to enrich the instructional program and opportunities for constructive after-school activities."

—**Carnegie Council on Adolescent Development, Turning Points**

Business Leaders

"The mentoring program is one of the anchors of our partnership with the educational community. It provides a direct, personal connection that broadens and enriches the mentor, while helping the mentee. We intend to continue to encourage our employees to participate in the program."

—**Robert C. Timpson, Vice President & Area General Manager, IBM Corporation**

"I get excited about mentoring because of the very positive impact the mentoring process has had in my life as well as the success I have enjoyed in my career...The program enables us to respond to a genuine need. My observations are that it makes our employees feel good about themselves, great about their mentee and positive about our company—everyone's a winner."

—**John B. Robinson, Jr., Executive Vice President, Fleet/Norstar Financial Group**

"We at the Nippon Credit Bank believe that the single most important factor in the future of our global community is a commitment to young people. Mrs. Cuomo has provided a perfect vehicle for bringing these ideals to reality, and we are proud to become a part of the New York State Mentoring Program."

—**Noboru Sakata, General Manager Managing Director, The Nippon Credit Bank, Inc.**

"PaineWebber is pleased to support the New York State Mentoring Program. We believe that personal involvement of this type is the best possible long term investment. Our employee mentors and their students benefit immediately from their relationship. The company benefits by marshalling talent at an earlier age with the hope that in the future these students will be productive participants in the labor force."

—**Donald B. Marron, Chairman and Chief Executive Officer, PaineWebber Group, Inc.**

"The New York State Mentoring Program is a valuable school-based tool for reaching out to those young people in elementary through junior high who are in need of an appropriate role model and vehicle for achieving the excellence within them."

—**Thomas Y. Hobart, Jr., President, NYS United Teachers**

"In these difficult times, children need our help more than ever before. Our mentors have found that as caring adults they have made a difference in the lives of the children they serve. The children, too, have touched and changed the lives of the mentors. This one-to-one caring and sharing supportive program works."

—**Thomas Sobol, Commissioner, NYS Education Department**

"The New York State Mentoring Program helps make learning practical, personal and valued. In this exchange, all participants are enriched, reconnected. No one appreciates the true worth of teaching better than teachers, and we salute and support this Mentoring Program."

—**Sandra Feldman, President, NYS United Federation of Teachers**

"I have the highest admiration for the mentors, and for the businesses and schools across the state who have invested so much of their time and their caring efforts on behalf of our children."

—**Mary Jo Bane, Commissioner, NYS Department of Social Services**

"Children and families today face many new obstacles and challenges. The New York State Mentoring Program provides a valuable and educationally enriching experience for all children and by helping our children, strengthens our families."

—**Helen K. Liebowitz, President, NYS Congress of Parents & Teachers**

"I am providing my whole-hearted support for the New York State Mentoring Program established by Matilda R. Cuomo. The program objectives are crucial to guiding many of the adolescents attending our intermediate and junior high schools."

—**Jose E. Serrano, Member, Congress**

"The New York State Mentoring Program is a flexible model for schools and corporations who are committed to helping young people build productive and meaningful lives. Nearly all of us who have achieved in our professional and personal lives have had the benefit of a mentor—someone who lent a guiding hand and a nurturing heart. It is our responsibility to repay them and 'give back' to those who follow in our footsteps. The quality of our future depends in large part on the investments we make in our young people. Through mentoring, we ensure that today's youth will be educated and trained to thrive in the global workplace of tomorrow. I applaud Matilda for her outstanding leadership in the New York State Mentoring Program."

—**H. Carl McCall, President, Board of Education of the City of New York**

"Millions of America's children are in trouble. To succeed in school and in life, they need one-on-one adult support and guidance. Providing that support is a job not only for schools, but for the entire community. The New York State Mentoring Program is making it happen."

—**Keith Geiger, President, National Education Association**

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"The New York State Mentoring Program is a great idea and has an excellent track record. This kind of one-on-one support is emotionally and educationally essential, particularly for kids at risk. I hope it gets the broad support and backing it deserves."

—Jonathon Kozol, Author, *Savage Inequalities; Death At An Early Age*

Faculty and Administrators

"The parents are very pleased with the growth that their children have shown."

"It's important that the children see what people who look like them and who come from the community have achieved."

"Those kinds of job readiness skills that people talk about, we're trying to make real with this program."

"This is a multi-faceted, multi-level kind of relationship and program that really meets the needs of young people today."

"Mentors give the mentee undivided attention, and the children absolutely thrive on it."

Mentors

"One of the many satisfactions of mentoring is seeing a young individual grow over a period of several months, gain a better understanding of the values you hold and apply them in his own life."

"Leaving a busy work environment to visit the school helped me recapture the energy and enthusiasm of the students."

"We are all able to make monetary contributions to charities, but money cannot buy what a mentor can give—time with somebody who cares."

"If I could help just a little bit, why not? It's just time."

"The program has made me realize how fortunate I have been to have so many mentors throughout my life. I enjoy watching my mentee grow academically and socially."

Mentees

"You can discuss things differently with your mentors than with your friends and discuss things about school that others wouldn't understand."

"It's nice to talk to someone when good things happen, bad things happen and everything in between."

"My mentor's fun to be with. She makes me happy and the whole program makes our school a better place."

"I was looking for a friend—someone I could talk to. And I didn't want to write in a diary."

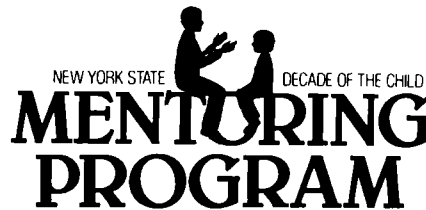
Parents

"The mentor/mentee program has been wonderful for our child. The mentor helped her greatly in areas of self-esteem and confidence."

"Our son's mentor was the best thing that happened to him in seventh grade."

"As close as parents and children are, it's good for children to have another adult to talk to and share ideas with. Mentoring gives children greater choices, like what they want to be when they grow up."

Mentoring Partners



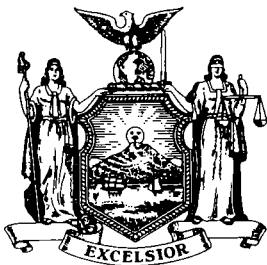
Accurate Webb Printing Company
 AFSCME—Local 372
 Bank of New York
 Beth Abraham Hospital
 Business And Professional Women's Luncheon
 Club Of Greater Utica
 Calandra Italian-American Institute
 Chemical Bank
 City of Rome employees
 Clinton County Mentoring Committee
 College Of St. Rose
 Columbia University Chinese Club
 Consolidated Edison of New York
 Coopers & Lybrand
 Corcoran Group
 Council Of Small Business Enterprises
 Crouse Hinds Mfg.
 Dime Savings Bank of New York, FSB
 Dowling College
 Electronic Data Systems
 Empire Blue Cross & Blue Shield
 European American Bank (EAB)
 Faculty, A.B. Davis Middle School
 Faculty And Parents, Maple Avenue
 Elementary School
 Faculty And Staff, Chango Elementary School
 Faculty And Staff, Edward Town Middle School
 Faculty And Staff, Edwin Gould Academy
 Faculty And Staff, Green Street School
 Faculty And Staff, Granville Elementary and
 Junior High School
 Faculty And Staff, Hadley Luzerne
 Elementary School
 Faculty And Staff, Karigon Elementary School
 Faculty And Staff, McGraw Central School
 Faculty And Staff, Okte Elementary School
 Faculty And Staff, Orenda Elementary School
 Faculty And Staff, Skano Elementary School
 Faculty And Staff, Soule Road Middle School
 Faculty And Staff, Thompson Middle School
 Faculty And Staff, The Waterfront School
 Fleet Financial Group, Inc.
 Fort Drum Masons
 Fortunoff Department Store

Garlock Mechanical
 General Accounting Office
 General Electric, KAPL
 General Foods, USA
 Greater New York Hospital Association
 Griffis Air Force Base
 Grumman Corporation
 Hancock And Estabrook, Attorneys-at-Law
 Hardinge Brothers, Inc.
 HIRE, Hispanic Internal Revenue
 Service Employees, Chapter Of Long Island
 Hoftra University Law School
 Internal Revenue Service
 International Business Machines, Inc.
 Key Bank
 Kingsborough College
 Kings County Office Of The District Attorney
 Literacy Volunteers of America
 Long Island Lighting Company
 Long Island Newsday
 Marine Midland Bank
 Mobil Chemical
 MONY
 National Council Of Jewish Women
 New York City Transit Authority
 New York Power Authority
 New York State Department Of
 Agriculture & Markets
 New York State Department Of Education
 New York State Department Of Environmental
 Conservation
 New York State Department Of Labor
 New York State Department Of Motor Vehicles
 New York State Department Of Social Services
 New York State Division For Human Rights
 New York State Division For Youth,
 Eddie A. Parker Residential Center
 New York State Division For Youth,
 Harlem Valley Secure Center
 New York State Division Of Substance
 Abuse Services
 New York State Lottery
 New York State Mortgage Loan Enforcement
 Administration Corporation
 New York State Office Of Energy

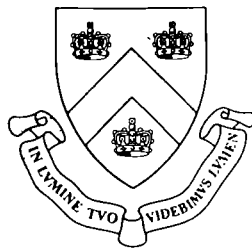
New York State Troopers
 New York State United Teachers
 New York State Workers Compensation Board
 New York Telephone
 New York Times
 New York University
 Niagara Mohawk Power Co.
 Nippon Credit Bank, Ltd.
 NYNEX
 OnBank
 Oneida Silver
 Pace University
 Pfizer, Inc.
 Port Authority of New York and New Jersey
 Press & Sun Bulletin
 Resource Initiative Group, Inc.
 RJR Nabisco, Inc.
 Rotary Club of Massena
 Rotary Club of Red Creek
 Rotary Club of Rotterdam
 RSVP/REP, Retired Senior Volunteer
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 Schodack Business Council
 Security Mutual Life Insurance
 Soroptimists International Of The Americas, Inc.
 Starrett City Residents
 St. John's University, Staten Island
 Staten Island University Hospital
 Suffolk County Community College
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 United Federation of Teachers
 Unity Life Insurance
 Urban League
 Veterans Administration Medical Center
 Waldbaums
 WCFE/TV, Plattsburgh
 Wegmans
 Westchester County Correctional Facilities
 WGY Radio, Schenectady
 Wythe Ayerst
 Xerox Business Services, Xerox Corporation
 Young Presidents Organization

NEW YORK STATE DECADE OF THE CHILD

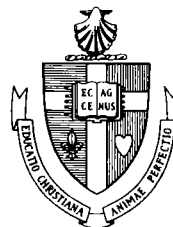
MENTORING PROGRAM



P.O. BOX 591
ALBANY, N.Y. 12201-0591



THE COLLEGE OF
SAINT ROSE



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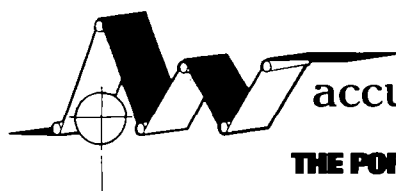
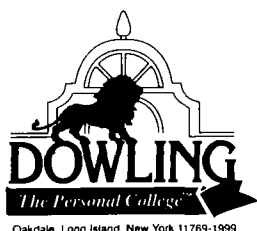
John D. Calandra
Italian American Institute





NEW YORK STATE DECADE OF THE CHILD

MENTORING PROGRAM



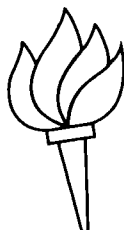
PaineWebber



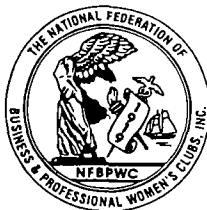
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Taking Mentoring to Other States



he New York State experience with mentoring—which already has encouraged hundreds of youngsters to stay in school—can serve as a model for other states throughout the nation.

Five Stages to Establishing a Similar Program:

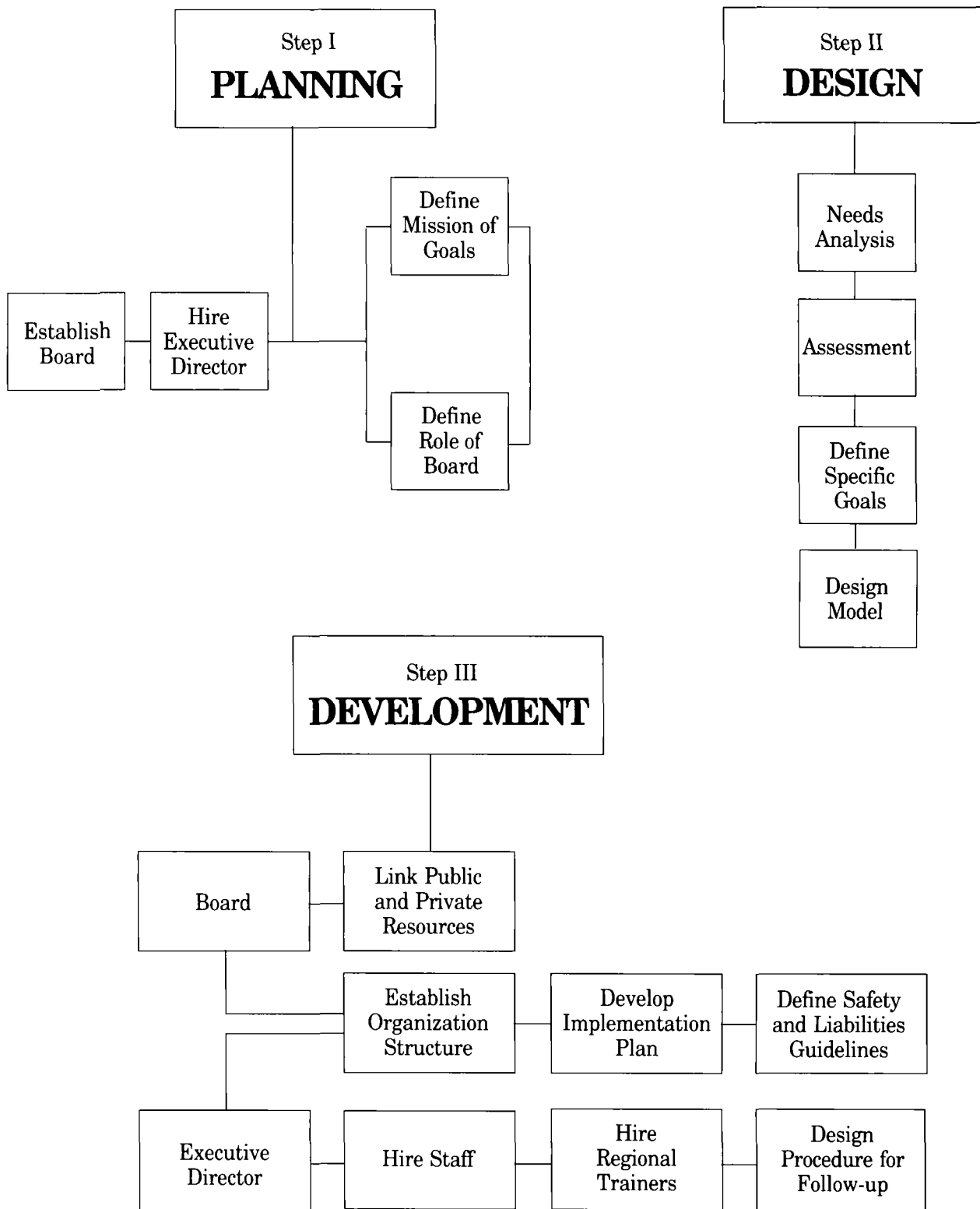
The **Planning Stage** provides for the establishment of a board of directors and the hiring of an executive director. Specific goals and roles are defined at this time.

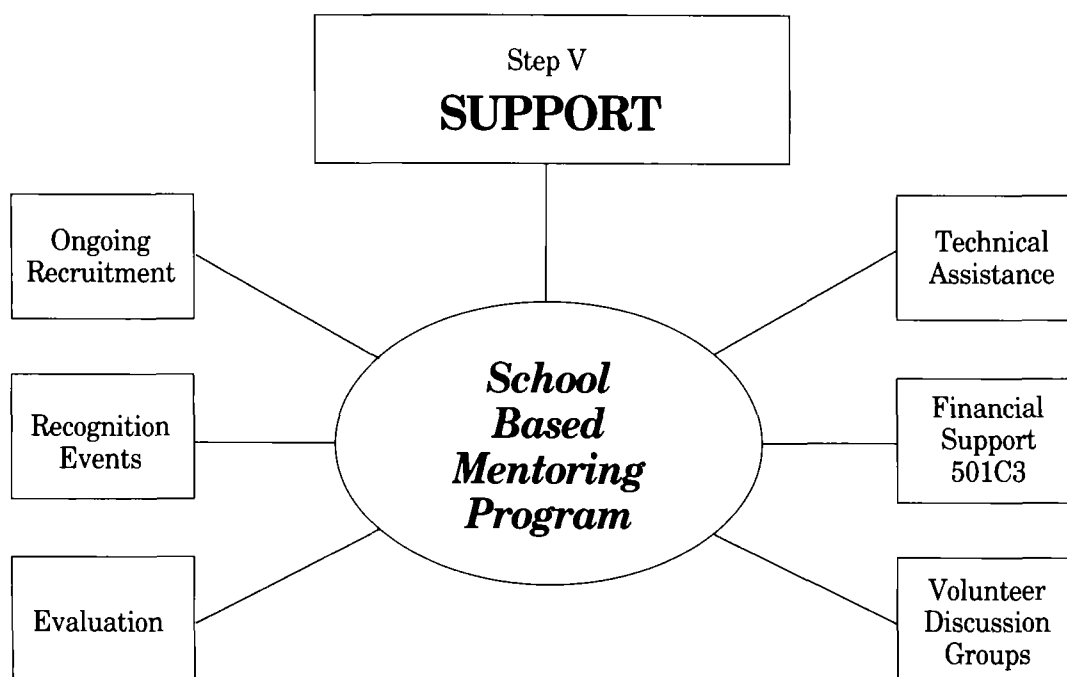
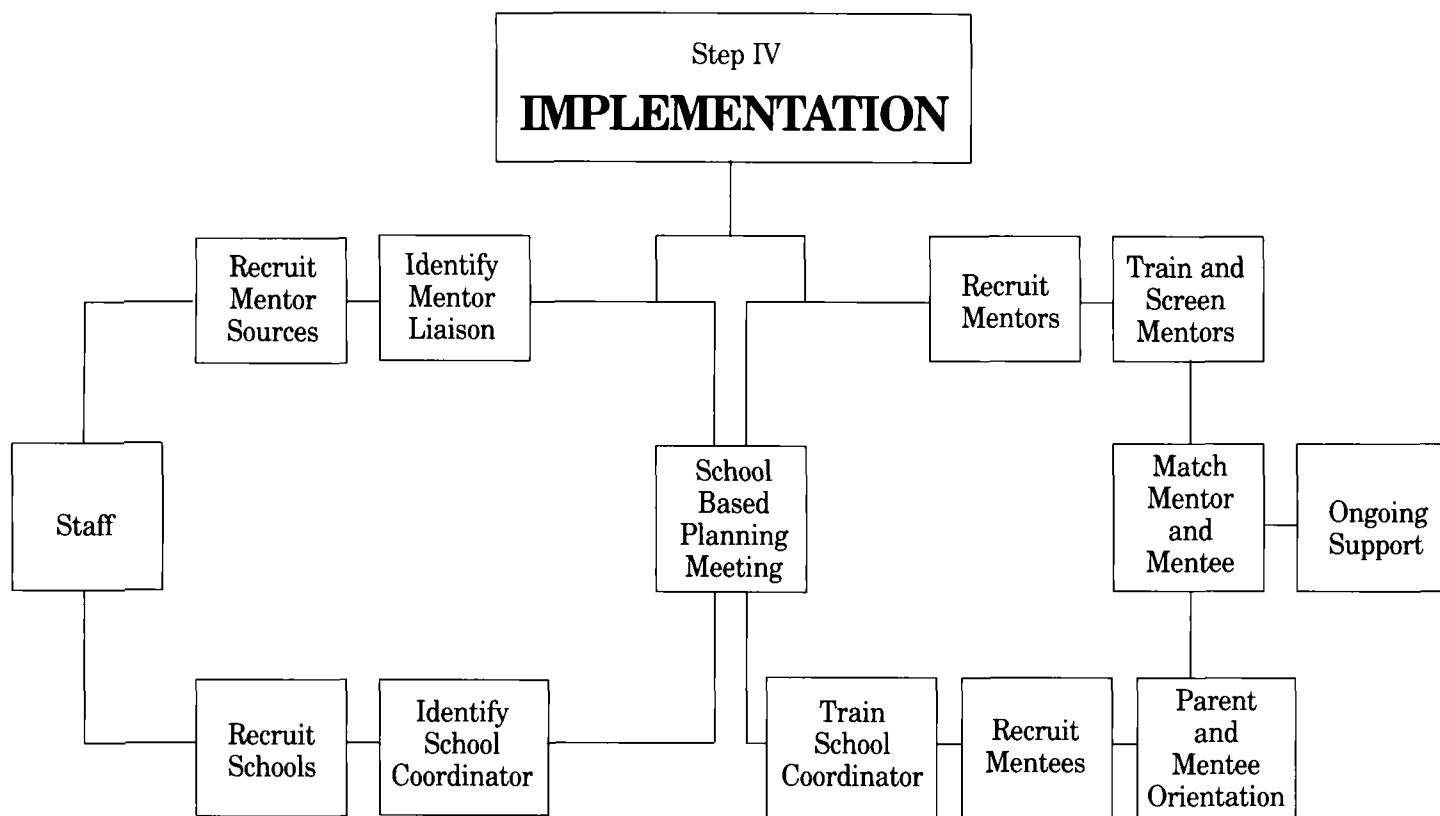
In the **Design Stage**, groups of students at risk are identified and needs are assessed. Then, using this information, the specific mission of the mentoring program is developed.

During the **Development Stage**, staff and regional trainers are hired, an organizational structure is established and plans for implementation are determined. Safety and liability guidelines must also be defined. In addition, the board should begin to establish linkages with public and private agencies.

The **Implementation Stage** involves the launching of mentoring programs in the schools and further development of school/business partnerships. Staff members work to recruit mentor sources and schools, identifying contacts and coordinators to oversee school programs. School-based planning meetings take place during this stage. Ultimately, mentors and school coordinators are screened and trained. Parents and mentees are introduced to the mentoring program. Then, school coordinators work to match mentors and mentees, and provide mentor/mentee pairs with continuing support.

The **Support Stage** is the fifth and final step. Staff members of the mentoring program provide technical assistance to school coordinators and various mentor groups. Recruitment and training of new mentors continues. Active mentors and participants are recognized for their contributions. Financial assistance is provided to schools whenever possible from 501C3 donations. Discussion groups with volunteers are organized, and continuing evaluation of the program is conducted.







State of New York
Executive Mansion
Albany, New York 12202

January 27, 1993

Matilda Raffa Cuomo

Dear Hillary,

Congratulations and my very best to you once again as you begin your role as this great nation's First Lady. The children and families of America stand only to benefit from your guidance, support and leadership.

The inaugural celebration was heartwarming. As I stood at the Capitol and heard the President's address on January 20, I was inspired by his commitment to social change. It is encouraging to have someone in the White House who is so devoted to improving the quality of life for those most in need, especially children.

In New York State, we are celebrating the fifth anniversary of the Decade of the Child. Since 1988 when the Governor launched this ambitious plan to secure our children's future, we have worked to reinforce existing services and develop new ones.

I have enclosed some material from several of our initiatives that I would like to share with you as you build your agenda. One of these, the New York State Mentoring Program, may be of particular interest to you. It is unique because it was established as a school-based program to prevent school dropouts and is working with schools in operating one-on-one mentoring programs for children in grades K-8. The model is flexible and adaptable in order to meet the needs of schools, school children, and volunteer mentors from the community. We are now in over 150 schools serving over 2,000 children throughout New York. This program is a real solution and is working. As you can see from the enclosed materials it has received national recognition.

This is a very exciting time for our country and the people served by government. Please know, I look forward to meeting with you and collaborating in any way I can to better serve our children and families. Many advocates for children believe this is the time to share one another's resources and utilize existing programs that have proven successful. If I can be of assistance to you, please do not hesitate to call upon me.

Kindest regards,

A handwritten signature in dark ink, appearing to read "Matilda", followed by a long, horizontal, slightly wavy line.

Matilda Raffa Cuomo

*Mrs. Hillary Rodham Clinton
The White House
Washington, D.C. 20500*