

wants 2 yr colleges to get same treatment as 4 yr
doesn't think non-profits can afford
1-1-1 match
Jack
Susan

MARYMOUNT COLLEGE
PALOS VERDES, CALIFORNIA

Office of the President

March 25, 1993

Jack Law, Esq.
General Counsel
Office of National Service
The White House
1600 Pennsylvania Avenue
Washington, D.C. 20500

Dear Mr. Law:

I am writing to you in reference to President Clinton's national service proposal. I am fundamentally in support of the proposal as it was outlined by President Clinton in his recent address at Rutgers University.

As the President and others have pointed out, the proposal has two clear advantages. It would provide the opportunity for young people throughout the United States to become involved in numerous community service projects. This experience will undoubtedly have a very positive effect on these young people as well as make an immediate contribution to the unmet needs of our communities. The second benefit is that it would permit college graduates to remit a major portion of the debt that they may have incurred while attending postsecondary schools. This is obviously a major inducement for students to attend college with the knowledge that the financial burden they assume could be somewhat offset by service to their country upon completion of their studies.

The fact that grants are made on a challenge basis and must be matched seems appropriate. It will be critical, however, to determine if the match is to be on a one-to-one basis. The public service agencies may not be able to afford a one-to-one match. It might be advantageous not to completely waive a match in these circumstances but to allow for something less than an equal match between a particular agency and the Federal government.

I believe that this initiative will call forth a very strong response on the part of the young people in this country. The salary level envisioned in the proposal is not high, but I believe there is a strong residue of community service present among college graduates and that this proposal would tap into that community spirit. I would also urge you that the program allow similar opportunities for graduates of two-year colleges as it will for graduates of four-year institutions.

Sincerely,

Thomas M. McFadden

Dr. Thomas M. McFadden
President

cc/Jeanne Hyun Kim, Executive Director, California Campus Compact

don't want stipends or benefits too high so as to
share out existing community service prog.

Jesuit
Secondary
Education
Association

Susan
Jack

COPY

March 17, 1993

Mr. Peter Edelman
Office of National Service
Old Executive Office Building
Room 145
17th & Pennsylvania Avenue
Washington, DC 20500

Dear Mr. Edelman:

I attended the White House briefing yesterday as part of the delegation from the Council for American Private Education (CAPE) at which you spoke about the National Service Program. Thank you for the information you provided and your invitation to respond with ideas, questions, etc.

As you begin the task of designing the program, I hope that you will reach out to those of us who have had considerable experience with "volunteer programs." Specifically, during the last 22 years the 44 Jesuit secondary schools throughout the country have instituted "Community Service Programs" as an integral part of the curriculum in order to implement their philosophy to educate "young men and women for others." (I'm sure you have heard that phrase through your work at Georgetown.)

Some of these programs are required for graduation; others receive credit in the area of religious formation or social studies. In some schools seniors actually finish their academic requirements early in order to spend a month or more "in the field" under supervision.

In addition the Jesuit Volunteer Corps has trained hundreds of young adults to ~~serve in the inner cities~~ where they work on systemic issues for a very, very small stipend. A similar program, the Alumni Service Corps, has been developed within the past three years to encourage young adults to serve their high school alma mater for a period of two years, again for a very small stipend. Several of the young people currently in this latter program are actually considering pursuing teaching as a career because they have had such positive experiences in dealing with adolescents.



-2-

If you would be interested in discussing any aspects of these programs or would like more information, I can either supply it or get an appropriate person to do so.

Meanwhile, I hope that the new National Service Program will not price the many existing programs out of the market by offering such high stipends and incentives. That would have the opposite effect of inculcating the "ethos of service" which you and the President want to promote and which the country needs so badly at this time in its history.

I hope that you will feel free to call at any time.

Sincerely yours,

Carl E. Meirose, S.J.

(Rev.) Carl E. Meirose, S.J.
President

cc: Susan Stroud ✓



March 31, 1993

Susan Stroud
Senior Advisor to the Director
Office of National Service
Room 145
Old Executive Office Building
Washington, DC 20500

RE: Clinton National Service Proposal

Dear Susan:

On behalf of the National Association of Independent Colleges and Universities, I would like to thank you for the opportunity to comment on President Clinton's draft proposal to establish a program of national and community service. This proposal will form the basis of legislation that will be introduced in the near future, and may make fundamental changes in the funding and delivery of national service and student financial assistance programs.

The 800 NAICU members who represent major research universities, historically black colleges and universities, traditional liberal arts institutions, church-related and women's colleges, two-year colleges, and schools of law, engineering, and business, share the philosophical underpinnings of this proposal. In 1989, the NAICU Task Force on National and Community Service drafted a policy statement that reads, in part:

For nearly 400 years, independent colleges and universities have been involved in community service, dating from the founding of Harvard College in 1636. The actual foundation of many NAICU institutions is based upon values that prompted a spirit of volunteerism and service to society from the very beginning. These programs have expanded considerably over the years. Such a record affirms volunteerism and community service to be essentially an expression of our nation's philanthropic spirit.

Community service projects at NAICU member schools range from feeding the homeless, to assisting the elderly, to teaching disadvantaged children, to working in service programs at the national and international levels. At independent colleges and universities, service is not only an integral part of the educational process, it becomes an integral part of the individual student's life and values.

Susan Stroud
Page 2
March 31, 1993

The proposal to provide loan forgiveness in exchange for service given by a student is very important and we support this effort. While the majority of independent institutions attempt to assist every qualified student in need of financial assistance who wants to enroll, our members have had to use significantly more institutional funds for student aid due to rising costs and declining federal and state student assistance. In addition, policy trends have resulted in and will continue an imbalance between grants and loans, forcing students to incur even larger debts. There is virtually no greater threat to the spirit of volunteerism than a future populated by generations of heavily indebted college graduates.

In recognition of the historical federal role in national and community service programs and President Clinton's clear commitment to fostering a new era of service, and in view of NAICU's longstanding commitment to community service programs, NAICU supports the inclusion of the following recommendations in any federal legislation on community service.

Goals of the Program

The underlying principles of service to society, equal opportunity, and access to and choice among institutions of higher education, should serve as the basis for any federal policy on national and community service. Community service has an intrinsic value and is an invaluable component of social policy. **However, it is not a substitute for student aid programs or intervention programs to serve at-risk youth.**

While this legislation should provide a variety of service opportunities before, during, and after college, its primary focus should be to encourage students to complete both high school or its equivalent, and college, or some other form of postsecondary education or training. If this nation is to remain competitive, it is imperative that our nation's youth be encouraged to receive an academic experience that promotes critical thinking, effective communication skills, an ability to solve complex problems, and knowledge of high technology.

The decision to participate in national service must be genuinely voluntary, and both part-time and full-time service opportunities should be available. Post-service benefits for part-time work should be pro-rated. In determining allowable uses of the post-service benefit, funding that encourages enrollment in an institution of higher or postsecondary education, including graduate and professional school, should be the highest priority.

Susan Stroud
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March 31, 1993

Relation to Financial Aid

Any national/community service legislation must supplement, not supplant, existing federal need-based student aid programs. Such legislation should also strongly encourage participation by low-income students, minorities, and others who have been historically underrepresented in non-defense national and community service programs. Funding for the recruitment of underrepresented populations must be provided.

Administration and Relationship to the States

The use of existing service organizations and structures at the national, state, and local levels should be the cornerstone of any organization or structure created by federal legislation. The Office of National and Community Service and its state and local analogues should be utilized wherever possible. New programs should not displace existing service programs, such as those operated by educational institutions and religious denominations. Proposals to provide grants to those existing programs for refinement or expansion are strongly endorsed. Current service providers should be included throughout the process of development of this program and should be consulted on capability, training needs, and service delivery. Student representatives should also be consulted throughout the development and implementation of national and community service programs.

If community service is made available to individuals who do not seek a college education, and the program requires expertise that is not readily available in the Department of Education, this agency should not be primarily responsible for administering the program. **The Office of National and Community Service may be the best agency to oversee this multifaceted program.**

Any national service program must have an evaluation component in order to ensure quality of service and a substantive learning environment for the participant. Both participating institutions and state agencies must conduct a self-evaluation on a periodic basis. A primary component of the federal role in this program is to provide clear goals to the states and service providers, and to conduct a thorough assessment of the program after a predetermined number of years.

Susan Stroud
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March 31, 1993

Eligibility Criteria

The program must provide equal opportunity for all participants, regardless of race, sex, age, disability, or socioeconomic status. Eligibility criteria for participation must not be based on a rigid formula, and should yield a diversity of academic qualifications, experiences, family incomes, and areas of expertise. Rural and urban areas should be served equitably.

The state and local agencies designated to administer the program should have a process for competitive application and appeal of decisions to deny funding. Graduate and professional students, such as medical school interns and residents, law students seeking public interest legal experiences, graduate students preparing for college teaching careers, and business students interested in advising nonprofit community organizations, should be encouraged to participate in a national service program.

For students who do not have large loan burdens, there should be other incentives to encourage participation in national and community service programs, such as notations on college transcripts or other forms of institutional or national recognition.

Volunteerism and Training

As stated above, the decision to participate in national service must be genuinely voluntary. Moreover, volunteers must be properly trained before they serve and programs should include an educational component, in order to ensure meaningful service opportunities as well as satisfactory performance. "Make-work" programs are not needed. Program training should allow and encourage volunteers to develop not only the values of service but the skills to engender leadership. Grants should be authorized to encourage the development of college curricula (e.g., language studies, teacher education of at-risk youth or the learning disabled) to prepare students for service opportunities.

Role of Colleges and Universities

The legislation should mandate that colleges and universities, both public and private, be an integral part of any state and local efforts to develop policies and priorities, and to designate agencies for which participants in this

Susan Stroud
Page 5
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program may serve. Service programs located on college or university campuses that serve the local community and meet the requisite criteria for quality and integrity should be recognized as appropriate sites for national service volunteers.

In-kind enhancements provided by service providers, including colleges and universities, should be considered when defining qualifications and criteria for participation. States and nonprofit service providers may have difficulty obtaining matching funds in these financially difficult times. The matching requirement should not be mandatory.

Collegiate sector programs should emphasize service-learning, should provide opportunities for part-time service (10 hours/week x 30 weeks per year at \$5.50 per hour), term-time or summer internships, and should establish a program modeled after the ROTC, which would commission graduates in a National Service Corps. Such collegiate national service opportunities should be funded, in the main, through appropriations designated for national service, rather than from campus-based federal student aid dollars. Collegiate sector programs should create partnerships that bring together college, community, and national resources, and should focus on the key targets of education, environment, health, and safety.

For a relatively small amount (\$166 million), and using the above formula, 100,000 additional college students could be involved in community service programs by 1997. This would double the Clinton Administration's current target figure for that year of 100,000 community service positions for all sectors, pre-collegiate, collegiate, post-collegiate, and non-collegiate. The \$166 million logically should come out of the appropriation for national and community service programs and not from the Title IV programs under the Higher Education Act of 1965 *as amended*.

Post-Service Benefit

To overcome financial obstacles to a full-time service experience, a stipend to cover living expenses during the period of service is encouraged. For those who have incurred federal student loans prior to the effective date of this legislation, monthly payments for such loans, including principal and interest, should be deferred during the period of full-time service or until such time as

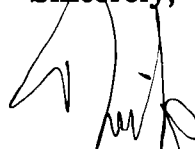
Susan Stroud
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March 31, 1993

procedures are in place to redeem loans. Health insurance and child care facilities should also be made available. Non-wage benefits, including health and child care as well as funds for future education and for loan forgiveness, should be explicitly excluded from income for tax purposes.

Equal compensation for equal work should be the principle underlying this program. Providing a lesser benefit for a student whose loan burden is less than \$10,000 per service year, while awarding another individual \$10,000 per year if his or her loan burden is \$10,000 or higher, is inherently inequitable and may discourage participation. It is suggested that the student whose loan burden is less than the maximum amount available be given a credit for the balance that can be used for additional education. This alternative would encourage students to pursue advanced degrees which, in turn, would benefit society as well as the individual. Similarly, those who participate in the program before attending college should be awarded the same amount (and not \$5,000 less than their post-collegiate counterparts) and strongly encouraged to use such funds for postsecondary education.

We appreciate the chance to contribute to this important endeavor and welcome any questions that you or your colleagues may have. Please call Shirley J. Wilcher, NAICU's General Counsel, or me if we can be of assistance.

Sincerely,



Richard F. Rosser
President

RFR:swk

Campus Compact

Susan / Jack

PLEASE DELIVER THE FOLLOWING PAGES TO:

Name: SUSAN STROUD
Phone Number: (202) 456-6444
Location: Office of National Service

*build on existing structures
local community needs
SERVICE LEARNING
Use State Commissions*

~~~~~

**From:** Terry Pickeral, Director

**Date:** March 22, 1993

**Time:** 12:30 pm (PST)

**Number of pages, including cover sheet:** 3

**NOTE:**

PLEASE CONSIDER COMMENTS ON PROPOSED FEDERAL LEGISLATION.

THANK YOU!

*[Handwritten signature]*

**PHOTOCOPY  
PRESERVATION**

☐ New Fax Number (206) 650-6895  
Western Washington University

Old Main 285, Bellingham, Washington 98225-9049 ☐ (206) 650-7312 ☐ Fax (206) 650-7291  
An Equal Opportunity University

# Campus Compact

March 22, 1993

Susan Stroud  
Special Assistant  
Office of National Service  
Old Executive Office Building, Room 145  
Washington, D. C. 20500

Dear Susan:

Thank you for the opportunity to review and comment on President Clinton's National Service Proposal. I will attempt to be brief, however please contact me if I can clarify my response.

## 1. An Overarching Theme

Any national proposal on college student service should build on existing activities, practices and structures. Therefore, national service should enhance student service and learning not merely create a new mechanism to motivate youth. Campus Compact, COOL and other national organizations can supply student numbers, service hours and examples of the integration of service into the academic curriculum, I suggest President Clinton's proposal recognize these facts and build from there.

## 2. Types of Placements

Again emphasizing existing programs/projects' placements. National priorities can be established, but the requirement should be "local need." Issues can be played out differently in each community, and we need a flexible definition of a "national priority" to allow for local assessment and service.

I appreciate the non-displacement clause.

The entrepreneurial component appears an exciting element. I propose that all servers be provided leadership training as part of their service -not just those identified as entrepreneurs-. **Serving, learning and leading should be elements integral to national service.**

## 3. Selection of Participants

Recognizing that this is a national program, I believe the system of recruitment (and perhaps selection) fall to states. If a national matching system is put into place, individual states will not necessarily know who applies nor who did not apply. It would make more sense for candidates to apply through a state system, allowing for follow-up and secondary matching. (Note: it will also provide information on underrepresented groups -that is, who is not applying and how we can motivate them to consider national service). I believe a national system can be developed, but states should be part of the equation.

## 4. Benefits

Sounds good! A question however on the type of student loans qualifying for forgiveness. It is only loans taken out by students? Does it include loans to parents for their daughter/son's education? Do all loans qualify, or only those specifically designated as student loans?

5. Building an Infrastructure

This is a bit confusing. Type 1: single-year for start-up  
Type 2: multi-year for program costs  
Type 3: replication grants.

How would you ensure that each student nationally would have an opportunity within her/his state to participate? Would there be at least one grant to each state? Would some states have multiple types of grants? Perhaps when coordinated with "State Role" it is more understandable.

6. Leveraging Nonfederal Funding

No mention of the exact match nor the qualifications of waiver. I appreciate the requirement of a match and believe it should be consistent with other federal (CNCS?) requirements.

7. Federal Role

Sounds consistent with need. I do want to articulate a particular concern on training: that is, while I recognize the positive impact of national training, training provided locally allows for greater participation, enhanced networking and reduced costs. Please consider these elements when developing legislation. Consistent and high quality training can take place regionally and/or within states, while allowing national facilitators to contribute and learn.

8. State Role

Thank you for considering a State National Service Commission responsible for overseeing ~~national service programs in each state~~. The constituency and decision-making you suggest are already in place in most states. Governor's have developed State Offices of Volunteerism and should be encouraged to utilize them in this capacity. The CNCS grants have initiated state-wide consortia, made up of individuals of diverse characteristics able to ensure compliance to legislation and equitable treatment of urban and rural areas.

I request your positive consideration of building on existing State Offices of Volunteerism. They are in place; they are appointed, in most cases, by the Governor; they want to be part of the national service program; they deserve to play an integral/active role; they are experienced; and can provide the type of leadership and accountability required of federal programs. This designation would allow for quick turn-around of proposals, requests and program implementation - all highly desirable with new legislation.

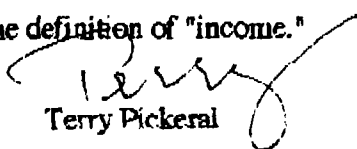
9. Phase-In

If participation is expected to reach 25,000 by the end of the 1994 fiscal year, then it makes even more sense to build on existing Governor's Councils. I support the increase to 100,000 by 1997.

10. Income Contingent Loan Repayment

This sounds equitable; however, you will need to determine definition of "income." Gross? Adjusted? Other deductions?

I hope your schedule allows you to participate April 23 - 24.

  
Terry Pickeral

PHOTOCOPY  
PRESERVATION

## UNIVERSITY OF CALIFORNIA, LOS ANGELES

UCLA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

SANTA BARBARA • SANTA CRUZ



anti-bureaucracy  
cost of living considered in stipend  
part-time in-college service

OFFICE OF THE CHANCELLOR  
405 HILGARD AVENUE  
LOS ANGELES, CALIFORNIA 90024-1405

April 9, 1993

Susan/Jack

Ms. Susan Stroud  
Special Assistant  
Office of National Service  
Old Executive Office Building, Room 145  
Washington, DC 20500  
VIA FACSIMILE: (202) 456-6420

Dear Ms. Stroud.

On behalf of UCLA, I would like to offer some comments regarding the proposed national service program. As you are aware, UCLA has a long commitment of community service and has been one of the main leaders in the California Campus Compact.

We are concerned about the following issues:

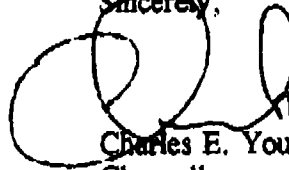
1. The program needs to be organized so that there is no economic class discrimination of prospective participants. Differentials with the cost of living also need to be considered.
2. The rules and regulations for this program should be compatible with existing service programs so that there is not a new level of bureaucracy for institutions to deal with in working with the government and these programs.
3. Research has shown that high school graduates who do not go on directly to college often end up not pursuing a college education. We are concerned about the issue of a break in schooling and would like to suggest that some consideration be given to using service-learning and the work study models. This would allow students to receive a stipend for the hours that they worked in the community while in college.

Additionally, we would like to suggest that some consideration be given to providing incentives for the private sector to match funds received from the Federal government for national service. The program could also create joint ventures between public and private organizations. Universities could provide training, conduct longitudinal monitoring and research activities on a variety of important aspects of the national service program.



If you would like additional information on any of the issues described above, please contact either Carlotta Mellon, Assistant Vice Chancellor of Community and Governmental Relations, at (310) 206-3826, or Jane Permaul, Assistant Vice Chancellor of Student Affairs, at (310) 206-1605. We appreciate the opportunity to be able to comment on the Clinton National Service Proposal.

Sincerely,

A handwritten signature in black ink, appearing to be "CEY", written over a circular stamp.

Charles E. Young  
Chancellor



31 KELLOGG CENTER  
MICHIGAN STATE UNIVERSITY  
EAST LANSING, MICHIGAN 48824  
(517) 353 0303

## INFRASTRUCTURE

partnerships w/ community based organiz.  
wants in-college service as well as pre- & post-  
non-trad. students

Shirley / Jack / Susan

March 24, 1993

### Memorandum

**To:** Susan Stroud, Special Assistant, Office of National Service  
**From:** Julie A. Busch, Executive Director, Michigan Campus Compact  
**Re:** President Clinton's Service Proposal

In general we are very enthusiastic and supportive of President Clinton's initiatives with national service. We do have several precautions we would like to make certain the Office of National Service is considering and taking under advisement.

We need to be sensitive that our need to continue to build the infrastructure for community service (p. 2) does not supercede building partnerships.

The building of infrastructure was supposedly a criteria in the first application for funding with the Commission on National and Community Service, but now the actual evaluation by CNCS is doing nothing to take a look at how the ~~grants~~ have impacted the infrastructure. A solid infrastructure is imperative, in my opinion to the long-term success of national service. Yet, when everything is happening so fast, I am concerned that we are not building the strong foundation we need for long-term sustainability and program viability.

Partnerships with community based organizations are key in how this program operates, succeeds, flourishes or fails. I am concerned that we have not really sought out the advice of our CBO partners. How will they receive an influx of paid volunteers? We know there are many complex and difficult social problems, but I think there has been an underlying assumption that CBO's will gladly jump at the chance to have paid volunteers. Are we sure this is the case? How does having paid volunteers change how unpaid volunteer

agency  
realism-  
add to it

The Michigan Campus Compact is  
funded in part by a grant from the  
W.K. Kellogg Foundation of  
Battle Creek, Michigan.

Stroud

March 24, 1993

Page 2

opportunities may be looked upon? We would be happy to work with the National Office on Service to do a survey of CBO's in Michigan or the region to look at agency readiness, and what they see as the issues.

We are dreaming big obviously with National Service, but at the same time I think we need to be more realistic about the bureaucracy this will also create. This is the federal government we are talking about, and there are obviously regulations (especially through the Office of Management and Business) that will impact the administration of this program. I would like to see the legislation be more realistic about what it takes to manage one of these program. Quality should be a foremost concern. To run a quality program takes strong management and money to support the overhead costs. It is increasingly difficult to raise operation funds for service programs (or any non-profit program for that matter), and I would hope we want this program to be seen as an opportunity and not just another burden. Quality programming takes time for the planning, implementation, and evaluation. I would hope realistic time frames get incorporated into the proposal for the RFP process, program planning, implementation, evaluation, and follow up.

What happened to the program allowing service to be incorporated during a students college/university career (versus just pre and post)? If we are committed to building the infrastructure, this certainly would help in this realm, and certainly would strengthen campus based service learning programs.

What constitutes a college student? Our community colleges are concerned especially about this because in many cases the average age of their students is 28. Only two million out of 12 million college students are traditional college students. The majority of our students are in community colleges. How will this be addressed? Is the program age specific? Is it for undergraduates only?

Under Section A/Benefits, it is unclear to us if it is suggesting that each participant that is not a recent college graduate will receive minimum wage and health and child care benefits for volunteering and/or up to \$5,000 per year. Does the \$5,000 include proration for health and child care?

We need to protect not only the short-term interests of our constituencies but the important long-term effect this would have



**Stroud**

**March 24, 1993**

**Page 2**

**on potential service workers, volunteers, and community based organizations.**

**Please let us know if we can be of further assistance. Our best wishes to you and the members of the Office of National Service as this proposal gets fleshed out in the months ahead.**

**cc: Nancy Rhodes, Acting Director, National Campus Compact**

Campus Compact Center for Community Colleges

no age limit on participants  
technical colleges should count

like me state vol



Jack/Susan

March 26, 1993

Ms. Susan Stroud  
Special Assistant  
Office of National Service  
Old Executive Office Building  
Room 145  
Washington, D.C. 20500

Dear Susan,

I hope you are doing well. Thank you for the opportunity to comment on President Clinton's National Service Proposal

**A. National Service Positions**

Types of Placements:

- Will organizations such as Campus Compact, NSEE, COOL, Literacy Volunteers of America Chapters, etc. (which may be a division of another organization i.e. MCCCC, ECS) qualify as placement sites or will it only be those agencies which are currently identified by the federal government or have their own (501) (c)(3)?
- Will students be able to accept managerial positions at placement sites which will provide them with a decent salary or will they have to only accept low paying positions (i.e. VISTA wages) or minimum wage?
- How will the public service entrepreneurs be selected and what kinds of jobs will the students be required to perform?
- I'm happy to see the displacement clause in the proposal.

Selection of Participants:

- There should be no age limit placed on participants.
- Participants who wish to attend technical colleges should also be given the opportunity to participate.
- Will students who enroll in private technical colleges be able to participate?
- I believe the best way to control placement and give the students the best possible experience is by establishing state clearinghouses as opposed to a national system. The individual states will have a better understanding of where the needs are and where the students will make a bigger impact. These state clearinghouses can be established through the Governor's volunteer programs. The clearinghouse directors can work closely with existing programs such as VISTA or the Volunteer Centers in addition to any other avenues unique to that state.

Benefits

- A minimum-wage stipend will be very difficult for over 50% of the college population who's average age is 29 with a family. Students should be able to accept GOOD paying jobs if possible, at their placement jobs, which will encourage them to pursue careers in public service.
- Although \$10,000 is a fair amount, it will make it difficult for those students who attended private institutions or who are conducting their service after graduate school and have loans of \$25,000 + which need to be repaid.

1833 West  
Southern Ave.  
Mesa, Arizona  
85202

Telephone  
402.461.7392  
Facsimile  
602.461.7806

Campus Compact  
Center for Community  
Colleges was  
established in 1990  
with funding from  
ACTION and the  
Maricopa Community  
College District



- For "other participants" the same amount should be given of \$10,000 should be given since they too conducted two years of service as did the ones mentioned above.

**Building an Infrastructure:**

- How will the size of the grants be determined?
- Will larger states be given larger grants even though there may be some states where more institutions may be participating?
- Can one state receive more than one type of grant?

**Leveraging Nonfederal Funding:**

- Although it is understandable why the grants should be matched, this may pose a very big problem in states which have been devastated economically during the last few years. I think everyone is aware of the difficult times all institutions of higher education are currently facing and it will be extremely unfair to exclude an institution who can provide its students with a wonderful experience, but due to financial problems is going to have to decline the invitation. Unfortunately, we are also seeing that although the surrounding communities would like to assist, there are too difficult and matching monies don't flow as readily as in the past.
- What kind of a match is going to be required?
- Will it be allowed to use existing federal monies as a match, like in the Summer Initiative Program?

**Federal role:**

- The federal government should take a very active role as mentioned in this clause, however, the states should also be responsible for having on-going evaluation and training for the program participants.

**State role:**

- This is a wonderful idea and should be a mandate. It should also be emphasized that no matter what size of grant that particular state receives, it will be required to meet the standards of all the other states in the United States.

**Phase-in:**

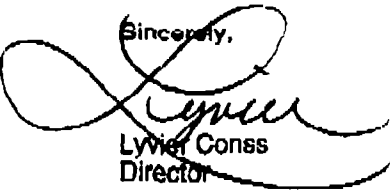
- Will states be allowed to increase those numbers if funds are available and the requests from students are very strong?

**B. Income Contingent Loan Repayment**

- Will all loans related to education qualify under this program?
- Will students be able to re-pay loans which their parents borrowed as opposed to the student, but for the student's education?
- Will personal loans used for educational purposes qualify under this plan?

Hope this helps. See you in June.

Sincerely,



Lyvian Conss  
Director

# FACSIMILE TRANSMISSION



National Association of  
State Universities and  
Land-Grant Colleges

One Dupont Circle, Suite 710  
Washington, DC 20036-1191

Phone: (202) 778-0818  
Fax: (202) 296-6456

To: *Susan Stroud*

Phone number:

Fax number:

From: *Marsha Adler*

Phone number:

Date:

Number of pages to follow:

MESSAGE:

evaluation  
in-college students: pro rated | Shirley, Jack,  
?s and direct lending @ Susan  
UNIVERSITY of PENNSYLVANIA

Office of the President

100 College Hall  
Philadelphia, PA 19104-6380  
215-898-7221

March 29, 1993

Ms. Susan Stroud  
Special Assistant  
Office of National Service  
Old Executive Office Building, Room 145  
Washington, D.C. 20500

Dear Susan:

I have had an opportunity to review the broad discussion outline of President Clinton's national service plan, and wanted to provide you with a few thoughts regarding the proposal. Let me state that the broad outline suggests a splendid initiative that will not only help rekindle the spirit of service in our young people, but that also promises to transform, much for the better, the Federal student loan programs.

As is usually the case with such summaries, I assume that many of the major questions about the program will be addressed in the final proposal, upon which I know you and your colleagues are diligently working. These include:

- \* How are participants to be selected, and what are to be the proportions of pre-college, post-college, non-college bound, and current college students? Who will make that determination? If the demand for service positions exceeds availability, on what basis will these slots be filled?
- \* How will participants' performance, and the quality of funded service programs, be monitored and evaluated?
- \* How will the eligibility for loan forgiveness of students who participate while they are in college be determined? Will they receive a pro rata benefit relative to full-time participants?
- \* Under the proposal for income-contingent loan repayment, what will the annual and aggregate loan limits be? Is there provision for subsidies to borrowers, such as the existing in-school interest subsidy? What is likely to be the effect of a broad-scale income-contingent repayment plan on family responsibility for paying for higher education?

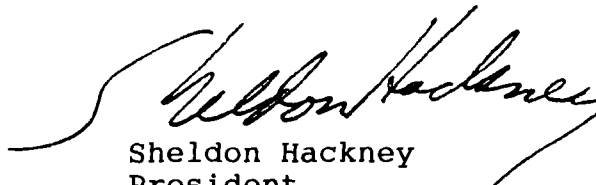
Ms. Susan Stroud  
March 29, 1993  
Page 2

- \* How does the third leg of the proposed plan - direct lending - fit into the national service and income-contingent repayment proposals?

I am certain that you and your colleagues have addressed most, if not all, of these questions, but I thought it would be useful to raise them nonetheless. Please let me know if I can elaborate further.

I look forward to seeing you here later this week for our National Service Conference.

Sincerely,



Sheldon Hackney  
President

**BARNARD**

Barnard College • Columbia University • 3009 Broadway • New York, NY 10027-6598

*middle-class  
income-contingent loan  
repayment  
no setting red of current  
financial  
aid prop.**Smiley, Jack,  
A Susan*

Office of the President

March 29, 1993

Susan Stroud  
Special Assistant  
Office of National Service  
Old Executive Office Building, Room 145  
Washington, DC 20500

We strongly support the purposes of the National Service Proposal and anticipate opportunities to react to specific provisions with detailed responses.

We believe that the National Service Trust Fund must be articulated first and foremost as a program which actively and vigorously encourages the participation of students in national service, and not as the latest federal financial aid program. The challenge, therefore, is to acknowledge that while participation in the National Service Trust Fund may for many be borne of financial necessity, the desire for community service is paramount.

It is vitally important, however, that any national service program be coupled with existing, and improved, financial aid programs. These grants and loans are progressive programs which serve those families most in need of financial assistance. Thus, funding for these programs should be maintained.

It is equally important that the National Service Trust Fund address the needs of those middle-class Americans who find themselves unable to qualify under income tests for federal, state, and institutional support but who are in fact in serious financial distress. It is particularly important that the National Service Trust Fund find a way of not only welcoming these individuals, but of providing them with meaningful financial assistance.

And finally, we support income contingent loan repayment, not only as an equitable and practical method of ensuring repayment, but as a way of spreading among all students opportunities to serve their communities in meaningful full-time positions.

Diversity of particip.  
worried that low stipend  
will exclude the poor  
local training

Jack, Shirley  
100

Page 1 of 2

TO: Susan Stroud  
Office of National Service  
Old Executive Office Bldg.  
Room 145  
Fax (202) 456-6420

FROM: Terry Elliott  
The Evergreen State  
College  
Olympia, WA 98505  
(206) 866-6000 X 6732

Comments on the Clinton National Service  
Proposal Discussion Outline

A. National Service Positions

Selection of Participants - Diversity requirements should go beyond where an individual is in the education system. Minimum requirements for gender, racial/ethnic, and income diversity should be considered in authorizing each program.

Benefits - I am concerned that the minimum wage stipend, even with health and child care benefits, will exclude many of the working poor - especially recent college graduates with children to support. Under this proposal participation would be very attractive to a middle class college student who could continue to live with her/his parents after graduation for two years while making a minimum wage and getting \$20,000 of their loans forgiven. It is much less attractive to a single mother of two who needs to pay rent.

Maybe matching funds could be used to create some positions that would provide livable income for participants with dependents. At a minimum, perhaps interagency agreements could be put in place to protect participants from being excluded from food stamps or other benefits while participating in this program.

Federal Role - Mention of a national training program catches my eye because of the recent RFP for the Summer of Service program. I believe that training should be done locally whenever possible. The travel costs (airfare, ground transportation, and per diem) for national training and a summit meeting for each participant for the Summer of Service program can easily add up to more than the \$1,000 stipend given at the end of the summer.

While a celebration in Washington D.C. could be a learning experience for participants, it may make more sense to celebrate community work locally. Having national trainers help local sponsoring agencies with local training sessions has the advantage of giving national staff the opportunity to see how the program functions at ground level.

PHOTOCOPY  
PRESERVATION



Finally, the National Service Proposal discussion outline doesn't mention linking learning with the service that will be performed. Monthly opportunities to reflect on the work, network with other participants, or attend seminars on fund raising, grant writing, management skills, or career counseling would make this proposal even better.

Congratulations on having moved so quickly to get these programs in place. Thanks for asking for input.

PHOTOCOPY  
PRESERVATION

flexibility in matching  
include grad students

in Shirley's files  
100  
Jack's



THE COUNCIL OF INDEPENDENT COLLEGES  
The National Service Association for Independent Colleges

March 15, 1993

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

Dear Susan:

It was good to be a part of the discussions on March 12 regarding national service. I felt that the exchange of views was useful. I would encourage continuation of the dialogue at critical points where you need more feedback before, during, and after any bill is presented.

The comments regarding the educational benefits of the program need to be heightened. The President's opportunity-responsibility-community thrust needs to be heard more often and stated in documents describing the plan. Many of us in the higher education community only knew second-hand about the Rutgers speech and few have copies of it. Keeping well informed those who will be critical in getting colleges involved will prove very beneficial.

As I stated at the session, do not lose sight of the opportunity to do something much more significant than just address student financial need. The educational potential to change the way we present an education to college students is present. We have the prospect of bringing more faculty to the point of accepting the key concept of what we are calling "service learning".

Many colleges and universities have been in community service for years. It is part of their mission. The National Service Trust should be viewed as a reaffirmation of existing efforts in this regard and seek to get more students and faculty involved. Given the tightness of dollars, I would encourage you to consider joint sponsorship of activities with the private sector using organizations and associations that can reach groups of colleges and universities. This will enable you to obtain the maximum impact by building on momentum and interest already in place.

It would seem that the chances for leverage grants are great. Be sure to provide great flexibility and freedom re matching requirements and approaches. You want grants that allow exploration of new ways to relate to community service as well as nurturing effective models now in place. Keep the idea of doing something significant educationally uppermost in your thinking.

There is a tremendous amount of activity to build on and the climate is excellent to give the notion of service to society a major boost.

Presidents of colleges and universities cannot react well until they learn more details about the trust and how it will operate. They are all strapped for financial aid resources now, and a possible decrease in overall Pell help will make matters worse. Most college presidents will not view the trust as an answer to their plight but perceive it as a chance to secure outside help for a concept they believe in. The potential of a major breakthrough with respect to having more institutions of higher learning make community service a prominent part of their requirements should not be underestimated.

CIC has been working on a service learning project for over eighteen months. It has been talking with a group of funders for two years--well before the Clinton election. As a result, we have a plan in place to expand the educational aspects of community service in a significant way with the potential of reaching nearly one hundred colleges over a four year period. I would like very much to discuss our thinking and the prospect of matching support at the appropriate time. Bill Byron has suggested that I visit with Nancy Rubin as well once we have confirmation on our first major gift in this area.

I want to offer our help in whatever way I can. I do believe that our acquisition of CAPHE provides us with even more opportunities to serve the nation's independent liberal arts colleges. Our track record shows that we can and are making a real difference in collaborative approaches to advance ideas and implement institutional change. Community service enhancement is a subject ideally suited for these colleges. They represent the backbone of values education in the country. Their involvement in a major way can ensure that the service notion of the trust is perpetuated for many years.

As you know, the independent sector supports income contingent loans and believes it is important to keep them in the final bill. Direct lending can prove useful. It will be important to make this process as simple as possible for those who must administer such programs.

President Clinton's comments, referred to by Bill Galston, on the value of a college degree are well taken. However, with so many of our excellent graduates still jobless, this point must be tempered with the reality of the current workplace. We can expect and are witnessing a marked return to graduate school to obtain even more skills to enter the job market. The loan forgiveness provision should take this trend into account. Many graduate students might wish to be a part of this endeavor.

page 3

Jack Lew's point that the trust fund represents a contract is crucial. If you serve, you must be assured that the benefit is there. This represents a potential Achilles heel if the dollars aren't securely there.

Thanks for the chance to share these thoughts with you. I look forward to working with you in the days ahead.

Sincerely,



Allen P. Splete  
President

AS:yb

cc: Rusty Garth  
Mary-Mack Callahan

in-college participants

Jack & Susan



Vice President  
University Relations  
and Development  
Moscow, Idaho 83843

208-885-6136

FAX: 208-885-5757

April 2, 1993

Susan Stroud, Senior Advisor  
Office of National Service  
Room 145, Old Executive Office Building  
Washington, D.C. 20500

Dear Susan:

I spoke with you briefly after the meeting of the American Association of Higher Education concerning the Administration's Summer of Service Program.

I was so encouraged by the discussion at that meeting that I convinced the University of Idaho to apply for the summer 1993 program. I have written a summary of our proposal which I am including with this letter.

In response to your request at the meeting, I am sending some thoughts about how this new program might work with participants who are involved during the academic year. I thought it might be helpful if I made a few observations about the purposes of the larger program. You may well have thought about all of these issues, but I think it is important to mention them anyway.

My clear impression, based on the enthusiastic response this program has received, is that it taps into a deep, latent sentiment in America about community, service and personal obligations. For this reason, my response to people who talk about how complicated it will be to implement, is that it is too important and has too much support to not do it, and that it will succeed because it must succeed.

One of the larger issues in the program's success is a careful balancing between offering money for these activities and asking for service. The idea is sound, but the amount of money is very important and what the money means to various people is dramatically different. (In contrast to the Peace Corps, which was "pure" because, while people accused Peace Corps participants with being naive, no one ever accused them of trying to make money.) The Teach America program, which I read about and has been featured on public television, has the features of a domestic Peace Corps and attracts some of our nation's best and brightest. Because graduates from Berkeley and Yale can command higher salaries and easier jobs than the assignments they receive in the Teach America program, an idealistic component is almost insured.

Because the Service to America program will supplement or supplant the student

loan program, the range of participants will be broad and the motives of participants mixed. This makes quality control and supervision substantially more difficult. While I believe this will not be as much of a problem initially, as the program gets bigger and more bureaucratic, this will be a challenge. The program must, of course, be sensitive to the presumed recipients of these services and do everything possible to make sure we are getting people who are not merely going through the motions in order to earn a wage and tuition support.

This brings me to suggestions for the academic year portion of the Service to America program. There are clear advantages to the program in having people participate during the academic year. For example, a tutoring service is more effective during the academic year while the young people are in school. In addition, if a college student establishes a relationship with a young person who needs tutoring, it is very helpful to continue that relationship throughout the academic year. Selection of participants for the academic year must be done carefully because that part of the program is more likely to become more of a "job" in the eyes of the participants, and less of a "service." The danger is that in some areas it is difficult to find employment, and a minimum wage job is better than no job at all. I suspect a minimum wage job during the school year might be more attractive than such a position during the summer when students are more mobile and can have more flexible hours. Because resident tuition at public universities is relatively cheap, the financial reward for this program for such students is relatively high and the temptation to participate primarily for financial reasons is greater.

A way to deal with that issue would be to give priority to school-year applicants who had also served during the summer. This would tend to screen out the less motivated individuals. In addition, they would have established a work record on which their future participation could be based.

Another consideration for academic year participation is the need to have programs take place close enough to campus so the college student can reach them during the week and on weekends. Summer programs which involve relocating and housing students a long distance from campus for a concentrated activity, while they might be very sound in other respects, would not lend themselves to a continued program during the academic year.

I have a couple of other observations about the program. One is the necessity of minimizing public mistakes in the beginning. Some of us recall the young Peace Corps volunteer who wrote to her friends back home about the terrible conditions in the country in which she was working. Unfortunately, the letter was written on a postcard and got in the hands of the press. Everything she said was accurate, but the fact that she said it, and was a participant in a new program, caused much publicity. Probably some

Harry L. Peterson  
April 2, 1993  
Page 3

of these difficulties are unavoidable, but everything possible should be done to avoid them. The program needs to start with winners who understand fully the visibility and impact of their actions. I hope the orientation program can head off some of these problems.

The other thought I have about this program I alluded to earlier. That is the need to be constantly aware that what is now an idealistic program, which will attract highly motivated participants, will eventually become (if it is the success we want it to be) a large, mass participation program with inevitable bureaucratic aspects. This fact should be kept in mind so that as the program is in its early stages an effort is made to create a smaller version of what it will become later, rather than inadvertently develop a small program difficult to replicate on a larger scale. The screening of participants, for example, could be a more significant issue as the program develops than it might be initially.

I hope this is helpful. I would be happy to participate in any way that might assist you. I know you have been involved in heading up the Campus Compact program, which is ideal training for your present position. Long before I assumed my present position, and before I got my Ph.D. in Educational Policy Studies, I worked as a social worker with social agencies and, also, started a university volunteer program in Wisconsin, so I have an idea of the goals involved in this program as well as some of the potential problems.

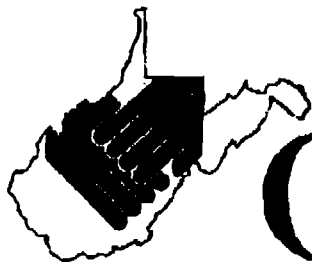
Finally, good luck as you review the many applicants for participation in the program this summer. I think the University of Idaho proposal has aspects which merit serious attention.

Sincerely,



Harry L. Peterson

HLP/ljc



SERVICE LEARNING  
in-college participants

giving, Susan & Jack

# WEST VIRGINIA CAMPUS COMPACT

THE PROJECT FOR PUBLIC AND COMMUNITY SERVICE

March 25, 1993

Susan Stroud, Special Assistant  
Office of National Service  
Old Executive Office Building  
Room 145  
Washington, DC 20500

Dear Susan:

Thank you for giving me the opportunity to review the developing National Service proposal. While the proposal in general provides much needed support and recognition for the value of community service, most of the particulars seem to be directed at pre- and post-education service. The mechanisms for service while in college, or other post-secondary education institutions, seem underdeveloped. The benefits of service-learning need to be advanced in the discussions and should have a higher profile in the National Service proposal. I do not need to belabor the point with you. Specific areas of concern are:

Benefits: "Other participants would receive \$5,000 for each two years of service." - Does this include students who are performing service concurrent with their education? What are the time commitment expectations? (For example, Bonner Scholars perform 10 hours/week of community service during semesters and 240 hours during the summer).

Building an Infrastructure: Are education institutions included under public and private non-profits for program cost and replication grants?

Leveraging Non-federal Funding: What percentage is the match?

State Role: Given the potential pro-public h.e.i. bias how will private/independent higher education institutions fare here?

Phase In: Can we up these numbers? This is just the tip of the iceberg.

Will you be at the COOL Conference? Hope to see you there!

Very truly yours,

*Jeannie*  
Jeannie O'Halloran

PHOTOCOPY  
PRESERVATION



# AACC

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

*in-college students  
non-traditional students*

*Shirley's  
Jack's file*

March 12, 1993

Susan Stroud  
The White House  
Office of National Service  
Room 145 OEOB  
Washington, D.C. 20500

Dear Susan:

Thank you for the opportunity to meet with you today about the President's National Service proposal. As you know, AACC represents over 1,100 of the nation's associate-degree granting, regionally-accredited, two-year public and private institutions of higher education. Our colleges are extremely enthusiastic about the President's proposal.

This is probably overkill, but I feel obliged to emphasize the importance to our students of having the option to perform national service on a part-time basis, and receive post-service benefits commensurate with that service. The average age of our students is about 29 years; an overwhelming majority of them will be unable to participate in the proposed program on a full-time basis either during or after their collegiate experience. It would be unfortunate if this population, which, given the changing demographics of higher education, is hardly limited to our sector, were unable to have a chance to participate in the program.

I also wonder if you have considered allowing individuals to do volunteer national service work, on a part-time basis, and then receive some post-service benefit. This obviously would limit program costs by eliminating stipend expenditures and thereby make the program available to more people.

Thanks again for taking the time to meet, and I look forward to working with you further.

Sincerely,

*David Baime*

David Baime  
Director of Federal Relations

**PHOTOCOPY  
PRESERVATION**

encourage education for those who serve before college  
present of  
citizenship & service learning  
Given to me by Dr. Moses Turner - @ MSU  
rebuilding communities  
diversity (age, race, gender)  
for Jack & Susan

I am C. Peter Magrath, President of the National Association of State Universities and Land-Grant Colleges (NASULGC), an association of public research institutions and land-grant universities. NASULGC's 160 member campuses are located in all 50 states and the U. S. territories, and enroll more than 2.7 million students. Dedicated to excellence in teaching, research and public service, the state and land-grant universities continue to play a pivotal role in the growth of American higher education and democracy.

I am pleased to have the opportunity to testify today before the Commission on National and Community Service, and to represent NASULGC's Commission on Human Resources and Social Change, and its Chair, Dr. Charles Knapp, president of the University of Georgia. The Commission consists of institution presidents and senior academic and student affairs officers who are charged with addressing national policy issues related to access, educational quality and social change, all of which are related to national and community service.

NASULGC institutions, administrators, faculty and students support and participate in community service programs on campus and across the states. We are especially pleased that President-Elect Clinton made community service one of the most important elements of his campaign and that he has continued to emphasize service as a key part of his domestic agenda. I hope that the leaders who are developing the details of the President's community service program will continue to rely on NASULGC member institutions for counsel on decisions involving student financial assistance, student participation and other higher education issues.

I would like to comment on several policy questions that the Commission has posed for these hearings.

### NASULGC'S SUPPORT OF NATIONAL SERVICE

The National Association of State Universities and Land-Grant Colleges believes strongly that national service should be an integral part of skills and experiences gained through education and should engage our Nation's young people, college and non-college bound students, and people of all ages, abilities, and income levels. It should be structured in such a manner as to not discriminate against non-traditional students and should in no way place greater burden, educationally or financially, on low-income "at-risk" populations.

While pre-college service may have great value, we should not overlook the fact that there is a clear link between interruption of students' attendance and persistence and retention. Thus, service for pre-college students must encourage educational achievement and successful completion of high school and beyond, particularly for low-income high-risk students.

Very early in deliberations on the National and Community Service Act, a task force of NASULGC strongly endorsed the concept of national and community service, saying that it should be an "option for people to contribute significantly to the development of their own potential while serving their country." The task force went on to recommend that the program should be "designed to attract diverse groups of citizens into service representing all strata of American society. It should contain effective education and training components to enhance lifelong skills for all participants. The program should be accessible to all citizens and should be flexible to attract a wide range of Americans of all ages, abilities and educational levels." Further, the task force stated, a national service program "will offer an expanded opportunity for students to explore careers, clarify values, and to participate in fulfilling educational experiences, as well as the chance to contribute to the greater society."

National and community service is about improving relationships between the community and the institutions that serve them. It is about increasing equal educational opportunity. It is about changing the status-quo in higher education. It is about building a more perfect union.

Last month, Thomas Ehrlich, Commission Chairman and President of Indiana University, addressed the NASULGC annual meeting on the subject of national and community service. He stated so clearly the important nexus between higher education and community service when he said: "Community service promotes civic leadership...and attention to public issues...It is a key area where higher education can gain the moral high ground, where we can work with our students and faculty to make a significant difference in our communities."

## GOALS OF A NEW NATIONAL AND COMMUNITY SERVICE PROGRAM

Based on these principles, I recommend that a new national and community service program should be designed to achieve five basic goals:

1) Educational Achievement—improving educational success yields substantial economic and social return for the nation. Thus, access, achievement and graduation should be of focal importance to service.

2) Citizenship—civic participation, including lifelong community service can be the common experience and expectation of every American.

3) **Community rebuilding**--by engaging Americans in service and organizing their efforts to provide services otherwise unavailable and to meet pressing local needs, we can help rebuild the physical and human infrastructure of neighborhoods. Specifically, service opportunities should

respond to community needs in areas of education, public safety, the environment, human service, and community development.

4) **Opportunities to serve**--the program should promote the myriad service opportunities and help direct potential participants to local, state and regional institutions and organizations providing service programs.

5) **Unity**--National service can bring together individuals of different ages, socioeconomic backgrounds, races and ethnicities in a common cause. National service can be a way to build bridges among diverse groups and foster racial understanding, harmony, and inter-generational partnerships. If left to itself, service could produce a host of undesirable outcomes. We must build into the structure provisions to avoid inequities, class and income stratification, and other barriers that in any way limit full human potential.

For higher education, national and community service makes good economic sense and smart educational and social policy. The needs of our citizens should be linked to the fundamental needs of the nation's domestic economy with equality and reciprocity built into the structure of national service. There are compelling and practical reasons for tailoring service programs to offer a range of options including incentives and rewards that are mutually beneficial to the student, institution, community, and the nation. National service can create new spaces for our children to grow, new social relationships that are unaffected by ethnic and economic differences, and new opportunities to build a qualitative society.

## **ROLE OF NASULGC**

Working with the NASULGC Commission on Human Resources and Social Change, our institutions are engaged in strengthening the role of higher education in national and community service while creating new opportunities for faculty and student involvement. Many of our member institutions have been awarded grants under the National and Community Service Act, creating programs to teach family skills to young mothers, to strengthen academic skills among high-risk students in urban schools, and to train volunteers to work with community organizations toward revitalizing rural and poor communities.

The University of North Carolina at Chapel Hill has created "A.p.p.l.e.s"—a program designed to integrate service into the curricular while engaging students in social and educational programs like Habitat for Humanity and Head Start. At the University of Utah, the Community Service Center has increased involvement of volunteers from 550 five years ago when the Center was created to 9,000 annually. The Youth-Mentor Program at The University of Georgia is administered by a student organization known as Communiversity. Through this program students logged in more than 68,000 hours of community service in association with 75 local social service agencies.

Our universities should be a vital part of the national service program through training and preparation of the service volunteers and are well prepared to put volunteers to work. The Cooperative Extension Services of our Land-Grant Universities and Colleges have a long and successful history of using volunteers: with young people in 4-H, with families in nutrition, financial planning, and farming and horticulture, in community development, rural revitalization and housing renovation and maintenance, to name a few.

Our Nation's state and public research universities are engaged in their communities and states, and, therefore, can be a dynamic force in strengthening the economy while improving the lives of our people. I would urge you, therefore, to include these institutions as supportive and capable partners in national service.

## STRUCTURE OF THE PROGRAM

I would recommend that the national service program operate under a single set of guidelines, credits and evaluations developed and maintained by the federal government, but that higher education institutions, state and local agencies and volunteer organizations administer and operate the program. This would allow the program to offer a wide variety of service experiences that address community needs. Where possible, the program should rely on existing institutions and share costs with state and local entities.

The national service program should allow students who are pre-college, in college and post-college to participate. I can envision a program that would allow students who have been accepted in a college to begin to work in community service projects before entering to get a head start in meeting their financial aid obligations. Again, for low-income and high-risk students, programs should be structured to encourage educational success emphasizing access, achievement, and graduation.

## THE LOAN PROGRAM

First, I want to make it clear that any loan program should not diminish any of the federal grant programs for students in higher education. President-Elect Clinton has asserted in "Putting People First" that he intends to "maintain the Pell grant program." Extending and expanding the Pell Grant program is crucial to assuring access to higher education. The President-Elect also has proposed to "scrap the existing student loan program and establish a National Service Trust Fund to guarantee every American who wants a college education the means to obtain one." NASULGC finds Mr. Clinton's proposal promising, based on our strong advocacy of the concept of a direct loan program. During the 1992 reauthorization of the Higher Education Act, NASULGC was the leader among higher education associations in support of restructuring and realigning student loan programs with the direct lending alternative.

Currently, there are three types of higher education loans: Perkins Loans, Stafford Loans, and within the Stafford Loan Program, the new demonstration direct loans. The direct loan program would work quite well within the trust fund concept, since it is structured as follows: Capital is raised from the sale of Treasury securities to the private sector; loans are originated by institutions along with other forms of student aid in a manner similar to the Perkins Loan Program; loan collection and servicing is the responsibility of the Federal government. Under both loan concepts, students can have the choice of alternative repayment plans.

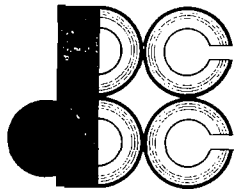
Under the direct or national trust loan program, cancellation for national service would operate much like the Perkins Loan Program, which has a teacher cancellation feature.

The loan program should be made available for eligible students bound for or attending higher education institutions, and should be promoted as desirable financial aid option. If access to higher education is a goal of the Clinton Administration, then the national service program can increase access by lowering the overall debt burden that may face lower-and-middle income students after graduation. The national service option should not increase inadvertently the debt burden of students.

## ADVISORY GROUP

I am certain that as the Clinton initiative moves through the stages of development, many other issues will surface. Again, I offer the counsel of NASULGC and suggest that I would be pleased to bring together an advisory group of student affairs and financial aid administrators, community service organizations, students, faculty, and others who can help work through some of the more technical points.

Thank you for the opportunity to testify before the Commission. I will be happy to answer any questions you may have.



BREVARD COMMUNITY COLLEGE

part-time in-college  
non-trad. students  
csr. infrastructure  
prog. shd be built upon existing prog.  
more ~~students~~ participants

in Jack's file

March 29, 1993

Ms. Susan Stroud  
Special Assistant  
Office of National Service  
Old Executive Office Building, Room 145  
Washington, DC 20500

Dear Ms. Stroud:

Thank you for sending Roger Henry a copy of President Clinton's draft National Service proposal.

We applaud the President's leadership in National Service. Our overall reaction to the National Service program is very positive. The President's support already has created the vision and visibility that our service initiatives so desperately need. The following are our reactions and suggestions related to this document.

#### A. National Service Positions

##### Types of Placements

Of course many of the positions exist under the auspices of the National and Community Service Act, programs on campuses nationwide, ACTION initiatives, and youth or conservation corps.

National priority areas for placement are sound guidelines but could be broadened to involve a cross section of both student and community needs.

A priority should be given to strengthening existing programs on university and college campuses which involve students in ongoing part-time service, 3 - 12 hours weekly. Integrating service with academic study would strengthen the quality of service to the community and enhance our curricula to meet more human needs. Students would become more effective citizens and learners if a priority of national service would be to strengthen service-learning initiatives. This would ensure that service is viewed educationally and developmentally while assuring positions would not displace paid workers.



Ms. Susan Stroud  
March 29, 1993  
Page Two

### Selection of Participants

For community colleges (53% of total college students) to effectively participate, the part-time and older student should be specifically identified as eligible. Perhaps a percentage of positions could be targeted for our diverse, talented students.

### Benefits

Again, more emphasis should be placed on serving the part-time community college student who would never approach the \$10,000 annual stipend college expense level. Benefits for part-time service while students are enrolled would broaden participation and concomitant benefits.

### Infrastructure

It would be cost effective to focus more on developing or embellishing existent community service-learning programs on campuses and in school systems. Many existent college or university programs currently operate well organized service programs which utilize service-learning, Federal work study positions, job placement opportunities, and community-based service networks. Replication grants would fit well.

Although many service programs exist, most are understaffed and do not have the resources to develop comprehensive community service programs. Making programs on campus a priority would hopefully lead to the institutionalization of many service initiatives. Service would be tied to the mission and curricula of higher education institutions, ensuring that programs last. (A lesson learned from the past.)

Stipends or loan forgiveness could be broadened to include many more students who would receive smaller amounts. Financial aid offices and community service programs could be linked more effectively.

There is no need to establish a large, national bureaucracy nor state bureaucracies for community service or service-learning. Existing state or regional structures such as state campus compacts or regional mentoring resource centers make excellent models for using organized consortia of higher education institutions who work well with local communities. A concept of regional centers of service learning excellence proposed by the Campus Compact Center for Community Colleges and Brevard Community College could be a model replicated by other service-based organizations or institutions.

Ms. Susan Stroud  
March 29, 1993  
Page Three

### Leveraging Non Federal Funding

Leveraging is appropriate, but if substantial local cash is required, any smaller and new service programs would be unable to effectively participate. In-kind match should be the principal focus, rather than cash match.

### Federal Role

A national training program is referenced but not described. Federal criteria, allocation of resources, program coordination and overall technical assistance are excellent provisions. Again, existent national community service-based organizations can provide excellent leadership and training vehicles. Campus Compact, the Campus Compact Center of Community Colleges, National Society for Experiential Education, National Youth Leadership Council are a few of excellent national resources who have local constituencies. These organizations have "expert" practitioners to work closely with the Commission and Office of National Service.

### State Role

How can individual states or regions work effectively with existing state compact consortia? An additional layer of bureaucracy is not needed between national and local levels, other than communications and assurances for compliance with state clearinghouse regulations. It is good to use existing models for programs which already have in place college/community liaisons and partnerships. For example, in Florida a broad constituency already exists in several areas, e.g., Miami, Orlando, Brevard County. Colleges and school systems have hundreds of connections to local community placements and needs.

### Phase In

Again, we applaud the visibility and priority of national community service, but 100,000 students annually by 1997 is a minuscule percentage of students who could benefit through serving. Seven or eight billion dollars could more effectively seed or establish centers at educational institutions or in communities which could involve perhaps millions of students and endure after cessation of funding. Stipends could be given through local centers. Expanding the current VISTA program for full time community service would be appropriate. Utilize substantial funds for ongoing part-time student service and tie service to the curriculum when possible.

Ms. Susan Stroud  
March 29, 1993  
Page Four

B. Income Contingent Loan Repayment

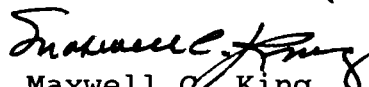
Will this really get desired results; especially create more public service, jobs or get more students involved in public service careers?

Summary

- A. The number of students should be expanded and include part-time service positions to have a real impact on education and society.
- b. This needs to serve a broad cross section of the college, youth, or school age population including many students enrolled in the nation's community colleges.
- c. The program should be built upon the successes of existing model programs in higher education and the community.
- D. National service fits well as a part of student community service initiatives and the President's leadership is vital and welcome.

Thank you for the opportunity to comment. Best wishes for success with this important program.

Sincerely,

  
Maxwell C. King  
President

MCK:lak

## UNIVERSITY of PENNSYLVANIA

### Office of the President

Center for Community Partnerships  
3440 Market Street, Suite 440  
Philadelphia, PA 19104-3325  
215-898-5351

TO: Susan Stroud  
FROM: Ira Harkavy   
DATE: March 29, 1993  
RE: Comments on Clinton National Service Proposal  
Discussion Outline

I am sure you could predict what my comments would be since you and I have discussed these ideas before. At any rate, I have three main points:

1. I would like to see a larger role for enrolled college and high school students. Perhaps support of experimental programs that engage college students in significant internships linked to their academic work would make sense. This also might be a way to recruit students for post college service activity. Please see my attached February 22 memo to you for a fuller discussion of this idea.
2. The National Service Office might consider university volunteer offices as approved placements. This would be a way to strengthen community service activities that are already operating, but need additional support.
3. Also, placements might be approved for coordinators at public schools that are involved in significant partnerships with universities or colleges. Coordinators would then be available who could effectively connect higher educational resources to schools on an ongoing and comprehensive basis.

I hope these ideas are helpful. Looking forward to your comments.

# UNIVERSITY of PENNSYLVANIA

## Office of the President

Center for Community Partnerships  
3440 Market Street, Suite 440  
Philadelphia, PA 19104-3325  
215-898-5351

TO: Susan Stroud  
FROM: Ira Harkavy  
DATE: February 22, 1993  
RE: A Model for the National Service Trust Fund

Last week I received your memo with some of David Warren's ideas for the National Service Trust Fund. Only two of his three models came through over the fax. I am more favorably disposed toward the stipend for current service model. My sense is that the amount per hour, hours per week, and weeks per academic year make general sense. His emphasis on the need to include students regardless of financial need is also quite sensible, as is his discussion of the need for a curricular base.

The curricular base and the need for college and university-based support structures are particularly important. Indeed, I would argue that the Trust provide support to institutions based on criteria that define a level of institutional commitment. Campus-based structures, academic service-learning courses, matching funds, and an effective plan and program for engaging students would be among those criteria.

General requirements would be set by the federal government, but regional higher educational consortia could provide general oversight and coordination among programs. Local higher educational institutions could work on common programs, increasing the impact on the community. (Here I am thinking of our work with the Philadelphia Higher Education Network for Neighborhood Development [PHENND] and the enormous benefits that such a collaborative mechanism already produced in our region.)

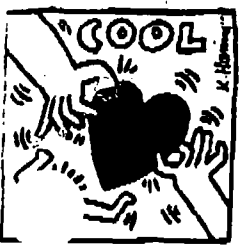
I would also add to David's model a summer component of approximately ten weeks in length. Using David's figures, a student would receive a stipend of approximately \$1,650 for 30 hours work in the field per week. Higher eds. could provide free accommodations in a dormitory, if needed, as well as a seminar for all participating students. The seminar would be tuition free. (I am using our experiences with the Scott Paper Company Public Service Summer Internship Program, which is built precisely along this model. We have found that the summer provides a unique opportunity for developing plans and programs for the academic year.)

students involved in the summer could continue their efforts throughout the academic year. I am not sure of the proportions to propose for school year and summer programs. A summer program with 25,000 students would cost \$41,250,000. A summer effort of this size would, I think, have a meaningful impact.

Finally, I would like to propose that a significant proportion of National Service Trust Fund monies be directed toward efforts that are designed to achieve specified national goals. More specifically, funds should be directed to institutions and students for the purpose of meeting the goals of the national children's immunization campaign. Student service could be galvanized to achieve a visible success in an effort that is of the highest national priority. Students working over the summer could help begin and help design a year-long immunization campaign involving their higher ed. with its local community. There would also be a common thrust and increased coordination among different higher educational institutions, resulting in a an overall effort to bring about change. (I have begun discussions with colleagues about expanding our summer program and running a parallel effort with ten or so students this summer that would focus on an immunization campaign in West Philadelphia. If funding existed, higher eds. across Philadelphia could run similar programs during the summer as a kick-off to a campaign through the academic year.)

By linking at least a portion of National Service Trust Fund support to the immunization campaign, and similar campaigns in future years, more funds should be available for service efforts. It would provide tangible evidence that service can indeed be in the nation's service, contributing to the achievement of a better society for all citizens.

I hope this memo is of some use. Please be in touch if you would like me to explain or elaborate further on any of the items discussed. I look forward to speaking with you.



Campus  
Outreach  
Opportunity  
League

*inasmuch as  
involve young people*

*Susan  
June/eli*

March 19, 1993

Mr. Eli Segal, Director  
Office of National Service  
The White House  
Washington, DC 20500

Dear Mr. Segal:

Thank you for the opportunity to offer recommendations on President Clinton's National Service Proposal.

Campus Outreach Opportunity League's mission is to educate and empower college students to strengthen our nation through community service. Working with over 750 college campuses and a cadre of students, administrators, and faculty, COOL involves students in service through site visits, conferences, publications, and various programs.

Because the focus of President Clinton's National Service Program is to provide students an opportunity to repay college loans through community service, COOL's networks, training, and programming experience will benefit the development of a National Service Plan.

We have included recommendations for the National Service Proposal. If you have any questions, please feel free to call at (612) 624-3018. We will be working out of our National Conference Office (217) 333-7076 from March 21st through March 29th. We look forward to seeing you there.

Sincerely,

*Kristin Parrish*

Kristin Parrish  
Executive Director

cc: Susan Stroud



## **Clinton National Service Plan Recommendations**

Campus Outreach Opportunity League's mission is to educate and empower college students to strengthen our nation through community service. Working with over 750 college campuses and a cadre of students, administrators, and faculty, COOL involves students in service through site visits, conferences, publications, and various programs.

Because the centerpiece of President Clinton's National Service Proposal will enable students and recent college graduates to repay college loans through community service, COOL's knowledge and experience with colleges and universities will benefit the development of a National Service Plan.

COOL's recommendations are outlined below.

### **A. National Service Positions**

#### **Types of Placements:**

Programs that strengthen the infrastructure of community involvement should be included as viable placements. For example, the coordination of many college and university community service programs relies on the volunteered time of several students and part-time of a Dean or Student Activities Director. Students or recent college graduates placed at the university, a community-based agency, or a tenant management corporation will strengthen the relationships and structures for sharing resources between the college and the community.

With stronger links, greater numbers of students can be involved in community problem solving.

#### **Selection of Participants**

Campus-based community service programs could assist with the national system to match individuals with programs. The community service organization that has established relationships with community-based agencies could facilitate their national service involvement. This use of existing organizations builds a consistency from their college service experience to their post-graduate service involvement.

#### **Building an Infrastructure**

A percentage of the placements should be in organizations or institutions that are building a stronger quality infrastructures for community involvement. For example, placements in organizations that are recruiting, training, convening, or connecting young people and students with their communities will strengthen and sustain the ethic of service to 1997 and beyond.



**Federal and State role:**

The criteria for national service positions and programs should emphasize youth and student involvement in their proposals on a state and national level. The federal government's coordination should also involve young people and students in the following areas.

- placement site selection
- participant selection
- allocation of resources
- training design
- training implementation
- site visits
- reflection and debriefing
- evaluation of program
- future planning of National Service

There are numerous organizations working with students who have developed networks and can easily identify young people and students for training and leadership positions within the National Service Plan.

Black Student Leadership Network, Bonner Scholars Program, Break Away, Campus Compact, COOL, National Student Campaign Against Hunger and Homelessness, Public Allies, Student Coalition for Action in Literacy Education, Student Environmental Action Coalition, United States Student Association, Youth Engaged in Service Ambassadors, Youth Service America



Chicago  
State  
University

BOARD OF GOVERNORS UNIVERSITIES

worried about min. wage stipend  
non-tradit. students

9501 S. King Drive  
Chicago, Illinois 60628-1598

Office of the President  
Cook Administration Building  
312 / 995-2400

April 12, 1993

Ms. Susan Stroud  
Special Assistant  
Office of National Service  
Old Executive Office Building, Rm. 145  
Washington, DC 20500

Dear Ms. Stroud:

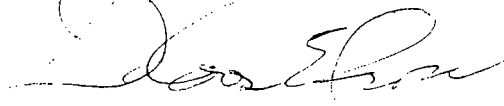
Thank you for the opportunity to comment on President Clinton's National Service Proposal. The following are questions and comments, from the perspective of students such as those who attend Chicago State University: largely nontraditional, employed and primary caregivers for other family members.

1. I am concerned that our students, who tend not to have family support, will not be able to live on minimum wage during the period of national service.
2. What will be the impact of income and loan forgiveness from national service on students receiving public assistance?
3. For low-income students who may decide to borrow based on loan forgiveness through national service, what assurance will there be that a slot will be available for them?
4. Since loan forgiveness base on national service would be no more than \$20,000, would students with greatest debt then have the option of income contingent or other repayment options for remaining debt?
5. Would repayment under an income contingent plan cut off at some point, i.e., 25 years, for repayers in low-income professions who had not paid out their loans in that time?
6. How will national service positions be matched to college students or graduates? Hopefully, there would be some consideration of the student's major and career aspirations, so as to make the service applicable to his or her career goals.
7. Will loan repayments be deferred until after national service has been completed?

**Ms. Susan Stroud**  
**April 12, 1993**  
**Page 2**

I am very pleased that President Clinton is looking at ways to relieve the debt burden of students and provide a model for public service. At the same time, we must be careful not to encourage excessive borrowing and assure that need-based grant aid continues to serve as a foundation for access for low-income students.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Dolores E. Cross', written in a cursive style.

Dolores E. Cross  
President

DEC/rjw

wants to count in-kind benefits in the match

UNIVERSITY OF SOUTHERN CALIFORNIA  
UNIVERSITY PARK  
LOS ANGELES 90089-0012

OFFICE OF THE PRESIDENT

April 8, 1993

Mr. Jack Law  
General Counsel  
Office of National Service  
Old Executive Office Building, Room 145  
17th and Pennsylvania Avenue, N.W.  
Washington, D.C. 20500

Dear Mr. Law:

As requested by Mr. Eli Segal, I am sending my comments on the outline of President Clinton's national service program to you. As I stated in my inaugural address and have repeated frequently during my two years here at the University of Southern California, this university has consistently and steadfastly pursued its commitment to serve the Southern California community throughout its 113 year history. Building on that legacy, expanding and intensifying that commitment has been one of the top priorities of my tenure here, and therefore I applaud the effort of President Clinton's administration to establish a significant and effective national service program.

With regard to the specifics of the outline of the Clinton National Service Proposal, I have just a few brief comments:

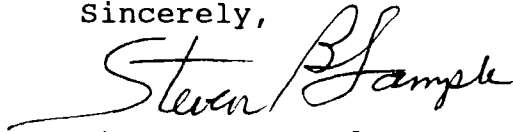
1. The section on Types of Placements envisions a variety of intensity and duration that I believe is essential to attracting young people from a great diversity of situations, but the section on Benefits doesn't suggest the necessary variety and flexibility of benefits to meet that variety in participation.
2. In the leveraging of non-federal funding, it should be clear that institutions may count the in-kind contribution of the costs of relevant programs which they are already funding from non-federal sources. These programs will undoubtedly form the basis for much of what is developed in the future, whether by replication, expansion and/or intensification, and should be further encouraged and enriched as a result of these new programs.
3. There is already a rich texture of volunteer service programs both on campuses and in metropolitan communities on which to build, and the administration

Mr. Jack Law  
April 8, 1993  
Page Two

would do well to assess that array thoroughly. For example, we have just completed an extensive compilation and review of the community service programs currently active at USC, and I am enclosing a copy for your information and use. The Clinton National Service Program should be carefully structured and implemented so as to foster the development of such programs and not distract resources from them.

I hope you find these comments useful, and wish every success to President Clinton, Mr. Segal, yourself and all the rest who are working on this difficult but important task.

Sincerely,

A handwritten signature in cursive script that reads "Steven B. Sample". The signature is written in dark ink and is positioned above the printed name and title.

Steven B. Sample  
President

Enclosure

cc: Eli J. Segal



OFFICE OF THE PRESIDENT

795 Livermore Street  
Yellow Springs, Ohio 45387  
513-767-6331

3/31/93

Susan

It was good talking with you  
& knowing that you're working in the  
White House Office on National Service.

I will be writing Eli Segal  
a letter in the next week or so regarding  
the CAEL conference on November 4-6, but  
I did want to send you the proposal  
we sent to Bill Galston in early  
January.

If I have any good ideas I'll  
send them along. If I can be of  
any help, please call.

AP



OFFICE OF THE PRESIDENT

795 Livermore Street  
Yellow Springs, Ohio 45387  
513-767-6331

January 4, 1993

*community priorities  
nat'l priorities  
service - learning  
in-college service*

William A. Galston  
3814 Jenifer St. NW  
Washington, D.C. 20015

Dear Professor Galston:

It was good talking with you on Saturday about the attached proposal. I appreciate very much your willingness to read the proposal and to provide me with your home address so that you can receive it directly.

I was given your name by Dick Celeste following a discussion we had in his Columbus office regarding ideas about the National Service Trust. He seemed to think that the proposal had some merit.

I would like to reemphasize that the group of us at Antioch are only concerned with seeing that the National Service Trust idea be implemented in the best possible way. We thought that we could possibly be of some assistance given our personal backgrounds as well as the experience of Antioch with integrating work into a college curriculum and with a longstanding commitment to public and community service. It may be of interest to you that Antioch did some experimental work for the Peace Corps in the early 1960s because of these same commitments..

My own personal interest relates to my experience in the Peace Corps both as a staff member during the first summer and a member of the first group to go to Thailand in 1961. I also was one of the founding members of VISTA, serving as its first Director of Selection. I add all this only to indicate that this proposal flows from that commitment and experience. I have absolutely no interest in a position other than the one I have.

My colleagues who worked on this proposal also have a great deal of experience with student public service programs nationally; one serves as the Chair of the Board of COOL, two serve with the public service learning movement and are involved with Campus Compact, and one serves as a Board member of NSIEE (National Society for Internship and Experiential Education). Well, enough about who wrote the proposal. I do hope the attached proposal is helpful and that we can continue to be in touch regarding any further effort that you would like us to pursue.

Thanks again for expediting your receipt of this material.

Best of luck in your wonderful and monumental task of creating a National Service Corps/Trust.

Sincerely,

Alan E. Guskin  
President

Alan E. Guskin  
President, Antioch University  
December 30, 1992

**National Service, Post-Secondary Education and  
Community Development: A New Partnership for America**

The National Service Corps/Trust, like the Peace Corps, would create opportunities and incentives for American citizens to help themselves while helping others. The foundation of President Clinton's conception of a National Service Corps/Trust is the need to build a strong American society by combining people's commitment to civic responsibility with each person's access to a future of productive contributions to the economy. The focus of this program is the linkage of service to access; serving in a National Service Corps leading to a reduction in student financial aid debt.

We believe President Clinton's goal can best be realized by emphasizing loan forgiveness incentives for public and community service throughout a person's post-secondary education not only after it. Further, we believe that National Service jobs should be developed and carried out by a decentralized implementation structure based upon partnerships between post-secondary education institutions, community agencies and the private sector.

In implementing this National Service Corps/Trust-loan forgiveness program we believe it is essential that local community institutions work together to create service jobs following national and local priorities, thereby reinforcing students' sense of civic responsibility with the development of an enhanced sense of community spirit. Such a decentralized system of national service job development and program monitoring, when compared to a federal centralized system, would reduce costs, increase the availability of diverse program models and, therefore, the likelihood of long term success, enhance the motivation of local community leaders to interact with each other in the service of national and regional priorities and create more effective programs by their accountability to local program monitoring.



We are, therefore, proposing that the partnership between students and those in need and between the federal government and post-secondary educational institutions be augmented by a partnership between universities and colleges and local community institutions in the implementation of national priorities.

This proposal focuses on and attempts to respond to the following concerns:

- increasing accessibility of all Americans to higher education;
- linking college education to a sense of civic responsibility;
- avoiding excessive bureaucratic costs in implementing the program.

## **I. National Service Corps/Trust Goals**

To provide people with an experience of service and the cultivation of a sense of civic responsibility.

To deliver service in the interest of national priorities such as:

- improving K-12 and pre-school education;
- access to health care and child care;
- improving the environment;
- improving the quality of life of older Americans;
- improving the quality of life in urban areas.

To enhance the accessibility of all Americans to post-secondary education.

## **II. Relationship of Post-secondary Education to the National Service Corps**

As described in the media, the present proposal for a National Service Corps/Trust links national service and accessibility to post-secondary education by focusing solely on students after they graduate from College. While this goal is laudable for increasing accessibility and creating meaningful incentives for national service, it misses

a great opportunity for enhancing the linkage between civic responsibility and accessibility while a student is still in college. Part-time national service by students while they are in college will create a linkage between learning and civic responsibility, between preparing for a career and serving others. Such in-college public service would create incentives and models for public service as a career and enable a students to test out their interest in such professions.

Beyond all this, in-college national service linked to debt forgiveness increases the accessibility of those students in financial need by decreasing the costs of going to college while the students are studying. This cost reduction can enhance accessibility and increase college retention by reducing the anxiety that many people without means have about graduating from college with significant indebtedness.

**Rationale:**

- need to reinforce service as early as possible
- part-time service prepares people for full-time service
- increase accessibility to higher education by reducing indebtedness as soon as possible
- tie together a college education and civic responsibility
- tie a college education to national priorities

**III. Focus on Partnerships Between Sponsoring Institutions and Service Organizations in Local Communities**

In the creation of a National Service Corps/Trust involving large numbers of people, e.g., 250,000, it is natural to think of the creation of a new federal agency or the utilization of the only federal agency experienced in the movement of large numbers of people, the armed forces. It is our belief that focusing the primary implementation of the National Service Corps in an agency at the federal level can create excessive bureaucratic costs and miss an important opportunity to reinforce civic responsibility and enhance local community spirit. By creating a decentralized National Service Corps that links post-secondary institutions, community agencies and the private sector in the creation of service-oriented jobs, as well as the placement of recent graduates in such jobs, not only are federal bureaucratic costs minimized, but there is an increased potential for local accountability.

It should be added that there are already many local groups and agencies throughout the country that have created community service programs. Many of these programs are consistent with the National Service ideas proposed by President Clinton

and, wherever possible, should be utilized as part of a National Service program. What is unique about this proposal is that it involves the elaborate post-secondary institutional network of more than 3000 institutions spread throughout the entire nation in both large and small communities.

There are obviously a great many details that must be added to this proposal to make it work. Among the major issues are:

- \*how do you monitor the quality of such local university and/or community programs?
- \*how are national goals set and implemented at the local community level?
- \*how are funds allocated to local community groups and how can fiscal and program accountability be maintained without a large bureaucratic structure at the federal level?

While the resolution of these and other issues are formidable, we think that the decentralized focus we are proposing in this brief presentation not only has real merit in achieving the President's objectives but is cost effective as well.

**Rationale:**

- reduces administrative costs to federal government
- provides structure for monitoring programs
- brings structure closest to need; enhances responsibility, creativity and accountability
- ties higher education to service agencies (e.g. K-12, hospitals, criminal justice) thereby enhancing or creating these inter-institutional relationships
- maximizes possibility of implementing national and regional priorities at local community level

**Examples:**

- a university and K-12 district
- a university or college with a corporation and union to enhance employability skills of workers
- a consortium of universities and K-12 Districts
- a consortium of universities or an individual university and criminal justice, health care and community agencies
- a consortium of university and service groups in a geographical region

- groups of hospitals in collaboration with universities to provide prenatal care
- land grant university extension service with local groups

#### **IV. Increasing Accessibility to Post-secondary Education and Civic Responsibility Through Reduction of Student Debt**

The basic plan as outlined by President Clinton connects national service with some form of debt reduction. There are many ways in which this can be developed but we assume that a student would have a certain amount of financial aid debt forgiven for each year of national service. We are proposing that the National Service program go beyond debt forgiveness after college by reducing debt while the student is attending college. The purposes of such debt reduction-service linkage while in college are not only to increase accessibility but to enhance the connection between life-long learning and community service and between career preparation and civic responsibility.

In order to concretize the connection between civic responsibility, community service and learning, we believe that post-secondary education institutions should do more than only assert the relationship. Rather, these institutions should emphasize the importance of these connections by utilizing the primary currency in higher education, namely, the crediting of service (both the experience and the reflection on it). We are, therefore, proposing that post-secondary institutions which elect to become part of an in-college National Service program should integrate public and community service into their academic programs by crediting such service as part of a student's academic career. Such a linkage would emphasize the seriousness with which post-secondary institutions value such public service thereby enhancing the possibility that students will view civic responsibility as an important life-long venture.

The benefits to post-secondary education institutions by involvement in such a venture are substantial. By increasing accessibility, students will be more encouraged to attend the institution of their choice which should substantially enhance their motivation for a college education. The increased enrollment at many institutions would be helpful. Also, it is our belief that students involved in a program which involves a linkage between significant debt reduction, university learning and public service will more likely continue their education and graduate.

It is our expectation that those students who are members of the in-college National Service Corps would be involved in service programs only at those institutions that elect to participate in such a program, while those who have graduated could participate in any program anywhere in the country. We expect that each of the post-

secondary institutions that are involved in the in-college program would be leaders in developing partnerships with other local community agencies to develop national service jobs, not only for their own students but for graduates from any institution.

## **V. Some Other Issues**

There are many important issues that this brief proposal does not discuss. Among them are the following:

**\*When should the service that merits loan forgiveness occur?**

There is a good argument that such service can occur at any age. This would enable students to start their service between high school and college thereby reducing their debt before entering college and putting off college until they are a little older. This may be especially important for people who come from families with modest financial means and who are very fearful of any indebtedness.

**\*Should adult students, i.e., over the age of 25, be eligible for service that is tied to loan forgiveness? Are there any age limits?**

While the image of college students remains the 18-22 year old, close to a majority of college students are over the age of 25. It is also probably true that the adult student often comes from a modest financial background and attending college represents a considerable sacrifice. Surely, the notion of income-contingent loans would be very helpful to them, but it can be argued that they have much to contribute by serving their community and setting a model for the younger students.

**\*How should this National Service program be implemented?**

There are some national models for this program, such as the Peace Corps and VISTA, but these programs were extremely small by comparison. The voluntary National Service program being discussed is 20-50 times larger than either of these programs at their zenith! Establishing anything that large and visible is a monumental undertaking. While utilizing the decentralized model proposed above would be helpful in reducing some of the costs and risks involved, it is essential that this program be phased in slowly over a number of years. It is also essential that this phasing process be clearly defined in order to reduce the political liabilities inherent in a big idea starting relatively small.

This brief proposal was prepared by Alan Guskin, President of Antioch College and University in collaboration with a number of Antioch College people who have great familiarity with public and community service programs: especially Gene Rice, Dean of Faculty; John Wallace, Dawson Professor and Dean of Cooperative Education; Michael Bassis, Executive Vice President; and Marian Jensen, Dean of Students. Wallace is the Board Chair of COOL, Rice and Wallace are both involved in the public service learning movement and Campus Compact, Bassis is a member of the Board of the National Society for Internship and Experiential Education and Guskin is the incoming Board Chair of the Council for Adult and Experiential Learning. Guskin also was a member of the first Peace Corps group to go to Thailand in 1961 and was one of the founding members of VISTA and its first Director of Selection in 1964.

We view this as a preliminary proposal and would be happy to develop the ideas in greater depth, if it would be useful.

doesn't want n.s. \$ to take away from financial aid

HARTFORD, CONNECTICUT 06106 (203) 297-2087



TRINITY  
COLLEGE

Office of the President

FAX TRANSMISSION INFORMATION SHEET

2-21020-2151

Office of the President

300 Summit Street

Hartford, CT 06106-3100

FAX: 203-297-5359

Phone: 203-297-2086

To: Mr. Eli Segal

FAX: 202-456-6420

From: Tom Gerety

Date: April 27, 1993

Number of pages (includes cover): 3

Eli -

Here's an opinion  
piece on the legislation.  
All of us felt that you  
were generous & patient at  
the NAACU Board dinner. I  
do hope you can prevail in  
Good luck. Tom G.

## NATIONAL SERVICE AND THE BUDGET

President Clinton's national service legislation is due out this Friday. Many of us are praying it will come out right. It is important legislation for lots of reasons, but above all because it seeks to renew the nation's sense of idealism.

What worries me is that fiscal constraints will put the President in the position of taking funds from needy students in order to start the national service corps. If that happens, there's a good chance that it will bring him another defeat, and at the same time discourage the many young people who rallied to his call for service to the country.

During the campaign, Bill Clinton yoked two ideas together in his proposal for national service: he wanted to revive the spirit of service that he remembered from his own student days and at the same time he wanted to relieve the burden of debt that many students carry as they finish their undergraduate studies. The way to do this, he said, is to tie a scholarship grant to the service effort. Students who serve two years would receive a federal grant for \$5,000 or \$10,000 towards tuition. He spoke of this proposal in superlatives. It would "change America," "put the costs of college within reach of all Americans who want to go," capture the idealism of the Peace Corps, and enlist "thousands of young people" just as FDR's Civilian Conservation Corps did during the Depression.

There is nothing wrong with idealism sponsored by the federal government. The Peace Corps shows how effective it can be. But to organize a domestic version of the Peace Corps is one thing; to pay for college costs for any significant group of Americans is another.

What the campaign rhetoric did not--and perhaps could not--capture is the fiscal gulf that separates these ideas. Many, many students (and parents) cheered Bill Clinton because he suggested real federal help in paying college costs. Right now the federal government helps at least four million students go to college. The money comes in loans, grants, and work study subsidies that help needy students work their way through college. In relation to inflation, these funds have barely increased in the last several years. Only the federal loan guarantees have gone up substantially. At this point most of the grants available to students come from the states and from the colleges and universities themselves.

Eli Segal, the Clinton administration's National Service Coordinator, says that the new national service program should grow to include 100,000 volunteers. Price estimates vary from \$20,000 to \$35,000 for each volunteer. That means that he will need budgets ranging from \$2 to \$3.5 billion once the program is in place. But even at that cost only a small percentage of students will be eligible.

Where will the new initiative leave the rest of America's needy students as they seek to manage college finances? It would be one thing if it left them as they were before: with the same degree of help from the federal government they have had for the last several years.



But the budget the administration proposed last month cuts general student aid—including loans and work study funds--by roughly 15%. That cut will hit hundreds of thousands of students next year, most of them with family incomes of around \$20,000. And the nearly \$300 million the government saves will show up in the money needed simply to get the National Service Program up and running.

No amount of talk about sacrifice will make America's college students cheer when they learn that across the board cuts in government support for needy students will go to pay for the new program of national service. Nearly a million needy students will lose so that some thousands--many of whom will not be from needy families can receive stipends and grants for national service.

All of us who have supported the call for service--and the growing commitment of America's students to the communities in which they study--need to say loudly and clearly to the Congress that the President should not have to cut financial aid to support national service. The National Service Initiative should be funded for its own sake. Students will rush to take part. But it cannot substitute for a national commitment to make college affordable for the many students whose families need real help.

Tom Gerety  
President  
Trinity College  
Hartford, CT 06106

diversifying  
educational focus  
community & state needs  
grad & prof. schools sh. be elig.

asac intrasystem

Division of Governmental Relations  
and Policy Analysis

4/8

SUSAN:

THOUGHT YOU MIGHT LIKE TO SEE  
THE FINAL VERSION OF THE  
PUBLIC COLLEGES (HUMAN) SUGGESTED  
SUGGESTIONS ON NATIONAL SERVICE.

I SPoke TO BILL GALSTON ABOUT  
THIS & SENT IT TO DEPUTY SECRETARY  
KUNIN.

Ed Elmendorf

American Association of State Colleges and Universities  
One Dupont Circle/Suite 700/Washington, DC 20036-1192  
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what room #  
in Rayburn?

2261

April 14, 1993



American  
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and  
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Mr. Eli J. Segal  
Assistant to the President and  
Director, Office of National Service  
The White House  
Washington, D.C.

Dear Mr. Segal:

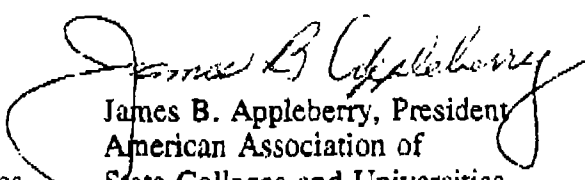
As you know, the National Association of State Universities and Land-Grant Colleges (NASULGC) and the American Association of State Colleges and Universities (AASCU) are very much interested and involved in supporting national and community service. Most recently, we met with key domestic policy leaders at the White House and held a series of meetings with congressional staff and advocates in the university community.

Thus, the attached response to President Clinton's National Service "Discussion Outline" generally reflects some of the ideas and concerns of NASULGC's Commission on Human Resources and Social Change and NASULGC and AASCU member institutions.

We appreciate the opportunity to respond and look forward to working with you and your staff in developing a national and community service program that will enlarge higher educational opportunity for future generations, while contributing to the social and economic welfare of the nation.

Cordially,

C. Peter Magrath, President  
National Association of State  
Universities and Land-Grant Colleges



James B. Appleberry, President  
American Association of  
State Colleges and Universities

**Response to Discussion Outline  
of "Clinton National Service Proposal"  
by the  
National Association of State Universities and Land-Grant Colleges  
and the  
American Association of State Colleges and Universities**

**A. National Service Positions**

**Types of Placement**

✓ (1) National and community service should include a myriad of service opportunities in non-profit and college public service programs that address the educational, social, and economic needs critical to the state and the nation. Placements should include service through non-profit, governmental, and community-based organizations, with some preference being given to urban and rural communities serving disproportionate numbers of low-income and educationally disadvantaged populations. If appropriate, placements in existing programs such as Job Corps, and VISTA should be considered.

✓ (2) There should be incentives available for educational institutions, community-based organizations, and states that create early intervention programs for economically and academically at-risk pre-college volunteers. Moreover, for low-income and educationally disadvantaged volunteers, creation of service-learning opportunities integrated into the curriculum is important. Educational performance and success should be supplemented by an educational enrichment/counseling program for educationally disadvantaged participants.

(3) The voluntary nature of the program may well provide an additional choice for the middle-and upper-income student. There is a danger, however, that, like the "volunteer army," service will become the only option for low-income students who want to go to college.

(4) Wherever possible, service should be associated with academic, training, or career interests and an integral part of the curriculum.

✓ (5) Given the likelihood that the number of volunteers may exceed the number of opportunities, what process will be used to assure that placements are equitably distributed in terms of ethnicity and gender? Should geographic distribution of volunteers be a consideration? Is it more feasible to create national or state lotteries? Should financial need or experience in a particular field be a part of the criteria?

(6) Building a service culture that fosters and sustains national and community service will require a combination of individual placements and a cadre of volunteers who bring a variety of skills and interests to projects. There should be support mechanisms created to

encourage volunteers to work together and share their experiences and knowledge while fulfilling public-service obligations.

(7) Although the ability to respond to national priority needs is important to the development of successful community service programs, states with exceptional social and economic needs should be encouraged to "customize" programs in response to local needs as well as national interests. Moreover, national priorities should be identified explicitly and should be used as a basis for expanding the traditional resource base to promote new alliances between higher education, secondary education, industry, and community organizations and government. Service centers could be created on college campuses to encourage partnerships, while expanding the base in response to new and emerging service opportunities, or current networks, such as the VISTA regional and state offices could be expanded to include service activities.

(8) Although there should be flexibility in the types of placements, service should be continuous as a means of simplifying placements, evaluation, and oversight.

#### Selection of Participants

(1) In the selection of participants, there are a number of important elements to be considered. For example, is it more desirable to have a mix (types of service and range of volunteers) of volunteers -- part-time, pre/post college students, secondary students, and older Americans? Should there be a critical mass of service volunteers in one place as a means of complementing team building, sharing of resources and experiences, and providing a better opportunity for assessment and evaluation of program performance and success? In matching volunteers with service needs, is a decentralized system more efficient and manageable than a national system in terms of being more responsive to community and state needs?

(2) National or decentralized placement and certification of volunteers must rely heavily on the capacity of community-based agencies. Given the potential for a dramatic increase in volunteers, these agencies must be strengthened in terms of human and capital resources. Existing government agencies should be used in linking service-based organizations and in administering new programs (Commission on National and Community Service, Department of Education, the ACTION Agency, etc.)

(3) Consideration should be given to the distribution of pre-college, in-college and post-college slots.

(4) Students in graduate and professional schools should also be eligible to receive benefits under the program if their institutions establish programs for participation. For example, medical schools could extend public health/medical services to low-income/high-risk and highly rural/urban communities with a disproportionate incidence of HIV, AIDS, and lead poisoning, for example. Law students could assist the judicial system in reducing case loads and advise poor families in navigating the criminal justice system.

### Benefits

(1) Benefits should be uniform and capped at a standard level of loan indebtedness or at \$10,000 for pre/in/and post-college students. The level of compensation should be commensurate with the service time and should not be less than one year. Taxation of benefits for service should be waived and income derived from service should not be considered in calculating potential indebtedness or in determining eligibility for financial aid or other forms of federal assistance.

(2) If colleges and universities serve as agents for disbursement of compensation for service, they should be reimbursed for administrative costs.

✓ (3) Colleges and universities may be able to develop "credit for service" programs, discount tuition for service with guaranteed federal reimbursements or create innovative methods to make community and national service a standard part of their student financial aid package (similar to work-study). ROTC may be a good model to use for campus-based programs regarding level of compensation, benefits, and integration of service in higher education.

(4) The prospect of loan forgiveness for national service has the potential for inducing many low-income borrowers into taking out substantially higher loans than they would otherwise be willing to take. Therefore, at the time students choose the national service option, they should be given a guaranteed reservation for their national service slot. This will insure that students will not be left with overwhelming loan burdens if there is a shortage of slots when they are ready to participate in national service.

### Building an Infrastructure

(1) Grantees should be allowed to apply for funding in all three categories (pre/in/and post-college) if they are capable of administering several programs simultaneously.

(2) It is important that higher education build capacities and programs appropriate to their missions and service interests. Thus, eligibility under each category should include higher education institutions as a distinct group of participants.

### Leveraging Nonfederal Funding

(1) NASULGC and the American Association of State Colleges and Universities (AASCU) represent 37 historically black public colleges and universities, which serve a disproportionate number of low-income minority students. Beyond annual appropriations, these institutions receive less than marginal private and state support to carry out their land-grant and public service missions. Thus, a matching requirement may very likely inhibit their participation and limit the range and diversity of colleges and universities engaged in national service.

(2) Although the administration may encourage non-Federal matching support, colleges, universities and other non-profit organizations should be allowed to commit in-kind matching support, or offer a match that reflects fiscal capacity.

(3) The ability of some higher education institutions to offer a service option for students to help pay off their loans may serve to reduce the institutions' default rate.

#### Federal role

(1) National service programs should operate under a single set of guidelines, credits and evaluations developed and maintained by the federal government. Higher education, state and local agencies and volunteer organizations should administer and operate the program. Where possible, the program should rely on existing institutions and share costs with state and local entities in the public and private sectors.

(2) As instruments of the states, a large segment of national and community service programs could be administered by state colleges and universities similar to the management of the direct loan program and in conjunction with work-study and related federal programs. This would leverage federal costs and strengthen the relationship between education and service. Of course, this would require some form of payment for administrative costs.

(3) Representatives from state higher education institutions should be included as members of any federal governing bodies or commissions. Policy-making bodies should also reflect the demographic diversity of the nation.

#### Phase-in

(1) NASULGC and AASCU member institutions enroll more than 4 million students with many of these students engaged in some form of national and community service. Although 100,000 is a reasonable goal given the budget environment, other alternatives should be explored to substantially increase the number of participants by 1997. This may mean a reduction in the level of compensation or establishing other tax incentives or academic credit for service programs that substitute for compensation.

(2) Given the magnitude of the Pell Grant program and the fact that more than one million independent and dependent students will be adversely affected under new eligibility test for Pell Grants in the 1992 Higher Education Amendments, the goal of 100,000 service participants by 1997 represents less than two percent of low-income students and even less for students needing some form of student financial aid.

More than 30 percent of students enrolled in NASULGC and AASCU member institutions receive some form of federal assistance programs. Thus, the administration should explore other reforms of the student financial aid program to greatly enlarge the number of participants engaged in community and national service.

For example, should compensation or loan forgiveness for service be limited to students with family incomes of not more than \$50,000-\$75,000? Should the level of compensation be determined by financial need with a maximum cap of \$5,000 for each of two years of service? Should service be limited only to pre/in-college students as a means of increasing the number of slots?



## **B. Income Contingent Loan Repayment**

- (1) Income contingent loans should not compete with Pell Grants and other federal student aid programs, but should be offered as an option for loan repayment.
- (2) Since full-cost borrowing and income contingent repayment can bring tremendous inflationary pressures on public sector tuition, loan limits should be retained and student indebtedness should be controlled at the federal level. There are serious concerns about public colleges subsidizing high-cost private institutions. Thus, inflationary controls should be firmly established.
- (3) A small minority of borrowers whose placement in an income-contingent repayment program would be the only possible means of avoiding default should be allowed to make a good-faith effort to repay as much of their obligation as they can over a fixed period, and should have any remaining balance forgiven. This would not only be better for the borrowers, but it would save the federal government subsidies it now must pay on loans that can be seen headed toward default. Further, borrowers should be provided with consumer information about their loans at least annually and be given the option of changing the type of repayment option.

# Ohio Campus Compact

want formula based on state population  
want State Commissions

Jake & Susan

COX ADMINISTRATION BUILDING  
OBERLIN COLLEGE  
OBERLIN, OH 44074-1090  
(216) 775-8755  
(216) 775-8937 FAX

April 8, 1993

## EXECUTIVE COMMITTEE :

Charles Ping  
Ohio University  
Co-chair  
David Warren  
Ohio Wesleyan University  
Co-chair  
C. Brent DeVore  
Oberlin College  
Patrick McDonough  
Marietta College  
Ruth Milligan  
Office of the Governor  
Clive Vori  
Shawnee State University

## Members :

Carwright  
Kent State University  
Henry Copeland  
The College of Wooster  
Peggy Gordon Elliott  
The University of Akron  
Raymond Fitz, S.M.  
The University of Dayton  
Alan Guskin  
Antioch University  
William Kinnison  
Wittenberg University  
Michael Lavelle, S.J.  
John Carroll University  
Malicky  
Baldwin-Wallace College  
Carson Miller  
Washington State  
Community College  
Richard Mucowski, O.F.M.  
Wabash College  
Michele Toleda Myers  
Dordt University  
G. Benjamin Oliver  
Hiram College  
Agnes Pyzo  
Case Western Reserve  
University  
Derrick Starr  
Oberlin College

Daniel Gardner  
Acting Executive Director

Ms. Susan Stroud  
Office of National Service  
Room 145 OEOB  
Washington, DC 20500

Dear Susan,

I wanted to follow up our conversation of late March about the National Service Plan. I fear this may come too late to have an impact on the architecture of the plan, but I felt that I needed to be heard and thorough in my consultations before offering the Ohio Campus Compact perspective.

We have two concerns of note. First, there have been conflicting messages sent from Washington about the tie between National Service and financing post-secondary education. Is this a pilot program for a restructuring of federal role in paying for college? Or is it a program designed to "remove disincentive to service?" We have seen some fuzziness on this issue in the public statements made by Clinton, Segal and Gallston. The two ideas, of course, are not the same, and it is difficult to elicit the support of college presidents for a program with unclear objectives. If the Plan is to tackle the financing issue, there need to be multiple and truly assuring assurances that what the federal government gives in this program it will not take away from another.

Second, it is the sense of many of us that the most equitable mechanism for distributing both national service placements and program funds would be on a formula based upon state population. A system like that for Serve-America funds comes to mind, whereby a state is required to meet federal standards for its statewide plan and to submit a formal application for funds, but is left to make most funding decisions on its own. State National Service Commissions could regrant to local and statewide programs for start-up, continuation, and replication. Such a process might win over the support of governors while relieving congressional members of the duty to make sure that their district is treated fairly in a federal allocation process.

In general, we wait with optimism for the unveiling of the plan. I would be happy to speak more with you about any of this.

Thanks, Susan, for your work.

Sincerely,



Daniel Gardner

## **Summary of Responses to the Discussion Outline from Organizations**

The following is a list of organizations and brief points summarizing their responses to our original discussion outline. Full texts of these responses follow in the same order as the summary. Two bold bullet points (●●) indicates an idea worth addressing or, at least, contemplating (if you haven't already).

### **Haas Center for Public Service**

- Youth involvement
- Decentralize
- Utilize existing networks
- Flexibility in individual placement
- Incorporate time for participants to reflect on experience

### **Young People for National Service**

- Regular group training and reflection
- Decentralize
- Single benefit level
- Youth involvement

### **OAVP**

- OAVP must lead activities dealing with seniors
- want a statement by the President supporting OAVP programs
- AmeriCorps shouldn't outshine (ie. get more \$) OAVP programs
- Include and don't duplicate Action
- Don't want to be shut out by new State agency
- References to OAVP programs in Bill become "National ~~Service~~ Senior Volunteer Corps"

### **Volunteer Maryland**

- Incorporate seniors (referred to as "Older Americans")
- Create "multiplier effect" by encouraging programs to constantly pull in volunteers (not necessarily obvious).

### **Roger Landrum/Youth Service America**

- Change "public service jobs" to "national service opportunities"
- No benefit differential
- 100k participants should become 300k by State/local/private leveraging of \$
- "Reinventing Government" stuff good

### **SerVermont**

- equal or higher percentage of pre-college participants
- can direct benefit graduate education.
- national databank of available service opportunities at all schools and service organizations imperative

**Samuel Halperin**

- full-time not part-time placements
- 10k benefit is too high
- no benefit differential

**AFL-CIO**

- partnership with local United Ways
- 200 full-time AFL-CIO community volunteers
- serving for 50 yrs. would like to help and stay involved

**John Briscoe**

- must keep message on service not loan repayment (provides good language for message)
- 10k benefit too high
- "single-year venture capital grants" should read "three year venture capital grants"
- state commissions should be encouraged to create foundations to tap private and philanthropic funds

**East Bay Conservation Corps**

- non-political state commission to maintain non-political selection of programs
- service-learning important

**Don Eberly/National Service Secretariat**

- mainly pre-college, post-college should build gradually
- conservation corps important
- mainly full-time placements, part-time experimental
- no benefit differential
- criteria for approved positions
- like Landrum, 300k participants not 100k by FY '97
- service "teams" (ie. City Year) should integrate talents

**Wendy Kopp**

- individuals making more than minimum wage and benefits should be eligible for loan forgiveness
- based on experience, Federally-run training difficult
- state commissions should be barred from making regulations and restrictions which might hamper service initiatives

**Bernadette Chi/Young People for National Service**

- decentralize
- ages 16-30
- no bureaucracy, state clearinghouse
- local training, peer support, and clear supervision imperative
- are benefits taxable?
- in-kind matches good
- state commission must include youth members
- will interest accrued over time counteract the reduction of payment through the income-contingency plan?
- youth involvement

**James Kielsmeier**

- The subject of Kielsmeier's memo is the Summer of Service training plan. He does not reference the larger national service initiative nor does he address the legislative outline.

**American Association of Colleges of Osteopathic Medicine**

- memo does not reference outline but rather explains how graduates from osteopathic medical schools could participate by assisting with primary care.

**David Battey/Youth Volunteer Corps**

- provides an outline for involvement of school-age youth (11-17)
- K-12 most important in development of "service ethic"
- decentralize, proper training, supervision, school-year and summer service components, service-learning, voluntary with no financial inducements, use existing infrastructure, local/private funds, close collaboration with schools, youth involvement, evaluation and measurable results

**Stacey Leyton/USSA**

- more money

**National Center for Community Risk Management and Insurance**

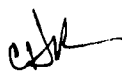
- This memo is dated Feb.26 and is not a response to the outline. The Center should be considered, however, in the development of criteria for "approved" service organizations. The organization deals with liability, insurance, and other risk management matters. In their own words, while others, "promote volunteerism and community service; we try to keep it viable." They are currently producing "Community Service Briefs" for the commission and will make all material available to our office (perhaps they already have).

**YMCA**

- YMCA played a key role in passing the NCS Act.
- Decentralized, build on existing programs, public/private, diversity, training and supervision, multigenerational, no displacement.

THE WHITE HOUSE

WASHINGTON

TO: Eli Segal  
FROM: Carol H. Rasco   
SUBJ: National Service/Governors  
DATE: April 7, 1993

I am not certain how extensive your negotiations/consultations have been with the governors on the National Service plan, but I am hearing vague rumblings from the states' governors that they are uncertain and uneasy about the structure of the impending program. I have not pursued details on this uneasiness but am getting the message to you immediately.

I have worked enough with governors in recent years to know when their restlessness should be sending some red flags up. I encourage you to quickly have an in-depth session on the plans with Ray Scheppach, Executive Director of the National Governors Association (NGA), and at the same time seek his advice on a strategy with the governors in order to assure their immediate support.

The governors are heavily invested in the issue of health care at the moment....both our health care reform effort (for a limited number of them) and their states own serious health budget problems (almost all of them). If they are hit rather cold with a new program with which they have any qualms about the state responsibilities contained in it, there can be a negative reaction which I believe can be avoided with appropriate consultation/negotiation from the governors through the NGA. I do stress here it must be more than simply consultation with/education of them...there may need to be some actual negotiation.

Thank you. Please let me know if I can assist in any way.

cc: Bill Galston  
Shirley Sagawa  
Melanne Verveer

MEMO

→ Shirley  
Bill  
Jack  
outreach list

3/20

TO: Susan and Gloria

FR: Paul J.

RE: Outreach

*RHG*

Attached are notes from our two meetings on Friday and lists of participants.

You should consider bringing in some of the civil rights groups we included. [The League of United Latin American Citizens specifically asked.] They had a lot of questions about the service component which you could best answer. They can be a powerful ally in selling the plan at the grass roots level.

## NOTES TO HIGHER/ED OUTREACH I

(see attached list of participants)

### INTRODUCTION (Maureen McLaughlin)

#### Overview of proposal

- 100,000 participants by 1997
- not an entitlement
- up to \$10,000 per year of service (2 yrs max)
- flexible repayment schedule
- undergrad borrowing only at first
- Median debt is \$6,000 to \$7,000

#### Decision to go to direct lending

- Federal funds are cheaper
- Schools would originate the loan
- concern is about criteria for schools
- schools who can originate will; those who can't will have options, probably a fee for private lenders/Sallie Mae/state agencies
- Need for some standard limit: students can now borrow \$100,000
- Perkins system as a start, useful for giving criteria

### DIRECT LOANS

#### Student Financial Aid Administrators [Dallas Martin]

Fee should go for administrative costs

#### National Puerto Rican Coalition [Ruth Pagani]

Will federal aid maximum be increased from current levels?

#### Independent Colleges and Universities [Dick Rosser]

What about the student who has \$6,000 worth of loans? Where does other \$4,000 go? Students will find ways to borrow maximum. There should be equal pay for equal work. One option is to put difference toward higher education.

### STATE ROLE

MM:

- States responsibility would not be much more than it is now.
  - State Guarantee agencies would become an arm of the federal government; originate state by state or regionally.
- Should help develop criteria for schools who can originate.



-- Demo program expansion is one proposal for the move to direct lending.

Rosser:

States as a partner. State agencies are the best people to place the volunteers. States should have to match some funding

#### REPAYMENT OPTIONS

MM: Range of options; students will have the choice. Assume no cross subsidization and limited switching of plans. IRS may be involved, but will probably take 2-4 years to gear up.

- Loan forgiveness for service
- current fixed schedule
- graduated schedule
- income contingent
- repayment limit: 25 years

Conversion of private loans to direct loans another proposal

American Council on Education [Bob Atwell]

Without cross subsidization, you need subsidization to make it work.

Ruth Pagani:

Will grad students have income contingent option?

[MM: yes] What about cost of living adjustments for people living in cities? [MM: We would set aside basic amount of paycheck for income.]

League of United Latin American Countries. [Cesar Collantes]:

Will student be able to choose a mix of repayment plans for their different loans? [MM: No.]

Association of American Law Schools [Otto Hetzel]

Student need flexibility to switch because of undergrad/grad backlog.

#### NATIONAL SERVICE

MM: environment/health/public safety/education

Career College Association [Steven Blair]

What about union problems with service professions?

Think outside 4 year typical student. Need to get nontraditional student involved.

Ruth Pagani:

What is criteria for student selection? Concern that hispanic and lower income students might be shut out. There should be separate meetings to determine these questions [ie ONS should convene outreach meetings for civil rights groups]

Cear Collantes:

What is the stick if student walks away from commitment after going to college? [MM: go into income contingent, IRS system]

NAACP [Phyllis McClure]:

There should be a lapse to give people some flexibility on when they do their service requirement.

#### REVOLVING LOAN FUND

MM:

If current loan system is replaced, options for schools and their revolving loan fund are to let schools keep it; give it back to Treasury; put it toward developing service programs. CBO scores it several different ways

Dallas Martin:

Schools that have funds have managed them well. They deserve reward to keep these funds. Schools can't float funds for the Federal government.

Rosser:

- Schools should get to keep it, given large budget cuts to higher education recently.
- Schools concerned with cash outlay for national service programs. They don't have it to create these positions.
- DOE will not be a better manager of these funds than schools. [MM: Need to improve this whatever happens. with direct lending, fewer bodies to oversee.]
- Students need must be first priority.

National Council of La Raza [Magdalena Prado]:

These funds fill gaps for poor people.

## DIRECT LOAN DEMO

Madeleine Kunin:

Should we proceed with the demo? Law says yes. Probably run the two track (pilot; move to full direct lending) simultaneously. We are not stressing speed over competency.

Dallas Martin:

Rulemaking on pilot due April 1. Need clarification asap.

## CONCLUSION

Dick Rosser: What can we do to help? [Madeleine Kunin: higher ed community should state the case. Keep in mind what is best for the students.]

Otto Hertzfel: IRS role is key. Watch out for jurisdictional issues. [MK: IRS gains with more taxpayers in the system.]

State Higher Education Executive Officers [Gary Cox]:

What is the role for the state guarantee agencies? What will be the links between the banks and the guarantee agencies? Banks are very influential. [MK: Handle transition with care, especially as it relates to financial markets.]

Dallas Martin:

Lenders have other ways to make money, but be sensitive to their position as well. Need them through the transition to direct lending.

Steven Blair:

Spend a lot of time thinking about the collection process (the back end); don't rush to spend the money without a good system for getting it back.

## NOTES TO HIGHER ED/CIVIL RIGHTS OUTREACH II (3/19)

(see attached list of participants)

### CRITERIA

College and University Business Officers [Mary Jane Calais]:

Already much in the Higher Education Act that's questionable; you should make sure you send a well thought-out bill. Some criteria for schools to originate loans include:

- 1) A school's past loan record, in terms of management and even default rates.
- 2) Whether the school has ever operated its own loan fund.
- 3) Whether the school has adequate information management system (i.e. capability for electronic funds transfer).

### IRS AND INCOME CONTINGENT REPAYMENT

[Mary Jane Calais]

Payroll withholding is probably the best mechanism; wouldn't be a burden on larger employers who currently have to do it frequently.

Quality Education for Minorities [Laura Lee Davidson]:

Concerned about IRS collection, because although individual might be playing by the rules, employers might not pay withheld funds to government, and the burden would fall on the student at the end of the year. Especially a problem for small business or in the event of bankruptcy. Also question about how would income be calculated. AGI? What about non-salary income? How would unemployment compensation be counted? What about grad school debts

[MM: for simplicity's sake, all debts would be folded into one repayment plan, with fed govt subsidizing in-school interest]

State U's and Land Grant Colleges [Tom Butts]:

These problems are solvable. Some concern about those not working or self-employed. Income contingent percentage should not be set too low.

Association of American Medical Colleges [Robert Bearan]:

Would borrower be responsible for providing income data? After a phase-in period, will IRS do all collection eventually?

[M. McLaughlin: one proposal is for ED to be the central record keeping body; IRS would share info. DS Kunin: One concern is that collecting student loans would not be the first priority of IRS if they were given that responsibility.]

American Association of Community Colleges [David Baime]:

Income contingent plan is a good idea, but students should be encouraged to pay back as soon as they can -- somewhere in the neighborhood of 5-7% of pre-tax income.

American Association of State Colleges and Universities [Ed Elmendorf]:

Noted that an income contingent plan is not inherently superior for students, particularly low-income students. Much depends on whether federal government will pay for in-school interest costs. Student should have option to convert to shorten the repayment period.

Butts:

Will students have a choice? [MM: Yes: fixed/graduated/income contingent. A limit to the switching, though]

#### SERVICE COMPONENT

[Alice?]

Many poor students never graduate, so the post-college benefit and service is not going to help them. Only 10 % of poor graduate, while 80% of high income students graduate. [unclear what her sources were for this] Taking money from Pell for national service program may increase inequity. [DS Kunin encouraged organizations to "make voices heard" on behalf of poor students]

Butts:

One option, instead of increasing arbitrary percentage of work study funds for community service, is to put the \$200 million cut from campus based aid to the service requirement.

Elmendorf:

Many poor students work off campus in nonfulfilling, low level jobs (ie McDonalds). Work-study funds should focus on providing incentives (rather than a mandatory percentage of funds for service) for college students to take community service-oriented jobs.

Davidson:

Will low-income students get adequate participation, or will the program just be for white, middle class students? [Fritz noted that just the opposite fear was raised in the morning session, that the program would be entirely low-income, minority students.]

#### STATE ROLE

Butts:

You should involve states only if they are the most efficient players to originate and/or service loans. Consortia is an option for smaller states. Generally, states are not good at origination; perhaps servicing. Capabilities vary greatly state to state. Some schools need tight supervision.

Calais:

Again, abilities vary. Many poor states simply won't be able to handle origination of loans. Administrative concern over how to handle private schools with students from many different states. Some institutions do have the capability to collect.

Davidson:

Will states be able to choose the role that they want? [M. McLaughlin: yes].

#### OTHER

College Board [Larry Gladieux]:

Ready and willing to participate in direct loan switch and overall student aid reform. Concerns about whether Pell is sustainable or whether the federal government is moving toward a system of almost exclusively loan programs. Predictability in aid package should be maintained.

Ed Elmendorf:

HEA of 92 failed to get the right mix of grants and loans, which could encourage borrowing. Equal time should be spent focusing on the certainty of funding for the rest of the student loan mix as is being spent on the move to direct lending.

National Hep/Camp Association [Jacob Friere]:

Don't forget about grants and other aid. Migrants rely heavily on these to finance education.

White House Initiative for Hispanic Students:

What will happen on the ability to benefit test for non college-bound, post secondary students?

JAMIESON 3/19

**NATIONAL SERVICE AND STUDENT AID REFORM OUTREACH**

FRIDAY, MARCH 19, 1993 AT 11 AM

**American Association of Higher Education --**

**American Association of University Women -- Nancy Zirkin**

**Association of American Law Schools-- Otto Hetzel**

**American Association of Universities --Beth Matlick**

**Council of Independent Colleges --**

**National Association of Independent Colleges and Universities -- Richard Rosser**

**National Association of Student Financial Aid Administrators --Dallas Martin**

**Career College Association --Steve Blair**

**United Negro College Fund -- Chrita Beverly**

**American Council on Education --Robert Atwell**

**State Higher Education Executive Officers --Gary Cox**

**National Governors' Association -- Patty Sullivan**

**NAACP LDF -- Phyllis McClure**

**National Puerto Rican Coalition -- Ruth Pagani**

**Urban League --**

**National Council of La Raza -- Magdalena Prado**

**Asian American LDF --**

**NAACP -- Streopia Washington**

**American Bar Association -- Bruce Nichols**



**National Service and Student Financial Aid Reform Outreach**

**FRIDAY, MARCH 19 AT 2 PM**

**American Association of State Colleges  
and Universities -- Ed Elmendorf**

**Association of American Colleges --**

**Association of American Medical Colleges --Robert Beran**

**The College Board -- Larry Gladieux**

**National Association for Equal Opportunity  
in Higher Education --**

**National Association of State Universities  
and Land-Grant Colleges --Tom Butts**

**American Association of Community Colleges -- David Baime**

**Quality Education for Minorities -- Laura-Lee Davidson**

**National Council of Educational Opportunity Associations  
-- Arnold Mitchum**

**National Association of College and University Business Officers  
-- Mary Jane Calais**

**American Indian Higher Education Consortium --**

**MALDEF -- Mario Moreno**

**ASPIRA -- Elizabeth Weiser Ramirez**

**National Hep/Camp Association -- Jacob Friere**

**Fern Lapidus**

MEMORANDUM

TO: SHIRLEY, JACK, SUSAN, DIANA, PAUL, KATE  
FROM: JINA  
RE: THEMES, COMMENTS AND QUESTIONS ABOUT LEGISLATIVE OUTLINE  
DATE: MARCH 16, 1993

Meetings were held on Friday March 12 to discuss the legislative outline.

The following summary of discussion themes was compiled from 3 different meetings: a Higher Education group, a large 60 person Youth Service America working group of community service leaders, and a small group at NASCC representing youth corps.

Even though each group was warned not to dwell on benefit differential, it was still the most popular topic. The questions and comments are listed below in order. Following pages include the question by question chronology and lists of participants.

| <u>Occurrence</u> | <u>Question</u>                                                                                                                                                     |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8                 | Why does the benefit differ between pre and post college service?                                                                                                   |
| 7                 | Where does the money to pay for the program come from? How is it divided? How does it reach the program - through a state agency or through the federal government? |
| 7                 | How do we build an infrastructure to accommodate 100,000 national service opportunities? How do we select the students and how do we place them once selected?      |
| 4                 | What is during college service? How can students get involved during college? Is it through part-time work? If so, if the stipend smaller?                          |
| 4                 | How will the training programs work? Who will oversee them?                                                                                                         |
| 3                 | Why 100,000 participants? Is it too small? Too big?                                                                                                                 |
| 3                 | Where will matching fund requirements be set?                                                                                                                       |
| 3                 | What about non-college bound youth?                                                                                                                                 |
| 2                 | How does it effect existing programs such as VISTA, Pell Grants, the National and Community Service Act?                                                            |
| 2                 | What is the timeline for introduction into legislation?                                                                                                             |

**QUESTIONS AND COMMENTS ON OUTLINE OF DRAFT LEGISLATION  
MARCH 12, 1993**

**Higher Education Meeting 9:00 am**

- Al Sumberg      Question: Pre and post college opportunities are defined. What about interrupted college experiences? What about graduate school students? What about retired people?
- John Vaughn      Comment: Current programs for law and medicine already provide an Income Contingent Repayment Plan.
- Becky Timmons    Q: How do we involve students while they are in college?
- Dallas Martin    Q: What percentage of CS will be paid by agency? What percent by higher education?
- Q: Are pre-college participants getting a lower benefit?
- John Childers    Q: Cooperative education is taking place in higher education and in high schools. Can coop be used as a structure for U.S.?
- Paul Tipton      C: There is a problem with the moral philosophy. We can't get into the details of the plan without first changing attitudes about service.
- C: Many service projects are all ready in place, some as a curriculum requirement, we need to take a longer closer look at those.
- C: The public has not heard the philosophical justification for the National Service Program
- Will Greenfield    C: Commended president for the program.
- Ed Elmendorf     C: President has struck the right balance with details and moral philosophy.
- Q: Can we change the benefits to be more service for a smaller dollar amount in return?
- Q: Does the income contingent repayment plan need to be so explicitly tied to the national service program?
- Dallas Martin    Q: What is the timeline for introducing legislation?
- Al Sweet          C: Remember to keep learning high on the agenda. Leave something tangible behind.

John Vaughn C: The plan is not completely sold, yet people now believe the President will come through and make sure it will happen.

Q: How does it work? How many? Will it undermine any other successful initiatives?

Q: How will matching funds work? We do not want too much matched.

Ed Elmendorf Q: Who is rewarded? For how long? Will people ask to take the Income Contingent Repayment Plan?

Becky Timmons C: The public has heard the message even if we H.E. people have not. The benefit must be there for the prospective student to want to take part.

Q: What about IRS collection of the Income Contingent Repayment Plan?

#### Higher Education Meeting Participants

|                    |                                                                |
|--------------------|----------------------------------------------------------------|
| Shirley Wilcher    | National Association of Independent Colleges and Universities  |
| Paul S. Tipton     | Association of Jesuit Colleges and Universities                |
| Paul J. Gallagher  | Association of Catholic colleges and Universities              |
| Stephen Blair      | Career Colleges Association                                    |
| John Chidus        | College Board                                                  |
| Al Sumberg         | American Association of University Professors                  |
| John Vaughn        | Association of American Universities                           |
| Dallas Martin      | National Association of State Colleges and Universities        |
| Hilary Goldman     | American Association of State Colleges & Univ.                 |
| Ed Elmendorf       | American Association of State Colleges & Univ.                 |
| Beth B. Buehlmann  | Council for Education Funding                                  |
| Allen P. Splete    | Council of Independent Colleges                                |
| Heather Sabrie     | United Negro College Fund                                      |
| David Baime        | American Association of Community Colleges                     |
| Michele Cavataio   | Department of Education                                        |
| Marcha Adler       | NASULGC                                                        |
| Nevin Brown        | American Association of Higher Education                       |
| Tom Butts          | NASULGC/ University of Michigan                                |
| Pronita Gupta      | United States Student Association                              |
| Wilbert Greenfield | National Association for Equal Opportunity in Higher Education |

**Youth Service America Working Group Meeting 1:30pm**

- Chuck Supple Q: Does part-time work apply to pre-college and post-college service? are stipends smaller?
- Don Eberly Q: All people who want to should be able to serve, 100,000 seems modest. Will we be setting up a system of saying no?
- Keith Canty C: A different post and pre-college benefit builds polarization.
- Rodney Daily Q: There is a large population of youth who wouldn't go to school - can they use a stipend to start a business?
- Roger Landrum C: Positive about the infrastructure open to private non profit organizations.
- C: Positive about the appointment of a state commission having a designate.
- C: It is the responsibility of us in the field to build the program so we can have over 100,000 participants in the program.
- John Briscoe C: We do not want a division between pre and post college service benefits.
- C: The original 100,000 will help another 100,000 people go to college.
- Marilyn Smith C: Make sure the term used is service learning not service loaning.
- Q: Is the teacher corps made up of persons with a degree? Professional Corp?
- Malkia Lydia C: There should be a guaranteed method of having youth leadership and hearing the youth voice.
- Diane Jackson C: Locally 20% of funds available training reflection, should be a critical piece.
- Marilyn Smith C: Legislation needs to reflect diversity of population and age.
- Q: We need to reach out to agency setting guidelines for funding? Training? How do we build infrastructure?
- Sam Halperin C: We do not want caste system of pre-college and post-college - \$5,000 is plenty.

C: You do not need to accomplish all of the objectives in the first year, the president is better served by building this on to the national service act.

Jack Calhoun Q: How does the selection of participants work? Is there a repository of jobs nationally? What is the community role? Does participant have a better shot at placement with a slot from the national level?

Jason Scott Q: Are there any suggestions about how to run money through other ways than the states? What about local projects? non profits? private enterprises?

Andy Moore Q: Is it new money or is part of it from existing student aid or commission grants?

Ellie Young C: It is important to learn from our past failures. Training standards should be set, but flexible.

Mina Veasie C: Benefits seem to be a concern, in DC alone there are four institutions where the cost of college is \$100,000 a year.

Eden Fisher Durbin Q: How does it fit with the National and Community Service Act? VISTA?

Q: What is the time line? When does the bill hit congress? When will it pass?

Donna Power Q: What types of placement? local education agencies could help with the placement.

Frank Slobig C: Remove the term "public service jobs" and replace with national service opportunities. Jobs suggests job corps and CETA.

C: Benefits of \$7,500 seem more in line with needs.

C: Types of placements should be approved.

C: Leveraging resources should include other public funds - in kind match.

Q: What is thinking on budget splitting grants to promote benefit. How much money goes into each pot?

#### List of YSA Working Group Participants

|                   |                    |
|-------------------|--------------------|
| Jim Pitofsky      | NAPE               |
| Smita Singh       | CNCS               |
| Diana Alger       | MCSC               |
| Laverne Alexander | Girl Scouts USA    |
| Heather Mcleod    | Who Cares Magazine |

Lisa Crutchfield  
Virgina Gobeli  
Mary Phillips  
Chris Murphy  
Craig Bowman  
Jason Scott  
Jennifer Cusack  
Sam Halperin  
Vanessa Kirsch  
Pronita Gupta  
Jim Klasen  
Ellie Young  
Jaime M. Grant  
Eden Fisher Durbin  
Chuck Supple  
John Briscoe  
Diane Jackson  
Nancy Powell  
Steve Waldman  
Nanine Meiklejohn  
Tracy Sivitz  
Marilyn Smith  
Donald J Eberly  
Stacy Leyton  
Keith Canty  
W.W. Boulay  
Barbara Lautman  
Malkia Lydia  
Laura Citrin  
Marlene Zakai  
Fran Rothstein  
Maria Smith  
Caroline Allam  
Mark Ruppert  
Rich Davis  
Peg Rosenberg  
David Battery  
Shari Lyons  
Barbara Gomez  
Rodney Daily  
Jermaine Alexander  
Maria Negotski  
Toni Schniegelow  
Mina Veazie  
Madelyn DeWoody  
Tess Scannell  
Andrew Moore  
Catherine Milton  
Jack Calhoun  
Diana Bucco  
Dana Bower  
Cathleen Bahn  
Donna Power

Who Cares Magazine  
USDA/ ES/ 4-H  
ARC/ Consultant  
CNCS  
Public Allies  
Public Allies  
American Youth Policy Forum  
American Youth Policy Forum  
Public Allies  
USSA  
P/PV  
Volunteer Maryland  
NAPIL  
YMCA  
POLF  
PennServe  
DCSC/Young people for National Service  
Youth Engaged in Service  
Newsweek  
AFSCME  
PFAW  
NSEE  
National Service Set  
USSA  
DC Service Corps  
National Youth Leadership Council  
DC Cares  
Advocacy/NST/YPFNS  
PFAW  
B'nai B'rith Youth Organization  
YVCA  
American Red Cross  
CCSSO  
  
Youth Volunteer Corps  
CNCS  
YVCA  
DC Service Corps  
CCSSO  
Gang Peace  
Gang Peace  
NCPC  
City Volunteer Corps, Inc/  
Georgetown University  
Child Welfare League of America  
Generations United  
NASCC  
CNCS  
NCPC  
Pa Campus Compact  
PennSERVE  
PA Senator Micheal O'Pake  
Close-Up Foundation

**NASCC Meeting 3:30 pm**

- Kathleen Q: Why a differential for pre and post college?
- Don C: Many in the field want to see it work. Young people want a seat at the table. Many corps members do not want to go on to college.
- Kathleen Q: Less concerned about corporate inclusion? what are areas of inclusion?
- Lisa Q: What about states where there is little CS happening? How is federal government in the position to make sure entrepreneurial ideas are effective?
- Don Q: Will it be a Governors appointed commission or run through the governors office as lead agency?
- Tony Q: How do you reduce the overhead of the corps?
- C: Most participants go for the cash instead of the educational stipend.
- Lisa Q: Is the state agency just a money pass through or will they have accountability for training and supervising?
- Kathleen Q: What about non state money? How would it be distributed?
- Don C: Send federal money to special need areas. Cities will not be able to write proposals as well as state agencies.
- Kathleen C: Local corps could get left out if the state lead agency is not responsible in representing them.
- Lisa C: Many states do not have the background to dole out funds or write a proposal. We need to grow our good programs fast so people educated about the way they work can go out to communities where there is little service knowledge.
- Tony C: What about the German models where trainers join in at age 15 and then go out to the villages.
- Kathleen C: Concern about the terms "venture capital" and "entrepreneurs".
- Lisa Q: Where will the matching funds % be set?

**Participants NASCC Meeting**

|                             |                                 |
|-----------------------------|---------------------------------|
| Kathleen Selz and Lisa Woll | NASCC                           |
| Donald Mathis               | Pennsylvania Conservation Corps |
| Tony Perez                  | Milwaukee Conservation Corps    |



April 28, 1993

MEMORANDUM FOR: Jack Lew, Office of National Service  
THROUGH: Janet Forsgren *JRF*  
FROM: Chris Mustain, <sup>CM</sup>OMB Legislative Reference  
SUBJECT: Comments received to date on National Service  
Trust Act of 1993

Attached are the comments received on the National Service draft bill. I will forward to you any additional comments as soon as we receive them. HHS, OPM, HUD, and DOL may provide comments today. Please call if you have any questions at x3923.

cc: Bernie Martin  
Barbara Selfridge  
Larry Matlack  
Pam Van Wie  
Barry White  
Judy Grew  
Connie Bowers

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

**April 26, 1993**

**LEGISLATIVE REFERRAL MEMORANDUM**

**LRM #D-172  
DRAFT #204**

**TO: Legislative Liaison Officer -**

AGRICULTURE - Marvin Shapiro - (202)720-1516 - 312  
COMMERCE - Michael A. Levitt - (202)482-3086 - 324-Comments (Ken B. L.) 4/27  
DEFENSE - Samuel T. Brick, Jr. - (703)697-1305 - 325-Comment (Sam Brick) 4/27  
EDUCATION - John Kristy - (202)401-2670 - 207-Comments (John Kristy) 4/27  
ENERGY - Bob Rabben - (202)586-6718 - 209-No Comment (Ted Pulliam) 4/27  
HHS - Frances White - (202)690-7760 - 328  
HUD - Edward J. Murphy, Jr. - (202)708-1793 - 215  
INTERIOR - Ralph Hill - (202)208-6706 - 329  
JUSTICE - Faith Burton - (202)514-2141 - 217  
LABOR - Robert A. Shapiro - (202)219-8201 - 330  
STATE - Bill Keppler - (202)647-2137 - 225-No Objection (Bill Keppler) 4/27  
TREASURY - Richard S. Carro - (202)622-1146 - 228-Comments (Richard Carro) 4/27  
EPA - Thomas C. Roberts - (202)260-5414 - 326  
VA - Robert Coy - (202)535-8113 - 229  
FEMA - Spence W. Perry - (202)646-4105 - 327  
GSA - William R. Ratchford - (202)501-0563 - 237-Comments (W. Ratchford) 4/27  
NEC - Sonia Mathews - (202)456-6722 - 429-Comments (Sonia Mathews) 4/27  
ONDCP - David Rivait - (202)467-9870 - 257  
OPM - James N. Woodruff - (202)606-1424 - 331  
CNCS - Terry Russell - (202)724-0600 -  
ACTION - Stewart A. Davis - (202)606-4833 - 244-Comments (Stewart Davis) 4/27  
ICH - George Ferguson - (202)708-1480 - 399-No Objection (George Ferguson) 4/27  
OGE - Jane Ley - (202)523-5377 - 261-No Comment (Steve Miller) 4/27  
PEACE CORPS - Bob Martin - (202)606-3114 - 254-Comments (Bob Martin) 4/27

**FROM: JANET R. FORSGREN (for)  
Assistant Director for Legislative Reference**

**OMB CONTACT: Chris MUSTAIN (395-3923)  
Secretary's line (for simple responses): 395-7362**

**SUBJECT: ONS Draft Bill National Service Trust Act of  
1993**

**DEADLINE: COB April 27, 1993**

**COMMENTS: THE PRESIDENT WILL BE TRANSMITTING THE ATTACHED DRAFT  
BILL THIS FRIDAY, APRIL 30TH. We will assume no comment  
if we do not hear from you by the above deadline. YOU  
WILL NOT BE RECEIVING A CALL TO REQUEST YOUR COMMENTS.  
The above page numbers correspond to the bill text. Do  
not consider the page numbers to be a comprehensive list  
of what may be of interest to your agency.**

OMB requests the views of your agency on the above subject before  
advising on its relationship to the program of the President, in  
accordance with OMB Circular A-19.

CC:

Bell Sawhill  
Barbara Selfridge } Comments (Tim) 4/27  
Larry Matlack }  
Pam Van Wie }  
Barry White - Comments (Judy Grew) 4/27  
Keith Fontenot  
Richard Bavier - Comments 4/27  
David Kleinberg  
Victor Zafra - Comment (Lirik Johnson) 4/27  
Barry Clendenin - No Comment 4/26  
Tom Stanners  
Barry Anderson  
Art Stigile  
Bob Damus  
Carol Rasco  
Bill Galston  
Tom Stack  
Suzanne Duval  
Rob Fairweather - No Comment (Mark Kimer) 4/27  
Shannah Koss } Comments (Steve Semenuk) 4/27  
Dan Chenok }  
Peggy Young  
Chris Heiser  
Bob Rideout - Comments (Rug Kogut) 4/27  
Bruce Beard  
Bob Tuccillo  
Jonathan Breul  
Bill McQuaid  
Vince Foster  
Rob Veeder  
Connie Bowers  
Delphine Motley  
Janet Forsgren

## **Summary of Responses to the Discussion Outline from Organizations**

The following is a list of organizations and brief points summarizing their responses to our original discussion outline. Full texts of these responses follow in the same order as the summary. Two bullet points (••) indicates an idea worth addressing or, at least, considering (if you haven't already).

### **Haas Center for Public Service/Linda Cheu 3/12**

- Youth involvement
- Decentralize
- Utilize existing networks
- Flexibility in individual placement
- Incorporate time for participants to reflect on experience

### **Young People for National Service/ Diane Jackson 3/19**

- Regular group training and reflection
- Decentralize
- Single benefit level
- Youth involvement

### **OAVP/Frances E. Butler, Washington Representative 1/22**

- OAVP must lead activities dealing with seniors
- want a statement by the President supporting OAVP programs
- AmeriCorps shouldn't outshine (ie. get more \$) OAVP programs
- Include and don't duplicate Action
- Don't want to be shut out by new State agency
- References to OAVP programs in Bill become "National Senior Volunteer Corps"

### **Volunteer Maryland/Ellie Young 3/15**

- Decentralize
- Incorporate seniors (referred to as "Older Americans")
- Create "multiplier effect" by encouraging programs to constantly pull in volunteers (not necessarily obvious).

### **Roger Landrum/Youth Service America 3/16**

- Change "public service jobs" to "national service opportunities"
- No benefit differential
- 100k participants should become 300k by State/local/private leveraging of \$
- "Reinventing Government" stuff good

### **SerVermont/Cynthia Parsons 3/13**

- equal or higher percentage of pre-college participants
- can direct benefit graduate education.
- national data bank of available service opportunities at all schools and service organizations imperative

**Samuel Halperin/American Youth Policy Forum** 3/11

- full-time not part-time placements
- 10k benefit is too high
- no benefit differential

**AFL-CIO/Joe Velasquez, Director** 3/15

- partnership with local United Ways
- 200 full-time AFL-CIO community volunteers
- serving for 50 yrs. would like to help and stay involved

**John Briscoe/PennSERVE** 3/13

- must keep message on service not loan repayment (provides good language for message)
- 10k benefit too high
- "single-year venture capital grants" should read "three year venture capital grants"
- state commissions should be encouraged to create foundations to tap private and philanthropic funds

**East Bay Conservation Corps/Joanna Lennon** 3/15

- non-political state commission to maintain non-political selection of programs
- service-learning important

**Don Eberly/National Service Secretariat** 3/13

- mainly pre-college, post-college should build gradually
- conservation corps important
- mainly full-time placements, part-time experimental
- no benefit differential
- criteria for approved positions
- like Landrum, 300k participants not 100k by FY '97
- service "teams" (ie. City Year) should integrate talents

**Wendy Kopp/Teach For America** Date N.A.

- individuals making more than minimum wage and benefits should be eligible for loan forgiveness
- based on experience, Federally-run training difficult
- state commissions should be barred from making regulations and restrictions which might hamper service initiatives

**Bernadette Chi/Young People for National Service** 3/15

- decentralize
- ages 16-30
- no bureaucracy, state clearinghouse
- local training, peer support, and clear supervision imperative
- are benefits taxable?
- in-kind matches good
- state commission must include youth members
- will interest accrued over time counteract the reduction of payment through the income-contingency plan?
- youth involvement

**James Kielsmeier, President/National Youth Leadership Council 3/18**

- The subject of Kielsmeier's memo is the Summer of Service training plan. He does not reference the larger national service initiative nor does he address the legislative outline.

**American Association of Colleges of Osteopathic Medicine/**

- memo does not reference outline but rather explains how graduates from osteopathic medical schools could participate by assisting with primary care.

**David Battey/Youth Volunteer Corps 3/16**

- provides an outline for involvement of school-age youth (11-17)
- K-12 most important in development of "service ethic"
- decentralize, proper training, supervision, school-year and summer service components, service-learning, voluntary with no financial inducements, use existing infrastructure, local/private funds, close collaboration with schools, youth involvement, evaluation and measurable results

**Stacey Leyton/USSA 3/16**

- more money

**National Center for Community Risk Management and Insurance/Charles Temper 2/26**

- This memo is dated Feb. 26 and is not a response to the outline. The Center should be considered, however, in the development of criteria for "approved" service organizations. The organization deals with liability, insurance, and other risk management matters. In their own words, while others, "promote volunteerism and community service; we try to keep it viable." They are currently producing "Community Service Briefs" for the commission and will make all material available to our office (perhaps they already have).

**YMCA/Dave Mercer 3/19**

- YMCA played a key role in passing the NCS Act.
- Decentralized, build on existing programs, public/private, diversity, training and supervision, multigenerational, no displacement.
- Eli notes

**Brevard Community College/ Maxwell King, President 3/29**

- strengthen existing campus programs for part-time service
- leveraging should include in-kind as well as cash match

**University of Idaho/ Harry L. Peterson 4/2**

- maintain balance between asking for service and offering \$
- have programs during academic year - maybe continue through summer for full year program
- locate programs nears campuses
- quality control important - start program with winners

**Campus Compact Center for Community Colleges/ Lyvier Conss 3/26**

- no age limit on participants
- qualifying placement sites -- only 501(c)(3)s or organizations like COOL, Campus Compact etc.
- wage level concerns - managers should be able to earn above minimum wage
- public service entrepreneurs -- selection and types of jobs
- include those attending technical colleges
- concerns about matching funds - use of federal \$
- loan repayment -- will this include parents' loans and personal loans used for education?

**University of Pennsylvania/ Sheldon Hackney 3/29**

- how to select participants if demand for slots exceeds supply
- how to evaluate participants' performance
- continue in-school interest subsidy?
- part-time participant receive pro rata benefit?

**University of Pennsylvania/ Ira Harkavy 3/29 & 2/22**

- increase role for enrolled college and high school students - link internships to academic work
- consider university volunteer offices as approved placements
- approve placements for coordinators at public schools
- direct service efforts toward specific national goals (e.g. immunization)

**Ohio Campus Compact/ Daniel Gardner 4/8**

- concern about conflicting messages between service and financial aid
- want to be sure that other financial aid programs aren't decreased
- distribution of funds should be based on state populations

**Barnard College 3/29**

- program should stress service, not financial aid -- though aid programs should be included and improved
- provide assistance to middle class who don't qualify for other aid
- support income contingent loan repayment

**U.C.L.A./ Charles E. Young 4/9**

- concerns about economic class discrimination and cost of living differentials
- don't create new level of bureaucracy
- concern about creating a "break" in schooling between high school and college
- urge private sector involvement

**National Assn. of State Universities and Land-Grant Colleges/ Marsha Adler 3/15**

- memo raises lots of questions about the role of national service and how programs will be administered
- questions about placements -- who decides, how are they chosen, do people apply, do they have choices of placements, etc.

**NASULGC/ Statement to Commission by C. Peter Magrath, President**  
(Given to Susan by Dr. Moses Turner at MSU)

- don't discriminate against non-traditional students
- don't place additional burden on "at risk" populations
- concern about "break" between high school and college
- don't take away from existing financial aid programs

**National Assn. of Independent Colleges and Universities/ Richard Rosser 3/31**

- community service is important goal -- but this should not be substitute for student aid programs or intervention programs to service at-risk youth
- post-service benefits should be pro-rated for part-time work
- evaluation component important
- students without large loan burdens should have some other incentives to serve
- matching requirement should not be mandatory
- equal compensation for equal work

**AARP/ John Rother 2/24**

- letter includes proposal for a national service program that was presented to Galston in December
- national goals should be part of the program (infrastructure, human services, public safety, etc.)
- consider additional incentives other than financial aid --"bank" for personal care services, home down payment, credits for pro bono legal assistance, etc.

**AARP/ Marty Corry 4/1**

- Gives examples, by explaining current AARP programs, of how older Americans can participate.
- AARP has established an interesting criminal justice program. Possible model for "nondisplacing" Public Safety work.

**West Virginia Campus Compact/ Jeannie O'Halloran 3/25**

- need to develop more mechanisms for service while in school
- can education institutions receive grants?
- percentage of match for leveraging funds

**Campus Outreach Opportunity League/ Kristin Parrish 3/19**

- include programs that strengthen the infrastructure of community involvement as placements
- youth involvement
- organizations currently working with students have networks that can be used to identify students for training and leadership positions

**Michigan Campus Compact/ Julie Busch 3/23**

- importance of partnerships with community-based organizations to build infrastructure for long-term sustainability
- make sure to give enough time for planning, implementation and evaluation into the RFP process

**The Evergreen State College/ Terry Elliott 3/23**



- diversity of participants
- concern that minimum wage stipend may preclude working poor - especially recent college graduates with children
- train locally

**Campus Compact, Brown University/ Keith Morton 3/12**

- single benefit level
- are we going to have people incurring large debts first who then won't be able to get one of the scarce program slots?

**American Assn. of Community Colleges/ David Baime 3/12**

- importance of part-time service option

**Council of Independent Colleges/ Allen Splete 3/15**

- do joint programs with private sector
- flexibility and freedom re matching requirements
- pro income contingent loans
- loan forgiveness should include graduate school

**Jesuit Secondary Education Assn./ Rev. Carl Meirose 3/17**

- Jesuit secondary schools include community service as part of curriculum
- "Jesuit Volunteer Corps" trained hundreds of young adults to serve in inner cities
- caution against high stipends and incentives -- would price other programs out of the market and lessen importance of "service" component

**Washington State Campus Compact/ Terry Pickeral 3/22**

- build on existing student service programs
- "national priorities" shouldn't ignore local need
- recruitment by states
- what about loans to parents? what type of loans qualify?
- train locally
- definition of "income" for "income contingent loans"
- use state offices of volunteerism

**Marymount College/ Dr. Thomas McFadden 3/25**

- matching funds shouldn't be on 1-to-1 basis

**Students for Service Not Debt/ Pam Lanza & Glenn Hirsch 3/15**

- include students who are already in debt
- include jobs in the education system

**National Association of Service and Conservation Corps/ Kathleen Selz 3/17**

- expand existing corps
- national system should coordinate recruitment and placement
- single benefit level
- \$5000/yr benefit to be used for loan forgiveness, high ed, training or other
- match requirement not more than 25% and should include in-kind
- corps should be able to go directly to national office for funding

- incorporate mentoring opportunities

**NASCC/Lisa Woll 3/19**

- Consolidate Commission and ACTION and fold into new Agency.
- Phase out ACTION regional offices
- Rename ACTION field offices
- Gives options for Fed./State relationship

**Close Up Foundation/ Donna Power & Frank Dirks 3/19**

- "Assistant Teacher Corps" should not look like it's supplanting certified teachers
- assign no less than 2 corps members per school for support and reinforcement
- 2 year planning grants needed at community level to develop comprehensive service plans

**United Negro College Fund/ William Blakey 3/15**

- continue subsidized and unsubsidized loans
- continue lending capital from private sources

**Center for Civic Education/ Charles Quigley 2/26**

- proposes a national civic service program for ages 17-25 including public sector internships, registering voters, helping citizens work with government, teaching civics, etc.

**National Council of Nonprofit Assns./ Jane Robinson Ward 3/17**

- these are 26 statewide associations of nonprofits that together form a national council -- they want to be included as part of the infrastructure for a national program

**American Red Cross/ Maria P. Smith 3/15**

- different benefit levels are fine
- \$5000 seems fine for pre-college -- should be flexible in application (trade schools, college prep courses, English-as-a second-language, etc.)
- separate important emphasis on "volunteerism" from summer jobs program
- lists other recommendations to strengthen concept of service and volunteerism

**Project Service Leadership/ Kate McPherson 3/9**

- help in school reform efforts that are currently underway

**Bonner Scholars 3/20**

- Model for "During College" piece except only for needy kids.
- Eli notes

**Women in Community Service/Ruth Herman 3/24**

- long association with Jobs Corps
- many opportunities in private non-profits
- volunteer staff should be considered in-kind contributions

**Cal. State U. Sacramento/Don Gerth 4/2**

- participants should be both affluent and needy.

**Cal. State U. L.A./James Rosser 3/23**

- use existing non-profit infrastructure
- must involve non-traditional students
- "During College" implementation should use existing structures of Campus Compact and Urban Community Service Grants Program.

**Lance Ferderer**

- Link to military conversion (ie.training, minority role models, wide range of experiences, etc.)

**Julien Phillips Conversation 3/18**

- See Roberts memo and Eli's notes.

**Active Citizenship Today/Leonard Britton 3/31**

- Use participants as supervised facilitators in K-12 service settings. Serve by teaching others to serve.

**University of Redlands/James Appleton 4/2**

- no benefit differential.
- must match be in dollars or can it be in-kind service as well?
- Independent colleges and universities must be included. They are often left out of state higher ed. decisions.
- Phase-in and overall participant numbers too small.

**Cal. State U. Fresno/John Welty 4/1**

- Make sure community organizations work together to reach optimum efficiency and service opportunities

**Lesley College/Margaret McKenna 3/25**

- Minimum wage only will limit types of participants
- Eli notes

**City Volunteer Corps 3/26**

- develop "approved" national service placements
- build administrative and programmatic capacity of existing programs
- oppose mandatory use of minimum wage (they don't get it)
- oppose requiring local programs to use federal monies to pay health and child care benefits. Should be local decision.
- local match not exceed 25%.
- benefit should be \$5000.00.
- Feds should have an 800 number to refer potential participants to local organizations.
- State structure good although existing programs should be able to apply directly to Feds directly for money.
- Eli notes