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RESTRICTION CODES

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

P1 National Security Classified Information [(a)(1) of the PRA]
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OA 24334

Office of the First Lady
Files of Shirley Sagawa

Commission on National Community Service

National Service Floor Book

National Service Transition

Commission on National + Community Service

Commission on National and Community Service

Drafting Materials—Nat'l Service

Sharon

Establishment of Corporation

Comments on draft—read

SS' notes & to do lists

Mission Statement

Personal

[Unfolded Material]

To: Executive Committee

From: Catherine Milton

Subj: Discretionary Grant Recommendations

Date: June 7, 1993

The Commission has reviewed three additional concept papers for projects we are recommending to the Committee for approval. They are each described below. We will arrange a conference call to discuss them before the Board meeting and prepare a recommendation to the full Board. The three proposals are from:

Public/Private Ventures	\$ 175,000
Center for Policy Research	42,000
National Organization for Victim Assistance	<u>55,000</u>
	\$ 272,000

Public/Private Ventures. Public/Private Ventures(P/PV) has worked for several years with the youth corps community and managed the Urban Corps Expansion Project, a national demonstration through which P/PV provided technical assistance and evaluated the start-up and operation of 10 new urban youth corps. Through this project, they developed extensive materials for urban corps. Their complete proposal to the Commission is attached. They are planning to adapt the Practical Education for Citizenship and Employment curriculum (PECE) for use by rural and statewide youth corps and provide extensive technical assistance to two programs in implementing this education component. P/PV has extensive experience in this area and the necessary staff to provide high quality assistance to the programs.

The education component tends to be the weakest link in a corps. Most youth corps struggle to develop a comprehensive, individualized education program for their corpsmembers and this project would provide some extensive and much-needed resources to them.

Recommendation: Approve a grant of up to \$175,000 pending satisfactory responses to the issues raised on the Staff Summary attached to the full proposal.

Center for Policy Research. This is a project from Dr. Amatai Etzioni to prepare four case studies of community action. Dr. Etzioni discussed this originally with Catherine and Dick and sent the attached letter to Catherine. Since then he has submitted the same letter to the Ford Foundation and is expecting the Foundation to support three case studies. The Foundation will make its decision some time in June or July. Topics for the case studies the Foundation may support are:

Community Action in a Housing Project: a case study of a housing project in New York City in which a very diverse population of people have been able to live together and support community action in harmony for some thirty years.

Community Policing in New Haven: a case study of an interracial community policing program that has been very successful.

The Orange Caps: a case study of a very successful interracial anti-drug patrol in Washington, DC.

Each case study will depict the way people from different backgrounds and walks of life, join together to make their lives better, largely out of civic commitment. The studies would be used to reach those not yet initiated to community action. We have discussed the preparation of a case study on service-learning with Dr. Etzioni. He would be an objective observer and could prepare a study that would describe the trials of getting going, the role of leadership and various implementation strategies as a resource for those implementing new service-learning programs. Dr. Etzioni is amenable to an approach that would tie Commission funding to his receipt of a grant from the Ford Foundation - our funding would be contingent on a Ford contribution.

This project would represent our first partnership with a foundation - another important area of outreach and coalition-building we need to develop to support a strong infrastructure for the field. Dr. Etzioni's strength as a national policy analyst and important thinker in social research is a good investment for the Commission.

Recommendation: Approve a grant of up to \$42,000 contingent upon a Ford Foundation contribution to the project to complete at least three case studies.

National Organization for Victim Assistance (NOVA): NOVA is proposing to work with the criminal justice system to increase awareness of the concept of restorative community justice, research community service sentencing in laws in three states and prepare a white paper on changing the term "community service" in sentencing to some other term, probably "restorative community justice." The full proposal is attached.

This would be the first step in addressing the confusion in the criminal justice and volunteer networks over the use of the term "community service." By working with NOVA we will be able to work within the criminal justice system and, hopefully, create change from within.

Recommendation: Approve a grant of up to \$55,000.

Discretionary Grant Recommendation

Category: Knowledge Transfer

Organization: Public/Private Ventures
Philadelphia, PA

Amount Requested: \$225,000

Amount Recommended: \$175,000

Project Summary: Public/Private Ventures(P/PV) is requesting Commission support to adapt their urban corps educational program, Practical Education for Citizenship and Employment(PECE), for use in the wider corps community and to provide training and technical assistance to a group of selected corps to implement the program and serve as "laboratories" in PECE for other corps. The materials were developed originally as part of the Urban Corps Expansion Project(UCEP). Education has been identified as a primary area of weakness for most corps. Few materials and approaches exist for educational strategies that meet the needs in the unique context of a corps: work/service site, non-formal education that meets the individualized needs of different corpsmembers. PECE is an attempt to fill this gap in the urban corps network. The program is in use in several of the UCEP sites and program staff are enthusiastic about it.

Strengths: P/PV has a long history of providing technical assistance to the corps community and developing high quality materials and training programs. They have the staff in place to manage this process and provide the technical assistance. Education components in corps programs are the weakest link to date and one of the areas in need of extensive technical assistance. This project would meet that need and provide a much more solid base on which to build.

Weaknesses: One of the primary objectives is to adapt PECE materials for use in the wider corps community, but it is unclear why the materials need to be adapted and what adapting them involves. Why can't they be used as they are? The budget seems high and is not substantiated with a narrative that explains the costs. P/PV mentions coordination with the NASCC technical assistance project CNCS is funding, but it is unclear what that coordination will be and why this project cannot simply be part of the NASCC TA project. The first stage of providing TA will be to give presentations on PECE at two regional conferences, only one of which is a conference at which corps staff would be present. The proposal does not explain how P/PV will get corps staff to the second conference to provide them with the first level of PECE information. The proposal indicates that two states will become "anchor" states for PECE development, but does not describe what the commitments of those states will be.

Frequently, implementation of education components in corps is hampered because many corps do not have the resources to hire the staff necessary to manage the education component. This TA project assumes an education person is on the staff. It is unclear in the proposal whether a staff person is indeed on the staff in the target corps and how the materials could be used without such a staff person.

The budget is very high and does not track well with the activities identified in the proposal.

Recommendation: This project would help meet one of the greatest priorities in the corps community - innovative education programming which grapples with the substantive issues of teaching and learning within the unique context of a corps program. It will fill a real gap in corps development. We recommend that the Board give the Commission staff authority to discuss the issues stated below with P/PV and, upon satisfactory responses to them from P/PV, approve a grant of up to \$175,000 with the approval of the Subtitle C Committee.

- Be more specific about how the materials will be adapted for use beyond the UCEP corps. Why is adaptation needed? Can't they be used without adaptation?
- What is the nature of the coordination with NASCC? Be more specific about the partnership with NASCC and what role the circuit riders will take. It is essential that the NASCC relationship be clarified so that the Commission funded technical assistance is well coordinated and integrated.
- How will P/PV get corps staff to the Oregon conference when corps programs have very limited travel funds?
- Describe the commitments needed of Montana and Maryland in the project and what their responsibilities will be.
- How will P/PV ensure that the staff needed to develop a solid education program and use the PECE materials is in place in corps that receive technical assistance?
- Be specific about the responsibilities of consultants. What is their role in relationship to P/PV staff?



WORKING COPY

Expanding Practical Education for Citizenship and Employment (PECE) in Youth Service Corps

**A Proposal to the
Commission on National
and Community Service**

June 1993

Expanding Practical Education for Citizenship and Employment (PECE) in Youth Service Corps

**A Proposal to the
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I. OVERVIEW

Public/Private Ventures (P/PV) requests \$225,000 over 18 months from the Commission on National and Community Service (CNCS) to more widely disseminate and facilitate use of an education model designed specifically for youth conservation and service corps and the young adults they serve. During the period of this grant, P/PV would coordinate activities with the National Association of Service and Conservation Corps (NASCC) to develop Practical Education for Citizenship and Employment (PECE) in two states of concentrated corps activity--Maryland and Montana--which would then become anchor states for implementation of PECE.

PECE was developed by P/PV with considerable input from corps practitioners. It is a byproduct of P/PV's more than a decade experience in researching and assisting the youth service corps field and in developing specialized curricula. (P/PV's corporate qualifications are described in Appendix A.)

In research on corps nationwide--specifically that reported in our studies Youth Conservation and Service Corps (1987) and Youth Corps Profiles (1986)--P/PV identified education as a primary area of weakness for most corps. Corps instituted education components that were largely informal; were understaffed; had trouble balancing education with their demanding work agendas; and lacked the expertise to meet individual corpsmembers' highly diverse educational needs. As a result, education classes at many corps lacked focus and had problems with corpsmember absenteeism.

Thus, when P/PV undertook the Urban Corps Expansion Project (UCEP)--an effort to establish exemplary youth service corps in cities across the country--education was a primary concern. Over the past two years, PECE has been implemented and refined in the corps that began operations as part of the UCEP network and a number of other corps. More recently, it has been implemented in employment and training summer youth programs.

We believe PECE, with its focus on practical education through life experience, fits well with the Commission's key goals of providing service learning and leadership opportunities for young adults. It is also flexible enough to meet the diverse education needs of the corps models that have been established across the country.

Until now, we have focused our efforts primarily on corps in the UCEP network. The development and implementation of PECE to date have been supported by DeWitt Wallace/Reader's Digest Fund, The Annie E. Casey Foundation and Exxon Corporation. However, there has been no funding for intensive, widespread dissemination of the program in the corps community.

A grant from CNCS will allow us to capitalize on the entire corps field's substantial interest in innovative education programming. Our goal is to establish PECE as a respected, dynamic education model that is practitioner-led and grapples with the substantive issues of teaching and learning within the unique context of corps.

II. THE PECE MODEL

PECE PRINCIPLES

Central to PECE is the idea that youth should perceive and experience learning as a natural and lifelong process. This approach is drawn from the tradition and theories of John Dewey, a pioneer in experiential education, as well as from the most current research on learning and literacy for out-of-school students, such as that conducted by Lauren Resnick at the University of Pittsburgh.

PECE promotes corpsmember leadership through an experiential, learner-centered approach in which corpsmembers take responsibility for making decisions about their learning. Life skills workshops, central to PECE, enable corpsmembers to identify and practice skills associated with successful work, family life and a sense of personal efficiency. And, perhaps most important, PECE seeks to help staff and corpsmembers integrate learning that occurs on the worksite and in community service projects with learning that occurs in the classroom.

Throughout PECE, the knowledge, life experience and perspectives of corpsmembers are the starting points for learning. Through teaching approaches, program structure and relations between instructors and the youth, corpsmembers are challenged to take an active role in determining what they need to learn and how to go about learning it, and in assessing their own progress. A key goal of the PECE approach is to help corpsmembers see that learning is not limited to the classroom--that it can be part of work and life in the community--and that knowledge is not limited to answering the questions on the GED test--that they construct knowledge by reflecting on their experiences and obtaining and understanding information in books, magazines, the media and from individuals in their community.

Given these PECE principles, we believe that the broader dissemination of PECE throughout the corps community will facilitate the Commission's goals of youth learning through service and youth development.

PECE DESIGN

The PECE model provides a curricular framework with four primary components:

- **Life Skills Education**--Corpsmembers identify, practice and apply skills critical to healthy, productive adulthood. Among the life skills issues addressed are personal relationships, parenting, citizenship, employability and sexuality.
- **Basic/Higher Education**--Depending on each corpsmember's needs, this may include basic literacy, GED preparation, college-level courses, English as a Second Language, pre-apprenticeship education or other educational supports.

- **Work/Learning Integration (Service Learning)**--Corpsmembers reflect on and learn more about the tasks, usefulness and broader context of the work/service projects in which they are involved. Work/service-based learning happens through team and community meetings, "teachable moments" at the worksite and applied learning in the classroom.
- **Authentic Assessment**--Supplementing standardized testing, authentic assessment provides opportunities for corpsmembers to document, display and use their new skills and knowledge in contexts that approximate "real-life" situations. Among the assessment strategies used are portfolios, oral presentations, journals, work reports, exhibitions, resumes and performance evaluations.

A key to PECE is its developmentally appropriate calendar. PECE organizes a corps program calendar into phases that give corpsmembers increasingly greater opportunities for self-initiative and decision-making. During the first phase, corpsmembers set and work toward critical life skills and academic goals; during the remainder of their stay, corpsmembers pursue educational goals and prepare for the transition to work or further education through increasingly varied and challenging activities such as internships, cofacilitating education activities and tutoring their peers.

Another key to the implementation of PECE is an adequate staffing configuration. The PECE requirements of a full-time education coordinator and a 15:1 corpsmember-to-teacher ratio, as well as the cooperation of all other corps staff in furthering corpsmember educational development, makes PECE central to the operation of corps and to the overall corps experience.

PECE MATERIALS

PECE aims to create educational programs that are engaging, empowering and relevant to the young women and men who participate. Critical thinking, problem-solving, teamwork, reading, writing, oral presentation and listening are vital skills corpsmembers develop in PECE through hands-on learning activities, small-group discussions, computer use, journal-writing and team meetings.

To operationalize this philosophy of experimental, learner-centered education, we offer a comprehensive package of instructional materials, tailored staff training and technical assistance to support corps in developing their own uniquely configured programs. PECE training, technical assistance and print materials are not "teacher-proof." While detailed, PECE materials allow practitioners to be flexible and creative. They primarily suggest staff communication, goal-setting, teaching and planning strategies, as well as provide supplemental learning activities for corps to consider as they implement PECE. Below are the core materials central to implementing PECE:

- *Corpsmember Learning Activities (CLAs)*-Scripts for 40 workshops--usually 60 to 90 minutes long--are organized into three themes: Employment, Community Participation and Personal Development. These interactive workshops include ideas for authentic assessment, facilitator resources and extensions to other education and corps activities. (The rationale for CLAs and several sample CLAs are included in Appendix C.)
- *PECE Planning and Resource Guide*-This comprehensive implementation guide helps practitioners develop a PECE program that builds on--and builds in--effective, motivating educational practices. It includes ideas and practical resources for corpsmember goal-setting and assessment, work-based learning, life skills and learner-centered literacy instruction.
- *Work Project Learning Guides*-These guides detail 16 learning activities that help program staff recognize opportunities for work-related learning and develop creative ways to capitalize on them. Using examples from two different types of work situations--working with the elderly and rehabilitating buildings--the activities illustrate how youth can develop literacy, communication and problem-solving skills as they learn to handle situations on the job.

PROFESSIONAL DEVELOPMENT

In developing PECE, P/PV recognized that educators' creativity and interest in innovative education practices would be essential to fueling a corps' education program. We also recognized that, because the PECE approach is antithetical to the current remediation approach to education offered by many employment and training programs and public school systems, corps practitioners would need training, professional development and support in order to implement PECE successfully. Key to this professional development is technical assistance from P/PV staff and consultants that includes:

- Hands-on training in key areas, such as life skills instruction and work/learning approaches;
- Feedback on program and instructional practices; and
- Site-specific assistance to corps staff in planning education programming.

In addition, as part of this strategy to support education and other corps staff in working with PECE, we also facilitate and encourage:

- Networking with peers through cross-site visits and conferences and by phone;
- Developing program-specific curriculum and assessment strategies; and

- Planning education programming collaboratively with other corps staff, such as managers, crew supervisors and counselors.

III. PECE IMPLEMENTATION EFFORTS

Implementation in UCEP Corps

PECE is currently being implemented in all UCEP corps, each of which has received PECE curricular materials and has staff that participated in training at national UCEP/PECE conferences. While practitioners in sites that have implemented PECE or components of PECE have reacted enthusiastically to its practices and underlying principles, PECE has not yet been formally evaluated. P/PV currently plans to evaluate the PECE strategy as part of the larger UCEP research effort--an evaluation that will include an intensive assessment of PECE implementation issues.

We are currently working to establish two to four UCEP corps and the Los Angeles Conservation Corps as PECE Lab Sites. As Lab Sites, these programs will be the focus of research on PECE implementation, and will serve as "model" PECE sites that interested corps practitioners can visit.

To date, the UCEP experience indicates that:

- It is important to view PECE implementation along the continuum of program implementation. Corps that have had difficulty fully implementing PECE practices generally report external barriers to overall program implementation, such as unstable funding, inadequate staffing or restrictive service delivery contracts with outside education providers, such as school districts.
- PECE has had a significant impact on the amount of education offered in corps. UCEP corps offer between nine and 17 hours of education per week, significantly more than many corps.
- Work/learning integration and life skills instruction are the two components of PECE that UCEP corps practitioners have most actively embraced.

P/PV's policy report on the UCEP demonstration, Urban Corps Expansion Project (UCEP): Lessons Learned, to be released this summer, is the most current documentation of PECE in UCEP corps.

Implementation in Non-UCEP Programs

In addition to UCEP, P/PV has provided PECE training and materials to other corps, such as Civic Works, Philadelphia Youth Service Corps, YouthBuild, Montgomery County Conservation and Service Corps, City Volunteer Corps, San Francisco Conservation Corps and Pennsylvania Conservation Corps.

Last year, PECE was also adapted for and piloted in three summer youth employment programs for in-school adolescents. This year, 15 additional sites will join the "Summer PECE" initiative, offering a six- to eight-week service learning program for 16- to 18-year-olds. Two UCEP corps (Milwaukee Community Service Corps and the Albany Service Corps) are among the program operators for this year's summer sites. We see this initiative as a promising link between corps and K-12 service programs.

IV. THE STRATEGY FOR PECE DISSEMINATION IN THE CORPS FIELD

To establish PECE more widely in the corps field, we propose a two-pronged strategy involving broad dissemination and intensive professional development. This strategy, which is coordinated with the technical assistance strategies of NASCC, will permit us to expose a large number of corps to PECE, as well as to identify a smaller number of corps interested in a more intensive professional development process for their staff.

Coordination with NASCC

We intend to coordinate PECE technical assistance with technical assistance provided by NASCC through its "Circuit Riders" (i.e., practitioners who provide information and assistance to corps in the NASCC network). PECE technical assistance and NASCC's Circuit Rider program will coordinate in at least two ways. First, NASCC will arrange for Circuit Riders who have expertise in PECE-related topics to collaborate in facilitating technical assistance. Second, Circuit Riders will be called on to assist in PECE on-site workshops and technical assistance site visits. We believe this will be an effective way to share knowledge and expertise between veteran and newer corps, and between corps that have strong education components and those that have just begun to upgrade education.

The Regional Approach

To facilitate the implementation and support of PECE in the field, we will also coordinate our technical assistance with NASCC's "eight state" strategy, which it is undertaking with support from the W.K. Kellogg Foundation. To do so, we will employ an approach involving two regions: an Eastern region based in Maryland and a Western region based in Montana. Among the eight states in the NASCC strategy, Maryland and Montana seem best suited to our needs. Significant staff development resources will be invested in both states; in turn, they will serve as lead states for PECE dissemination, training and technical assistance in their regions.

In Maryland, we have provided the PECE curriculum and staff training to two corps: the Montgomery County Conservation and Service Corps and Civic Works (Baltimore's new urban corps). In a coordinated effort with NASCC, we would add a third, rural corps--the Maryland Conservation Corps--to our Maryland base. From this base, we would "reach out" to selected other corps in the Eastern region--primarily West Virginia, another NASCC technical assistance state.

In Montana, our base would be the Montana Conservation Corps, a multisite program with experience in environmental education and strong ties to the state's network of Human Resource Development Councils, which administers job training services. Our work with the Montana Conservation Corps will provide a foundation for PECE implementation among corps in the West, including the NASCC technical assistance

states of Colorado, Washington and Oregon. In supporting the Western region, we would also draw heavily on our ongoing collaboration with the Northwest Regional Educational Laboratory (NWREL). NWREL has collaborated with P/PV in a number of curricular efforts, including PECE, and we will rely on their expertise to help sustain local support for corps' education programs.

We believe that this regional approach will reduce travel for technical assistance and training workshops, and will help establish regional "PECE networks"--as well as exemplary sites within those networks that can support the implementation of PECE in additional corps once this initiative is completed.

We will do everything we can to include all corps that are particularly interested in innovative corps education and in implementing PECE in our intensive professional development strategy. Corps outside of the two designated regions will learn about PECE through NASCC conferences and other networking activities, and will be invited to obtain PECE materials and to participate in the nearest regional training; additional assistance and telephone follow-up will also be provided.

The Technical Assistance Strategy

A series of workshops and on-site training and technical assistance sessions of various levels, beginning with an introduction to PECE and progressing through intensive training, will take place over the 18-month period. The series is designed to gradually expose a large number of corps practitioners to PECE principles, then focus training and technical assistance on a smaller number of corps that are particularly interested in an intensive staff development process.

Level I: PECE Introductory Sessions--These two-hour to half-day workshops are aimed at exposing corps executive directors and education coordinators to essential PECE concepts, such as work/learning integration and interactive life skills education. One introductory session will be provided in each region. Depending on notification of support from the Commission, the initial introductory session will be held in the Eastern region in July 1993 at the annual NASCC national conference in Washington, D.C. Approximately 25 corps will attend this conference; with NASCC assistance, we would encourage all attending corps to take part in this session. The initial Western region orientation will be held in November 1993 at the annual conference of NWREL in Portland, Oregon.

As a result of this workshop and follow-up contact with PECE staff, corps interested in pursuing PECE would sign up for the next level of training activity.

Level II: Regional PECE Planning Conferences--A two- to three-day planning conference geared primarily toward education coordinators and instructors. Executive directors would have a one-day workshop within this conference, and would also be invited to participate in the other days' workshops. At registration, each participant would receive the full set of PECE curricular materials--i.e., 40 Corpsmember Learning Activities; the PECE Planning and Resource Guide; and two Work Project Learning Guides. The conference will ground participants in the four components of PECE, and will help them begin planning their own education programs.

During the first year of this project, one planning conference will be held in each region, most likely in the lead states--Maryland and Montana. We expect that 10 to 15 corps will be represented at each conference. Corps from this group that show particular interest in further training will then be offered the next level of training.

Level III: On-site workshops--These one- to two-day workshops would be held at a corps site and would involve as many direct-service staff members as possible--including crew supervisors, teachers, counselors and corpsmembers in leadership roles, as well as the administrative staff. These workshops will provide opportunities for hands-on training, practice and feedback in the interactive teaching strategies described in the CLAs and work/learning guides. One to three corps with similar education goals and approaches could participate in each workshop. We expect to provide two to three on-site workshops per year in each region--coordinated through the Maryland or Montana corps network.

As mentioned earlier, this workshop series is part of an overall dissemination strategy to familiarize large numbers of corps staff with PECE concepts, principles and materials; to provide a smaller number of corps and their staff with more training and practice in the essential principles of PECE; and to provide the opportunity to practice new instructional techniques in a supportive setting. Overall, we expect 30 to 40 corps to be exposed to PECE through this strategy, and 15 to 20 corps to participate in Level II or Level III training, thus seeding the development of regional PECE expertise that will support ongoing PECE activity.

Throughout the grant period, we will provide site visits, phone contact and mailings to corps taking part in all levels of PECE workshops:

- **Technical assistance site visits**--These site visits will enable us to provide follow-up assistance after training workshops; learn about the "operational realities" of various corps in order to tailor training; and to support the staff in program planning and continued professional development. Three to four site visits will be made in each region.

- **Phone contact--P/PV staff and consultants will always be "on call" to assist corps with inquiries about educational practices, curriculum and resources. This phone contact will be an avenue for providing sites with ongoing support, as well as information in such areas as computer-based learning, multicultural curriculum, portfolio assessment strategies, exemplary corps (or other) education programs, and education program funding.**
- **Resource mailings--Because education is a dynamic field, we will send our network of corps at least three mailings per year of relevant articles, curriculum ideas and practitioner-developed materials.**

The workshops, site visits, ongoing contact and exchange of materials that make up our technical assistance strategy are designed to help the corps involved develop their own capacities. Our intention is to help these programs learn to network within their local and regional education communities, function as part of a community of educators who support one another and reflect on and revise practices regularly.

We do not see PECE technical assistance as a one-way street, but rather as a process of professional development for corps staff. The perspectives and needs of practitioners--individually, as staff in an organization, and as members of the corps field--are at the heart of this development process. To encourage this development, these cutting-edge strategies will be incorporated throughout in our overall technical assistance framework:

- **Curriculum Development Projects--Corps practitioners will be encouraged and guided in developing site-based learning materials to meet the needs of their corpsmembers.**
- **Practitioner Inquiry--Practitioners will be encouraged to conduct their own research and use reflection to pursue their own questions and interests related to the provision of education for young adults.**
- **Cross-Corps Networking and Materials Exchange--Practitioners will share their site-based educational practices and materials with peers at the scheduled workshops and conferences, and will be encouraged to engage in cross-corps visits, mailings, etc.**

V. TASKS TO BE PERFORMED

A grant from the Commission on National and Community Service would support the following tasks necessary to carry out this PECE technical assistance and dissemination strategy over the next 18 months:

- Tailoring existing UCEP training designs and materials for the broader corps field;
- Planning and facilitating introductory, regional and on-site training workshops;
- Producing existing PECE curricular materials for broad dissemination;
- Traveling to and among corps by technical assistance providers and corps practitioners; and
- Preparing a report to the Commission (and for possible publication) documenting the process and challenges of implementing PECE in the larger corps field.

VI. PROJECT PERSONNEL

The following P/PV staff will be responsible for managing and carrying out the PECE dissemination and technical assistance strategy:

Bernardine H. Watson, vice president and director of Field Operations, will have overall responsibility for the implementation of this initiative and production of the final report to the Commission.

Michael Sack, manager of education services at P/PV and the principal architect of PECE, will have responsibility for day-to-day management of all project activity including the development and delivery of all workshops, conferences and other technical assistance; the production and dissemination of all curricula and other materials; coordination with the National Association of Service and Conservation Corps; and the direction of project staff and consultants. Mr. Sack will also participate in selected workshops and site visits.

Clare Ignatowski, project officer, will develop training materials, participate in training conferences, plan and deliver on-site workshops, and coordinate mail and phone technical assistance.

Jim Klasen, a P/PV senior program officer with considerable experience as a corps practitioner and technical assistance provider, will participate in selected site workshops and visits.

The resumes of these staff, along with those of key consultants who will be part of the technical assistance team for this project, are included as Appendix B. Experienced corps practitioners from corps that are currently implementing PECE (e.g., LACC and the Durham Service Corps) will also act as workshop trainers, in concert with P/PV staff and consultants.

VII. PROJECT TIMELINE AND DELIVERABLES

The timeline for this project is also illustrated in Figure 1.

Year One:

July 1993	Eastern Region PECE introductory session at annual NASCC national conference
August	Follow-up phone contact with corps interested in PECE
September	Eastern Region PECE Planning Conference Target: Maryland/West Virginia
October 1993 to June 1994	Follow-up site visits and workshops to corps in Eastern region
November 1993	Western region PECE introductory session at annual Northwest Region Educational Laboratory conference
February 1994	Western Region PECE Planning Conference Target: Montana/Colorado
March to December 1994	Follow-up site visits and workshops to corps in Western region (Continues into second grant year)
December 1994	A report on project outcomes

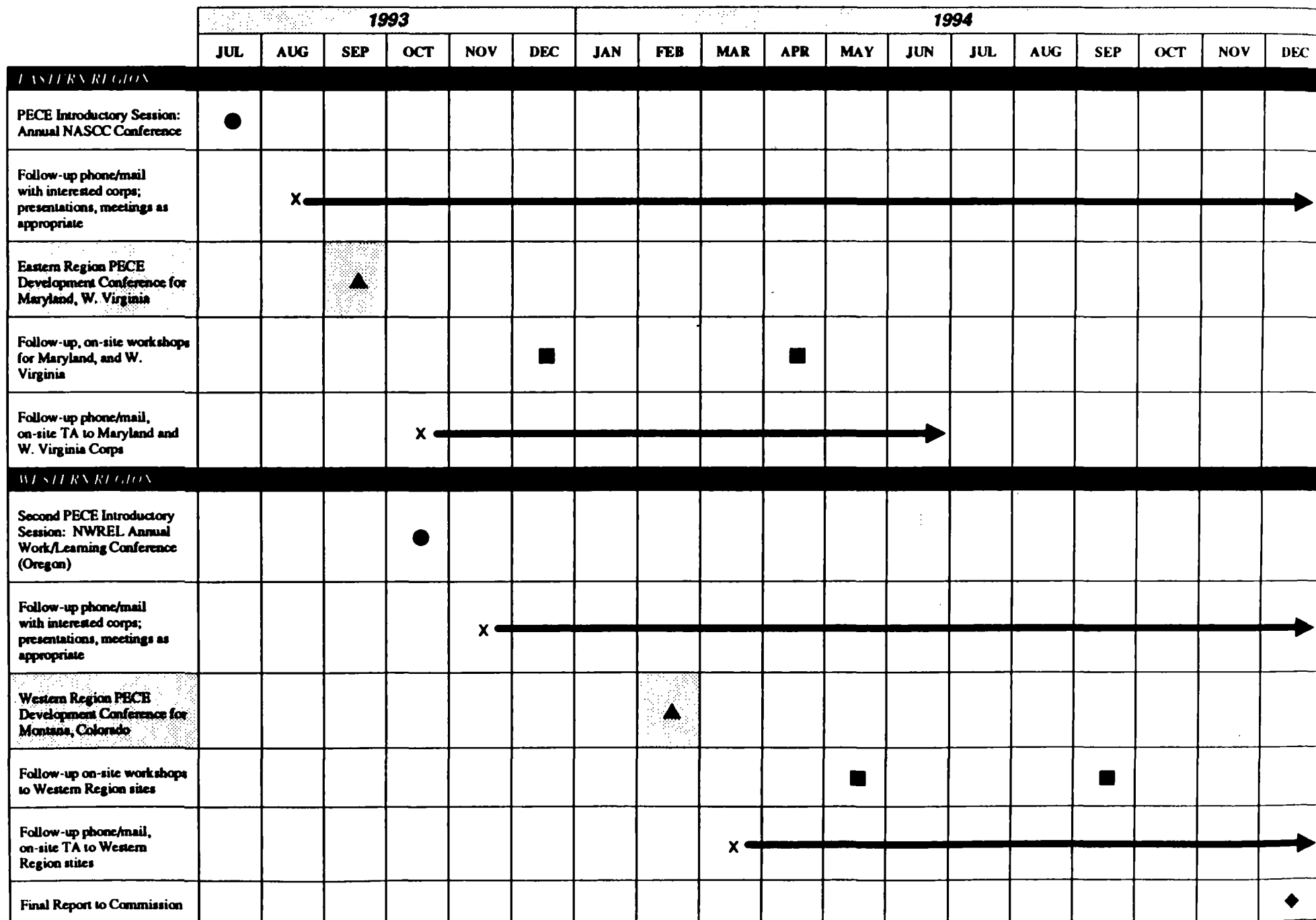
Year Two:

June 1994 to December 1994

The last six months of the grant will include continued follow-up for all corps that participated in PECE activity during Year One of this strategy, and, specifically, continued to Level II and III follow-up technical assistance workshops and site visits in the Western region. Our experience with PECE and other educational models indicates that effective implementation of strong educational programming is a multiyear, ongoing process. We also expect to make ample use of experienced corps practitioners, both from the first-year technical assistance efforts and from our prior work. At the end of the grant period, P/PV will provide a report to the Commission that documents:

- The number of corps that have received PECE materials and training;
- The number of sites that have participated in advanced PECE (Level II and III) technical assistance workshops and training;
- The degree to which PECE has been implemented in these corps and influenced education practice in the corps field; and
- Prospects for further PECE dissemination in the corps field and the potential for corps to play a lead role in disseminating PECE to other youth-serving organizations.

**Figure 1: PECE Dissemination and Technical Assistance
Key Tasks and Timeline**



VIII. BUDGET

**Public/Private Ventures
Commission on National and Community Service
Expanding Practical Education for Citizenship
and Employment (PECE) in Youth Service Corps
Proposed Budget**

<u>Description</u>	<u>Total Budget</u>
Salaries	\$55,404
Fringe Benefits (30%)	16,622
Travel Expenses	32,019
Consultant Fees	32,400
<u>Other Direct Expenses:</u>	
Operating Expenses	
Office Expense	2,687
Equipment Maintenance & Rental	2,150
Postage Expense	1,433
Telephone Expense	1,971
Rent & Utilities	7,345
Depreciation	2,329
Printing Expense	12,750
Workshops & Conferences	16,000
Subtotal	183,110
Administrative Overhead (22.88%)	41,890
TOTAL BUDGET	\$225,000

APPENDIX A

CORPORATE QUALIFICATIONS

PUBLIC/PRIVATE VENTURES CORPORATE CAPABILITIES AND EXPERIENCE

Public/Private Ventures (P/PV) is a nationally known not-for-profit corporation, established in 1977, that designs, manages and evaluates social policy initiatives designed to help young people whose lack of preparation for the work force hampers their chances for productive lives.

The corporation's work blends the pragmatism of experienced managers with the rigor of social science research to find remedies for unemployment caused by limited education, poor vocational skills or lack of work experience. P/PV's capabilities include:

- Designing, operating and evaluating multisite national demonstration programs that test promising new approaches to providing education and training for young people at risk of long-term unemployment;
- Conducting qualitative and quantitative analyses of demonstration programs and other education, employment and training projects;
- Establishing new institutions;
- Designing specialized curricula for use in programs that target at-risk youth and providing training and assistance in delivering those curricula; and
- Providing consulting and technical assistance to public and private organizations seeking to mount new education and training programs for at-risk youth.

Public/Private Ventures is a 501(c)(3) not-for-profit corporation that conducts its work on behalf of federal, state and local governments, corporations and private foundations. During fiscal year 1992, support from 22 foundations and 13 corporations constituted 75 percent of P/PV's \$8.7 million budget. P/PV's major funders include: BP America and Exxon Corporation; Amelior Foundation, The Carnegie Corporation of New York, The Annie E. Casey Foundation, The Cleveland Foundation, Commonwealth Fund, DeWitt Wallace-Reader's Digest Fund, The Ford Foundation, The William T. Grant Foundation, The George Gund Foundation, The William and Flora Hewlett Foundation, Kaiser Family Foundation, The W. K. Kellogg Foundation, Levi Strauss Foundation, Lilly Endowment, John D. and Catherine T. MacArthur Foundation, Charles Stewart Mott Foundation, The Pew Charitable Trusts, The Pinkerton Foundation, Retirement Research Foundation and The Rockefeller Foundation. P/PV also receives funds from the U.S. Departments of Labor and Agriculture, nine states and local governments and Corporate Associates who make annual unrestricted contributions.

P/PV's findings are widely disseminated to policymakers, project planners and program managers in both the public and private sectors. Its work has also been cited in The New York Times, The Washington Post, The Boston Globe, The Philadelphia Inquirer,

U.S. News and World Report, the Harvard Education Letter, and many others.

From corporate headquarters in Philadelphia, P/PV has conducted research and program operations in more than 250 sites. Key past and present projects in the five categories outlined above include:

- Design, demonstration and assessment of Ventures in Community Improvement (community revitalization coupled with construction training for young adults); State Employment Initiatives for Youth (a model for coordinating state-funded local youth-serving programs); the Summer Training and Education Program (work, basic education and life skills development for young teenagers); the Urban Corps Expansion Project (establishment of 12 new urban youth service corps); the Young Unwed Fathers Demonstration (job training and parenting education); and the Intergenerational Mentoring Project (matching of adults and youth in juvenile justice institutions).
- Assessment of a wide variety of promising youth development interventions in the following areas:
 - Ten youth service programs, including impact analyses of the California Conservation Corps and the New York City Volunteer Corps.
 - Mentoring programs--Big Brothers/Big Sisters of America (the first systematic evaluation of this 85-year-old program); I Have a Dream in Washington, D.C. (the first evaluation of this model); Campus Partners in Learning, involving college students with at-risk middle-school youth; and four pioneering intergenerational programs.
 - School/business collaborations--nine that aim to improve the school chances of at-risk youth; seven that replicate the Boston Compact, sponsored by the National Alliance for Business; business/foundation-sponsored education improvement activities in Cleveland; 10 collaborations seeking basic education improvement.
 - Three pioneering summer service-learning programs.
- Establishment of new institutions: the Development Training Institute, which builds the capacities of executives in neighborhood-based community development organizations; and the Philadelphia Youth Service Corps, which serves its city's neighborhoods while training its young members in basic, work and service skills;
- Development of specialized curricula:
 - Practical Academics--basic skills for at-risk 14- and 15-year-olds;
 - Life Skills and Opportunities (LSO)--life skills for the same group;
 - Student-to-Student (S-2-S)--peer education training for LSO graduates;
 - Work Matters--job-readiness for 11th- and 12th-graders;
 - Practical Education for Citizenship and Employment (PECE)--integration of basic, life skills and service learning with work experience; and
 - Fatherhood Development--parenting skills and self-awareness.

- Replication of proven programs: installation of the Summer Training and Education Program (STEP) model in more than 100 communities/school districts nationwide, through intensive technical assistance provided both on site and through the network; investigation of the potential of replication as a strategy for improving the delivery of youth services.

The corporation's current agenda of more than 20 demonstration, assessment and replication projects involves P/PV in 127 communities in 30 states.

P/PV's specific interest and expertise in curriculum development grew from a recognition that such development would greatly enhance P/PV demonstrations. It does so in three primary ways. First, it frees program sites from the burden of developing materials. Second, it allows P/PV to offer participants learning opportunities tailored specifically to their needs and based on "best practices" in education. Third, it helps the organization meet broader research and policy goals by providing consistency across sites.

One tenet that has guided P/PV's curriculum development efforts is that program sites, no matter how strong, cannot be expected to deliver a curriculum on their own. Beginning with the STEP curricula, and continuing with each subsequent curriculum, P/PV has provided extensive technical assistance to education deliverers.

Thus, P/PV began work on the PECE model armed with considerable experience in curriculum development and training, as well as significant knowledge of the youth service corps field. This unique position has led to an evolving curricular program that reflects the best education practices and addresses the specific needs of the youth who enroll in service corps.

APPENDIX C

CORPSMEMBER LEARNING ACTIVITIES: RATIONALE AND SAMPLE ACTIVITIES

**AN APPROACH TO
LIFE SKILLS:
CORPSMEMBER LEARNING
ACTIVITIES**

Life skills education is a survival kit for young adults. Collectively, life skills consist of important things a person should know and be able to do in order to be successful in the world of adulthood--in the workplace, among family and friends, and in the community.

In PECE, life skills and basic skills are essentially inseparable. During life skills workshops, the focus is on content, but that content is interwoven with literacy skills development. (Literacy skills are, in fact, essential life skills.) Similarly, during individualized basic education, the focus may be on reading, writing and math, but those skills develop during the process of examining and discussing material that is meaningful and important to corpsmembers.

Corpsmember Learning Activities (CLAs) are the components of the PECE life skills curriculum. The goals of the curriculum are straightforward: to help corpsmembers understand that they can take control over their lives, and to provide them with the information and skills necessary to make sound decisions as they exercise that control. More specifically, the goals include helping corpsmembers develop the tools to find and keep a good job, plan for a career, have healthy personal relationships, and see themselves as responsible participants in their communities.

To that end, the PECE life skills curriculum is organized to address three themes: Employment, Personal Development and Community Participation. Each theme is organized into three topics, and each topic is developed through between three and five CLAs. Each CLA represents a step in the process of achieving the life skills goals intended for the thematic materials.

PERSONAL DEVELOPMENT THEME

The at-risk young people who are your corpsmembers are crossing the bridge from adolescence to adulthood. They are probably feeling the burden of new choices and social expectations as they enter a period of intense reflection, self-evaluation, and exploration of their values and goals. In this context, personal development life skills can be profoundly important in almost every sphere of their lives. They help corpsmembers begin to define who they want to be and where they want to go. The way corpsmembers cope with gender stereotypes, for example, can have an impact on their self-image as a man or woman, their relationships with same- and opposite-sex friends and partners, the messages they give their children about being male or female, and their sense of acceptance and accomplishment in the workplace.

There is an almost infinite range of possible life skills topics for this theme. The three topics ultimately chosen were selected to address the issues and concerns most likely to confront corpsmembers in their everyday lives at home, at work and in the corps. All the topics include at least some CLAs that address sensitive subjects that may cause discomfort for both students and facilitators. Teaching in the area of personal life skills is challenging, but the alternative to meeting this challenge is to leave corpsmembers without essential survival skills.

Topic I, Self-Discovery, helps corpsmembers develop greater self-awareness so they can appreciate their own strengths, identify areas of personal development in which they need work, and acquire or improve the skills necessary to assume more control over their immediate lives and their future. After participating in the CLAs in this topic, corpsmembers should be able to articulate the values they hold and understand how those values guide their behavior, decisions and future goals; recognize, accept and respond appropriately to the diversity of people around them; challenge gender stereotypes in their own and others' lives; and overcome gender-related barriers to their plans and hopes for the future.

Topic II, Relationships, helps corpsmembers understand the nature and power of their interactions with others. It focuses on skills--including communication, conflict resolution and assertiveness--that are necessary to establish positive relationships with peers, sexual partners, parents, coworkers and supervisors. The topic particularly emphasizes ways that corpsmembers can build positive, healthy relationships with their children. After participating in the CLAs in this topic, corpsmembers should be better able to identify the qualities they seek in a friend or life partner; use effective communication and conflict resolution strategies in their relationships with peers and other adults, and provide the nurturing and protection necessary to their children's development.

Topic III, Personal Wellness, helps corpsmembers learn about and practice the behaviors necessary to ensure their health and safety. Through their work on the CLAs in this topic, corpsmembers will understand how to modify their behavior in order to avoid specific risks they may have been taking; make the decisions necessary to achieve their desired health-related behavioral change; identify and eliminate risks related to their sexual and reproductive health, and practice safe sex in order to protect themselves from unintended pregnancy and sexually transmitted diseases, including HIV infection.

EMPLOYMENT THEME

The world of work in America today presents formidable hurdles for youth who leave school without solid basic skills and who are unprepared for complex workplace demands. In previous decades, non-high school graduates could work in low-level, often high-paying jobs, but this is no longer the case. The U.S. Department of Labor predicts a sharp decline in the share of jobs requiring less than a high school diploma, a slight decline in those that require high school completion and an increase in jobs that require at least one year of college.

Today's entry-level workers are expected to make quick decisions, solve complicated problems, collaborate with diverse coworkers, and be flexible and willing to learn new skills and new technology. Youth corps are particularly well-positioned to teach these and the other occupational and workplace skills outlined in the report of the Secretary's Commission on Achieving Necessary Skills (SCANS) and in *Workplace Basics: What Employers Want*, two significant documents in the field of preparing young adults for employment.

The Employment theme focuses on helping corpsmembers develop the knowledge, skills and attitudes they will need to function in a workplace that is problem-oriented, flexible and team-based. Some subjects--for example, job interviews, resume writing and job applications--are omitted from this employability curriculum because many available commercial products already provide solid approaches to instilling those skills. The material included here concentrates instead on the high-performance skills that are in demand by employers but are often not addressed in the commercial instructional materials used in employment and training programs.

Since many corps receive funding through JTPA, the Employment binder includes a matrix that illustrates which CLAs address which JTPA competencies. This matrix is merely meant to indicate the compatibility of the CLAs and the competencies, not to imply that completion of a CLA will guarantee competence. The binder also includes a chart showing the relationship of the CLAs to the skills described in *Workplace Basics*.

The Employment theme includes three topics aimed at preparing corpsmembers to enter, and succeed in, today's work force. Topic I, Working for a Living, addresses the question, "Why work?" Corpsmembers are asked to think about the rewards of working and contributing within the legal mainstream, to come to terms with the skills they must have to survive in today's work force, to analyze what skills they have or are acquiring that will be useful in any job or career (their transferable skills), and to know the rights and face the responsibilities that come with a job. Through their work in the CLAs in this topic, corpsmembers should be better able to make intelligent decisions about finding, accepting and staying in a job with opportunities for growth; know what skills are most valued by employers; and see that skills they are learning in the corps are transferable to a wide variety of occupational environments.

Topic II, Career Pathways to the Future, focuses on the individual corpsmember, asking each to take a good look at how he or she fits in to the labor market. Corpsmembers will ask themselves several key questions: Am I employable? What skills do I have? Do my skills meet the demands of the local economy? Is a nontraditional career right for me? As they work on the CLAs in this topic, corpsmembers will assess and articulate the skills they are best at; evaluate and set goals related to their own employability; explore the rewards and challenges of working in a nontraditional career; and analyze factors involved in sexual harassment in the workplace.

Topic III, Job Survival in a Changing Workplace, looks at some of the skills that are most in demand in today's workplace--including problem-solving, teamwork, and taking initiative. As they complete CLAs in this topic, corpsmembers will demystify the first day or week on a job by learning to identify the unwritten rules of a work environment; develop an appreciation of the rewards and challenges of an increasingly diverse work force; become skilled at devising creative solutions to solving problems and managing their time; reflect on the barriers to success faced by minority populations; and develop strategies for achieving their own personal success.

COMMUNITY PARTICIPATION THEME

This theme builds from the mission of the corps and its value of community: that young adults can work to improve their communities, and that the corps itself is a community that supports young adults. "Community" is defined broadly here: it includes, but is not limited to, geographical neighborhood. People are members of several, often overlapping communities, which sustain them and to which they have responsibilities. One central goal of the corps is to foster a service ethic, which depends on empowering corpsmembers to become active, resourceful members of their communities.

The Community Participation theme helps corpsmembers develop a moral voice, a deeper understanding of community issues and skills for effective leadership. Corpsmembers begin by identifying the strengths and needs of the various communities to which they belong; their cultural groups, neighborhoods and generation. They examine what is held in common, as well as learn to respect difference and resolve conflicts.

Collaboration is emphasized; corpsmembers learn to work together, support one another as a team, and assume leadership roles. These roles rely in part on good interpersonal communication skills, but they also involve specific abilities, such as creating a task group, facilitating a meeting, performing a needs assessment, influencing others appropriately, and researching facts and opinions around community issues.

Topic I, Self and Community, helps corpsmembers develop an awareness and appreciation of the concept of community and the various communities in their lives. Corpsmembers reflect on the communities that they have seen or been part of, and those that currently impact their lives. Through their work on these CLAs, they will develop skills in team-building; learn about the various constituencies that make up their city; and consider how they could be and are leaders to others.

Topic II, Building Healthy Communities, examines the differences and inequalities among people that can threaten the coherence and effectiveness of communities. The material emphasizes racial and cultural differences and the potential conflicts between youths and adults. Violence prevention and mediation are introduced. Through their work on these CLAs, corpsmembers will learn strategies for harmonizing differences and resolving conflicts in the corps and the broader community.

Topic III, Acting for Positive Change, brings corpsmembers together as a group to develop initiatives aimed at improving the corps and the community at large. During their work on these CLAs, corpsmembers will examine the value of the service ethic; recognize and take on various leadership roles; and collaborate with others to define problems in and outside the corps. As they design and implement possible options to help resolve those problems, they learn simultaneously about effective group processes.

A Listing of Life Skills Corpsmember Learning Activities (CLAs)

PERSONAL DEVELOPMENT THEME

Topic One: Self-Discovery

- A. Examining Values—What's Important to You?
- B. Revisiting Values—How Do They Influence You?
- C. Celebrating Diversity
- D. Challenging Gender Stereotypes

Topic Two: Relationships

- A. Healthy Relationships—Good Friends and Partners
- B. Parenting I—Exploring Parenthood
- C. Parenting II—Helping Children Learn (*Part A & B*)
- D. Parenting III—The Challenge of Discipline

Topic Three: Personal Wellness

- A. Acting for Your Well-Being
- B. Essentials of Sexual Health
- C. Meeting the Challenge of HIV/AIDS (*Part A & B*)
- D. Planning Parenthood/Preventing Pregnancy (*Part A & B*)
- E. Avoiding the Risk of STDs

EMPLOYMENT THEME

Topic 1: Working For A Living

- A. Why Do People Work?
- B. From Corps Success to Future Success
- C. What Do Employers Want From Us These Days?
- D. Making Work Work—Rights and Responsibilities

Topic 2: Career Pathways To The Future

- A. Knowing My Skills
- B. Finding a Job At A Living Wage—Personal Goals and the Labor Market
- C. Non-Traditional Occupations/Coping With Harrassment (*Part A & B*)
- D. Would I Hire Me?

Topic 3: Job Survival In A Changing Workplace

- A. Starting a New Job
- B. Cultural Diversity in the Workplace
- C. Creative Problem-Solving
- D. Managing Your Time
- E. Making Your Way—Transitions and Promotions

COMMUNITY PARTICIPATION THEME

Topic 1: Self And Community

- A. Bringing Out the Best
- B. Community—Personal Definitions
- C. Leaders in Your Life
- D. Negotiating Neighborhood and City (*Part A & B*)

Topic 2: Building Healthy Communities

- A. Bridging the Youth Gap (*Part A & B*)
- B. Promoting Justice/Respecting Difference (*Part A & B*)
- C. Short-Circuiting Violence
- D. Mediation—A Win-Win Option
- E. Taking on Leadership Roles

Topic 3: Acting For Positive Change

- A. Service—Making a Difference
- B. Building A Better Corps
- C. Collaboration—Means and Ends
- D. Conducting a Community Survey
- E. Power of Your Vote

CLA: Service—Making A Difference

"If you have come here to help me, you can go home again. But if you see my struggle as part of your own survival, then perhaps we can work together."

— Australian aborigine woman

COMMUNITY PARTICIPATION

TOPIC 3: Acting For Positive Change

*CLA: Service—Making A Difference***O V E R V I E W**

Purpose Service is an elusive idea to pin down with a definition, though it is one of the main forces that make corps unique. The service ethic enables corpsmembers to see their work, even strenuous physical work, as meaningful and valuable to the community. In fact, the desire to contribute positively is a natural outcome of feeling connected and part of a community--a fundamental goal of corps. To complement the many ways that service plays out in the corps program (work projects, community meetings, signature projects, peer tutoring, etc), this workshop provides a forum for more concentrated focus on the concept of service.

Summary In this CLA, you will lead a cluster brainstorm on "service" and "servanthood," facilitate a discussion around some of the issues inherent in the concept of service, help corpsmembers develop a set of criteria for testing if work is service, present case studies to examine the challenges of helping, and facilitate a role play in which corpsmembers explain the contribution of the corps to a community organization or a television producer.

When this CLA is completed, corpsmembers will have:

- Deepened their understanding of the concept of service;
- Developed criteria for evaluating their work projects in terms of their service potential and accomplishments;
- Exchanged ideas around some controversial issues related to service, e.g., can you really make a difference?, in whose judgment?, service to whose community?;
- Identified difficulties arising from the "helper" role; and
- Expressed how the corps mission of service is manifested in its actions in the community.

COMMUNITY PARTICIPATION

TOPIC 3: Acting For Positive Change

*CLA: Service—Making A Difference***Basic Skills Emphasis***writing* ☒*reading* ☐*listening* ☐*presenting* ☒*problem-solving* ☒

Format One-and-a-half to two-hour workshop led by life skills facilitator.

COMMUNITY PARTICIPATION

TOPIC 3: Acting For Positive Change

*CLA: Service—Making A Difference***PLANNING**

Preparation This CLA is good for orientation, because it presents the hard work that corpsmembers will be undertaking as valuable and purposeful. This is also a good workshop to do when corpsmembers have worked for a while in the corps and are feeling down or confused about the meaningfulness of their work.

If corpsmembers have kept a journal about their experience doing human service work (e.g., childcare, care of the elderly, work in a hospital or a homeless shelter), ask them to bring their journals to the workshop. They will be used in Step 4.

Materials Newsprint, markers, handouts "Is This Service?" and "Challenges of Helping," corpsmembers' journals (optional).

Guide Reference Refer to the *Guide* for information on the following strategies used in this activity:

- √ cluster brainstorm
- √ role play

STEPS

1 Open this workshop by connecting it to other discussions or events that have gone on recently at the corps related to service. For example, maybe you overheard two corpsmembers complaining that the work project didn't make a difference, or that the work is "slave labor." Tell the group that the goal of this session is to take a hard, in-depth look at this idea of service that is so frequently mentioned at the corps. They will have the opportunity to develop their own working definition of service and to apply it to their own work and lives.

To elicit immediate associations, do a quick cluster brainstorm around the word "service." Write "service" on newsprint and ask the group to say what comes to mind. Where possible, draw connecting lines between similar concepts.

Do a second brainstorm around the word "servanthood" or "slavery." Compare and contrast the associations. Some of the "gray" areas around the concept of service should arise, though they do not need to be resolved yet.

Summarize the brainstorms by asking corpsmembers each to write a personal definition of service--which they may want to change by the end of the workshop. Assure them that each definition will be unique, because there is no one set definition of service. Ask a few volunteers to share their definition.

2 Tell corpsmembers that they will have a chance to run their definitions through a test. Assure them that there are no right or wrong answers, and that these questions are meant to get them thinking, not to undermine their beliefs.

Write "Is your work of service if..." on newsprint. Select from the following questions or choose your own, depending on current issues in the corps. Explain to corpsmembers that you will read each question aloud and that they should reflect for a moment on whether this consideration changes their opinion of

COMMUNITY PARTICIPATION

TOPIC 3: Acting For Positive Change

CLA: Service—Making A Difference

service. Then you will go around the room and give each person one chance to give their opinion.

"Is your work of service if...

- ♦ You are paid for doing it?"
- ♦ You don't really want to do it?"
- ♦ No one in the community knows that you did it?"
(e.g., you spend all day cleaning up a section of a public park that few people use.)
- ♦ The person you are trying to help doesn't want your help?"
(e.g., you are responsible for tutoring a third-grader with a bad attitude; he seems to refuse to listen to you when you try to tutor him.)
- ♦ It benefits people you don't know or care about, or people that you think don't care about you?"
(e.g., you are doing landscaping in a neighborhood that is rumored to be racist.)
- ♦ You can't see any real accomplishment or difference between before and after the project?"
(e.g., you have tutored a child for several weeks and he or she can't read or write any better.)
- ♦ You sacrificed your time and effort."

If any of the issues represented by the questions seem particularly provocative to the group, return to discuss them, or plan for a more thorough discussion at another time.

3

Explain to the group that since they have already discussed some of the issues that are hard or complex, they will now develop

COMMUNITY PARTICIPATION

TOPIC 3: Acting For Positive Change

CLA: Service—Making A Difference

their own criteria or guidelines for evaluating whether their work projects are valuable community service or not.

Write a trigger question on newsprint, such as "How do we know if the work is service?" or "How do you know whether the work is making a difference?" Elicit ideas on what makes valuable service. Help the group come to a consensus on the most important ones. Then distribute the handout "Is This Service?" for corpsmembers to fill in and use in evaluating their work projects.

Examples that corpsmembers might come up with are:

- ♦ Can see a positive difference in the work area (cleaner, more functional).
- ♦ Can see that the person/people you helped are happier, more capable, and has/have a better quality of life.
- ♦ People in the community, including the work sponsor, gave positive feedback.
- ♦ Made a contribution that others could not afford to do, or did not know how to do.
- ♦ The work has long-lasting benefits.
- ♦ The work inspired others in the community to make a contribution too.
- ♦ The work is done at a place that provides a valuable service.

After the group has developed the criteria, filled them in on their handouts, and filled in the names of two or three work projects, break into small groups, based on crews, so that each group of four or five has accomplished the same projects. (Or, they can do this individually, if the group is completely mixed.) Ask each group to choose two or three work or signature projects to discuss and evaluate by writing "high," "medium" or "low" next

COMMUNITY PARTICIPATION

TOPIC 3: Acting For Positive Change

CLA: Service—Making A Difference

to each criterion. Circulate among the groups to clarify the task and assess the discussions.

When they are finished, ask the groups to report and explain how they rated the work overall, in terms of service. If appropriate, plan a time when corpsmembers can write up the results of their evaluation to share with the work coordinator and/or corps director.

4

Point out that not all service is as formal as a corps work project; small, spontaneous ways that you help your family members or friends are service too. Ask each person to reflect for a moment on what they do individually, outside of the corps, that they feel contributes to the good of their community, be it their neighborhood, family, friends, or a formal organization (church, YM/WCA, etc.). Examples might be driving your sister to school, fixing your neighbors' car, advising a friend that has a drinking problem to get help, etc.

Explain to the group that they will look more closely at their experience helping someone. Point out that it is difficult to be in the position of helping someone, because sometimes the person resents your help because it can make them feel powerless. Sometimes, the people you are helping can become dependent on your help, so that when you leave, they are even less able to take care of their own needs. (If desired, you might present the quote by an Australian aborigine woman: "If you have come here to help me you can go home again. But if you see my struggle as part of your own survival, then perhaps we can work together.")

If corpsmembers have had experience doing a human service project, ask them to read over their journals and reflect on the greatest challenges they faced (or are facing). If they did not keep a journal, ask them to write a paragraph or two about the challenges of one experience.

COMMUNITY PARTICIPATION

TOPIC 3: Acting For Positive Change

CLA: Service—Making A Difference

If the corpsmembers have not had human service experience, read the case studies from the handout "Challenges of Helping" with them. Through discussion, help corpsmembers describe and analyze the challenges of each character's experience trying to help someone. Help them come up with possible strategies for coping with the situation. Possible focus questions are:

- ◆ How did the helper (John, etc.) feel about his or her role?
- ◆ How did the person being served react to the help?
- ◆ What could the helper do to help that person in a better way?
- ◆ When is ending your role as "helper" the most helpful thing to do?

To conclude the discussion, write as a group a definition of "help" that includes the major elements of the discussion. It is likely that these points will come up:

To help is:

- ◆ To enable someone to be able to help themselves better (not to just do it for them).
- ◆ To learn about what a person needs from their own perspective (not just assuming that you know what's good for them).
- ◆ To work from that person's strengths and abilities (not to emphasize their deficits).
- ◆ To offer what you can, but be aware and open about your limitations to help with everything that person needs.
- ◆ To expect that you have as much to learn from helping as the person you are serving does.

COMMUNITY PARTICIPATION

TOPIC 3: Acting For Positive Change

CLA: Service—Making A Difference

Ask the corpsmembers to refer back to their first definitions of service (from Step 1). Is there any part they would change or add to?

5

To conclude the workshop, set up a role play in which corpsmembers describe in what way the corps is a service organization. Select from the following scenarios or make up one of your own:

- a) A neighborhood association has heard that the corps is moving onto their block. They want to know what the corps will contribute to the neighborhood and its residents. If not, this group is very influential and might very well fight the new corps headquarters!

Roles for corpsmembers to act out: corps director, corpsmembers, president of the neighborhood association, potentially irate neighbors.

- b) The corps is desperately trying to raise funds to keep the program going strong. After many requests, the producer of a local television station has finally agreed to feature the corps for a five minute spot on prime time. The corps decides to emphasize the good work it does for the community. The producer has warned that time on television is worth an awful lot of money, so the corps' presentation better be good!

Roles for corpsmembers to act out: corps director, corpsmembers, camera operator, sound operator, television producer.

After the role-play, close the session by acknowledging how well corpsmembers grappled with a difficult topic, and that many people in the population at large have never thought about

COMMUNITY PARTICIPATION

TOPIC 3: Acting For Positive Change

CLA: Service—Making A Difference

the role of service in their lives and work the way corpsmembers do in the corps.

Variations In Step 1, to simplify, you might omit the contrasting brainstorm around "servanthood" or "slavery."

In Step 2, you might make the activity more active by setting up a "voting" continuum in which corpsmembers stand under or between two sites, one marked "service" and the other "not service." In this way they express their opinion on each of the questions you read off, and then describe why they decided to take that position.

You might conduct this workshop in two parts, ending the first part after the third step and giving the group time to write a report to the work coordinator about the success of the service component in their work projects.

Another case study to develop for Step 4 might be about the situation of helping someone who then becomes overly dependent. For example, Lillian is responsible for tutoring a child in a school. In time, the child clings to Lillian and becomes overly attached. Lillian wonders whether the tutoring is causing more harm than good.

COMMUNITY PARTICIPATION

TOPIC 3: Acting For Positive Change

CLA: Service—Making A Difference

IDEAS FOR ASSESSMENT

The role play (Step 5) is an excellent way to assess how deeply corpsmembers have thought about the service ethic, and how well they are able to express it to others.

Corpsmembers' personal definitions of service and their evaluations of their work projects should be included in their portfolios, especially the portfolios they prepare for future job or college admissions interviews.

Corpsmembers' report to the work coordinator is an assessment opportunity, as well as a way for corpsmembers to have a voice in the selection of future work projects.

COMMUNITY PARTICIPATION

TOPIC 3: Acting For Positive Change

CLA: Service—Making A Difference

CORPS/COMMUNITY CONNECTIONS

The group's consensus definition of service could be prepared as a poster for the learning center to provide inspiration. Compare this definition with the corps' mission statement.

If possible, make the role play in Step 5 real. Arrange for an opportunity for corpsmembers to make an actual presentation to a local community association or media representative, about the service contribution of the corps.

In other life skills sessions in the Employment theme, corpsmembers might research the range of jobs encompassed by the civil service and the military service. In what sense could these careers be considered "service?"

Look for short stories, autobiographies, novels, newspaper and magazine articles about people who accomplished something in service to others. Try to find material that is realistic about the difficulties of service, such as Martin Luther King's "Letter from the Birmingham Jail" or Mahatma Gandhi's autobiography.

Arrange for a guest speaker from a service profession (social worker, teacher, health care provider) to address the difficulties, limitations and rewards of their help to others. They might also speak about how they themselves have been helped by others.

COMMUNITY PARTICIPATION

TOPIC 3: Acting For Positive Change

*CLA: Service—Making A Difference***RESOURCES**

- Handouts**
- ♦ Is This Service?
 - ♦ Challenges of Helping

PERSONAL DEVELOPMENT

TOPIC 1: Self-Discovery

CLA: Challenging Gender Stereotypes

CORPS/COMMUNITY CONNECTIONS

Finding facts about valid gender differences can be assigned as a research project in basic education.

Crew leaders and other corps staff can be interviewed about their experiences as men or women in the workplace and the impact they have felt from the gender roles they learned as children.

People identified by corpsmembers during the "Challenging Stereotypes Scavenger Hunt" can be invited to come to another Life Skills session or a community meeting at which they can talk about their experiences in a nontraditional role.

Corpsmembers might interview their parent(s) and grandparents to find out how gender roles have specifically changed since they were young adults, and how their parents feel about the changes.

Corpsmembers could research the resources available in their community related to sex equity by contacting the local Equal Opportunity Commission, Office of Equity in Education, women's rights groups, etc.

PERSONAL DEVELOPMENT

TOPIC 1: Self-Discovery

*CLA: Challenging Gender Stereotypes***R E S O U R C E S****Handouts**

- ♦ Quiz: The Costs of Being Male or Female
- ♦ Challenging Stereotypes Scavenger Hunt

**Facilitator
Resources**

- ♦ Answers to the Quiz
- ♦ Case Studies

COMMUNITY PARTICIPATION

TOPIC 3: Acting For Positive Change

*CLA: Service—Making A Difference***Handout****IS THIS SERVICE?**

CRITERIA	WORK PROJECTS		
	1	2	3

COMMUNITY PARTICIPATION

TOPIC 3: Acting For Positive Change

*CLA: Service—Making A Difference***Handout****CHALLENGES OF HELPING****#1**

John had worked for a year as a janitor in a nursing home for the elderly. One day his supervisor called him into her office and told him that he had done excellent work—had always been on time and had followed directions. Now there was a position open for a care provider that would pay more. John needed the money, so he accepted the new job without really considering what it would involve. Since as a janitor he had always worked nights, he had never had any direct contact with the elderly people. In fact, he didn't think much of elderly people, they were so frail and seemed stupid.

On the first day of work, his supervisor told him to go spend an hour with Mr. Burns in room 203, reading him the newspaper. When John greeted Mr. Burns, he didn't respond. So John sat down and said, "I'm supposed to read the newspaper to you." He opened the front page and started reading the first article. One almost every line, Mr. Burns corrected John's pronunciation with a gruff voice. John started to feel self-conscious, so he began to stumble over even words he knew. Suddenly, Mr. Burns grabbed the newspaper from John and buried his head in it, reading silently. John didn't know what to do, so he just sat and waited for the hour to be up, and then said good-bye.

#2

Keisha always wanted to work in a hospital; she thought that it would be great to help people when they needed it the most. She imagined how exciting it would be to work where everything is a life or death situation. But she knew she didn't have the skills to get a regular paying job.

One day Keisha's aunt, Jessie, had a heart attack and was in the hospital for a long recovery. Keisha's mother worked, so she wanted Keisha to spend at least the better part of each afternoon keeping Aunt Jessie company and ministering to her needs. When Keisha visited her, she found that her aunt was barely capable of speaking because of the respirator in her mouth. Also, she slept most of the time and didn't even seem to know that Keisha was there. After several days of this, Keisha began to get bored; the excitement of the hospital wore off. As she sat next to her aunt, the more bored she got—and the more guilty she felt about feeling bored. The hospital began to depress her and she wondered why she had ever wanted to have a career in medicine. What did this have to do with helping anyone?

COMMUNITY PARTICIPATION

TOPIC 3: Acting For Positive Change

CLA: Service—Making A Difference

(Optional information)

Date

Facilitator name and site

ACTIVITY FEEDBACK

Please fill out the form below after you complete this activity. Your feedback will help make these materials as responsive as possible to your needs. Send it to: *Public/Private Ventures, PECE Project, 399 Market Street, Philadelphia, PA 19106-2178*

1. PREPARATION—How was the process of preparing for this activity? Was the information provided adequate and clear?

2. DELIVERY—How did you use the CLA to deliver the workshop?
How did you react to the material?

COMMUNITY PARTICIPATION

TOPIC 3: Acting For Positive Change

CLA: Service—Making A Difference

3. REACTIONS—How would you describe corpsmembers' reaction to the workshop?

4. SUGGESTIONS—Would you suggest that this activity be changed (or added to)? If so, how?

CLA: Challenging Gender Stereotypes

**Some think that we can't flow
Stereotypes, they got to go
I'm-a mess around and flip the scene into reverse
With a little touch of ladies first.**

— Queen Latifah

PERSONAL DEVELOPMENT

TOPIC 1: Self-Discovery

CLA: Challenging Gender Stereotypes

OVERVIEW

Purpose Established ideas of what a man should and should not be, and what a woman should and should not be can greatly affect how men and women feel about themselves; the interests they have; and the things they feel free to do. Often, these gender roles are based on stereotypes rather than real differences, and thus can do great harm. This CLA calls on corpsmembers to examine and challenge stereotyped attitudes related to gender that can harm male/female relationships and individual vocational aspirations.

Summary In this CLA, you will conduct a brief quiz about "The Costs of Being Male or Female"; have corpsmembers work in small groups to identify perceived advantages and disadvantages of being male or female; show a video that portrays the negative impact of gender stereotypes on young men; and help corpsmembers identify gender role stereotypes in case studies of men and women. The fieldwork assignment involves a "scavenger hunt" for men and women in nontraditional roles.

When the CLA is completed, corpsmembers will have:

- Become familiar with some of the psychological, sociological, economic, and physical costs related to gender stereotypes;
- Examined their own and other participants' perceptions of male and female gender roles and characteristics;
- Learned new information about gender that can help them differentiate between real differences and stereotypes; and
- Identified strategies for challenging stereotypes of male and female behavior.

PERSONAL DEVELOPMENT

TOPIC 1: Self-Discovery

*CLA: Challenging Gender Stereotypes***Basic Skills Emphasis**

- writing ☐
- reading ☒
- listening ☒
- presenting ☐
- problem-solving ☐

Format Ninety-minute to two-hour workshop, followed by independent time for corpsmember interviews with men and women in nontraditional roles.

PERSONAL DEVELOPMENT

TOPIC 1: Self-Discovery

CLA: Challenging Gender Stereotypes

PLANNING

Preparation This CLA addresses the topics of gender roles and gender stereotypes. Be sensitive to cultural diversity in your corps; remember that for some groups, prescribed gender roles are a part of cultural and family tradition and are extremely important. Thus, while the goal for this CLA is to encourage participants to see that a broader range of gender role options exist for both men and women, corpsmembers must feel free to choose more traditional behaviors without judgement.

Before you conduct Step 2, prepare newsprint for small group work. You will normally have two small same-gender groups, but if you have enough participants, there may be four. For each group, write "Advantages" at the top of one sheet of newsprint and write "Disadvantages" at the top of a second.

You can obtain the video in Step 5, *Another Half*, from:

BILL WADSWORTH PRODUCTIONS
1913 W. 37TH STREET
AUSTIN, TX 78731

Before renting the video, see if it is available locally (contact local school board, state or regional office for Educational Equity, library, etc.). Be sure to preview the video before using it.

For Step 6, you will need individual case studies to distribute to small groups. Copy the facilitator resource and separate case studies, so each group receives one, or write case studies of your own to distribute. In addition, write the following three questions on newsprint large enough for corpsmembers to see:

PERSONAL DEVELOPMENT

TOPIC 1: Self-Discovery

CLA: Challenging Gender Stereotypes

What stereotypes could you identify in your case study?

How did accepting stereotypes cause a problem for the person/people in your case study?

How could the problem have been prevented?

Materials

Handouts: The Costs of Being Male or Female, Challenging Stereotypes Scavenger Hunt; Video, *Another Half*, VCR and monitor, Facilitator's Resource Case Studies.

Guide
References

Refer to the *Guide* for information on the following strategies used in this activity:

- √ *Interviewing*
- √ *Videos*
- √ *Group Work*

PERSONAL DEVELOPMENT

TOPIC 1: Self-Discovery

CLA: Challenging Gender Stereotypes

STEPS

1

Tell participants they are going to take a little "quiz" to see how much they know about today's topic, the effects of gender role stereotypes on men and women.

Distribute the handout, "The Costs of Being Male or Female" and make sure everyone has a pen or pencil. Read the questions aloud if you think some corpsmembers will have difficulty reading them. Allow about five minutes, then ask for volunteers to answer each question. Protect corpsmembers' self-esteem by pointing out that most people don't know this information. In fact, you may need to go to the facilitator resource for correct answers.

As the group learns the correct answer to each item on the quiz, challenge them to give an explanation for that fact before moving on to the next item. Encourage discussion at this point. (The level of discussion here may depend on how much corpsmembers have thought about gender roles and stereotypes before this.) Conclude your introduction with a summarizing statement:

- ◆ Certain attitudes about male and female roles can be extremely harmful; and
- ◆ Only if people stop buying into stereotypes will these attitudes ever change.

2

Tell participants your reason for conducting this CLA--to give them an opportunity to examine and challenge their own attitudes about gender and gender roles because those attitudes can negatively affect their relationships with others and their vocational choices. Ask the group to define the following words as you write them on newsprint, and help them arrive at definitions similar to those below:

PERSONAL DEVELOPMENT

TOPIC 1: Self-Discovery

CLA: Challenging Gender Stereotypes

- ♦ *Gender*—whether a person is male or female.
- ♦ *Gender roles*—the things a person says or does, consciously or unconsciously, that reflect his maleness or her femaleness, or more often, what our society teaches us to expect people to do because they are male or female.
- ♦ *Stereotype*—the belief that all or nearly all people in a certain group (e.g., ethnic group, culture, age, race, or gender) think and act alike. Stereotypes in society often offend or seriously hurt the individuals who are stereotyped.
- ♦ *Gender role stereotypes*—beliefs about what *all* males and females can/cannot and should/should not do because of their gender.

3

Tell corpsmembers that they are going to work in same-gender groups to explore gender differences. Remind them of the ground rules for working together, especially about being nonjudgemental and not putting other corpsmembers down. Divide your group into small, same-gender groups (two or four depending on the number of participants). Have them gather in separate areas of the room and give each a marker and two pieces of newsprint, one with the heading "Advantages" and the other with the heading "Disadvantages."

Tell them their task is to list the advantages and disadvantages of being the *other* gender, *not* their own. Tell small groups they have about 10 minutes to list advantages and disadvantages, then circulate among them offering suggestions when necessary. When groups have finished, have them post their results on the wall or chalkboard; post men's and women's sheets in separate areas so they can be differentiated.

PERSONAL DEVELOPMENT

TOPIC 1: Self-Discovery

CLA: Challenging Gender Stereotypes

Point out that the purpose of examining the lists men and women have created is *not* to challenge each other's perceptions, but to listen and learn from each other.

Ask for volunteers to read aloud the advantages and disadvantages of being a woman (without repeating those that occur on both lists), then use the following questions to guide the large group's discussion:

- ◆ Which disadvantages on the list can be overcome? What do women and men have to do?
- ◆ Which advantages on the list can also be enjoyed by men? What do men have to do?
- ◆ Which advantages of being a woman appear as disadvantages for men? Why do you think that is so?
- ◆ Are there any advantages or disadvantages of being female that women would add to the lists?
- ◆ What does it mean to men and women working together that women are perceived in these ways? To men and women who are dating or living together?

4

Repeat the process to address the advantages and disadvantages of being a man, using the following questions to guide discussion:

- ◆ What disadvantages on the list can be overcome? What do men have to do?
- ◆ Which advantages on the list can also be enjoyed by women? What do women have to do?

PERSONAL DEVELOPMENT

TOPIC 1: Self-Discovery

CLA: Challenging Gender Stereotypes

- ◆ Which advantages of being a man appear as disadvantages for women? Why do you think that is so?
- ◆ Are there any advantages or disadvantages of being male that men would add to the list?
- ◆ What does it mean to men and women working together that men are perceived in these ways? To men and women who are dating or living together?

Point out that our *perceptions* of ourselves and others often affect our behavior, and that only by changing perceptions can we change behavior.

5

Tell participants that having explored their own attitudes about being male or female, they are now going to see how attitudes about gender, especially gender roles, play out in the lives of two young men in a video titled *Another Half*. When you introduce the film, set the stage with the following points:

- ◆ The video is about two high school friends who have been friends since childhood--Scott and Rob, whose nickname is "Fluteman."
- ◆ In the beginning of the video, Rob is injured and Scott is at the hospital waiting to see him.
- ◆ Scott has flashbacks during the video as he remembers many of the things he and Rob shared while growing up.

Show the video. Be aware that *Another Half* may evoke feelings in its viewers about father/son relationships or the lack of them; about unintended pregnancy; about what it means to be male; and about homosexuality. At the end of the video, allow the credits to play before you turn on the lights. Before you allow discussion, ask participants to take out their journals and write a paragraph ending the sentence you have written on newsprint:

PERSONAL DEVELOPMENT

TOPIC 1: Self-Discovery

CLA: Challenging Gender Stereotypes

"Today I met a young man named Rob. I wish you could meet him because..."

Allow a few minutes for corpsmembers to write in their journals, then invite anyone who is willing to share what they have written with the group. Discuss the video briefly with a focus on stereotyped gender roles that harm men. Ask the following questions:

- ◆ Have you ever known a man or woman who didn't "fit in" because he or she didn't behave like most men or women behave? Were you friends with that person? How did you feel about him/her?
- ◆ Is there something you have done recently that you only did because it was expected of you as a male or female, not because you wanted to do it?

6 Explain to corpsmembers that now they are going to take a closer look at some of the "costs" of gender role stereotypes. Divide participants into groups of three or four, and give each group a case study from the facilitator resource. Display the three questions you have written on newsprint and instruct groups to have a volunteer read their case study aloud, then discuss the questions for about 10 minutes.

After 10 minutes, reconvene the large group to discuss each group's reactions to their case study. Conclude the discussion by asking:

- ◆ How realistic were these case studies?
- ◆ What other harm can be caused by gender role stereotyping? (Physical/sexual abuse of women, sexual harassment on the job, eating disorders, alcoholism, etc.)

PERSONAL DEVELOPMENT

TOPIC 1: Self-Discovery

CLA: Challenging Gender Stereotypes

7

Conclude the CLA by distributing the handout "Challenging Stereotypes Scavenger Hunt." Explain that even though they have discussed gender differences and gender roles, they may still think in stereotyped ways when it comes to choosing jobs or careers. One thing that may help is meeting men and women who are working in nontraditional careers or playing nontraditional roles in their lives. That is the purpose of this scavenger hunt.

Ask if anyone can define a scavenger hunt and tell the group how it works. Then point out that the handout lists a number of males and females who are in what would normally be considered nontraditional roles. Ask corpsmembers whether they can think of other similar nontraditional roles, and add their suggestions to the list.

Direct corpsmembers to attempt to talk to as many people who meet the criteria on the handout as they can find, or direct them to break up the list and to try to find their assigned nontraditional person. Suggest that they write a paragraph on each person they find in a nontraditional role based on the question "how did you come to be a...(female construction worker, male nurse, etc.) You may want to discuss what they find the next time the group convenes, or you may want to offer some prize or incentive to the person who comes in with the most accounts of nontraditional people; you might also consider a group incentive if the group is able to find some percentage of the roles on the list.

Variations

If the members of your group are fairly experienced at working together, you may want to enlist the help of several as you conduct this CLA. For example, a corpsmember could lead the discussion of the quiz in Step 1, eliciting answers from other participants. In Step 2, a corpsmember might take responsibility for processing the second set of behaviors and qualities, those for

PERSONAL DEVELOPMENT

TOPIC 1: Self-Discovery

CLA: Challenging Gender Stereotypes

females. If there is a behavior over which the group is divided, you could ask one or more corpsmembers to research that particular point and report back to the group at the next Life Skills session.

If there are several ethnic groups represented in your group, you might group corpsmembers in Step 2 by ethnicity and give them two different headings to which to respond: "In my culture, men have the advantage because..." and "In my culture, women have the advantage because..." Each ethnic group should respond to *both* of these headings.

When the male/female makeup of a group is not approximately equal, the small group activity in Step 2 must be adapted. There are a couple of alternatives: (1) have two or three small groups of one gender and only one group of the other gender, but allow the underrepresented gender equal time to make their points; or (2) invite other corpsmembers or corps staff of the underrepresented gender to join the group for the duration of the activity.

You may want to ask a corps staff person of the opposite sex to cofacilitate this session with you. An alternative to Step 5 is to show another video that explores gender-role stereotyping. Two possibilities are:

Stale Roles and Tight Buns, Oasis Distribution, 15 Willoughby Street, Boston, MA 02135 (617) 782-7769.

Still Killing Us Softly, Cambridge Documentary Films, P. O. Box 385, Cambridge, MA 02139 - (617) 354-3677.

You may want to schedule time to process the fieldwork assignment, "Challenging Stereotypes Scavenger Hunt" at the beginning of the next CLA.

PERSONAL DEVELOPMENT

TOPIC 1: Self-Discovery

*CLA: Challenging Gender Stereotypes***IDEAS FOR ASSESSMENT**

A log of behaviors that demonstrate they are breaking stereotypes. For example, women asking for a date, calling someone they want to meet, or being assertive on the job; men starting a conversation about birth control or taking responsibility for the care of a small baby or an elderly invalid for a period of time.

Poster, rap, poem, or essay that illustrates the concept of breaking gender stereotypes.

Presentation at a community meeting using a video about gender stereotypes, then leading the follow-up discussion.

Handout**QUIZ: THE COSTS OF BEING MALE OR FEMALE**

Circle the one you think is correct:

1. Death rates from heart disease are twice as high in men as in women.

True False
2. Women earn only \$.70 for every \$1.00 men earn.

True False
3. Men are _____ times more likely than women to be victims of murder.

Two Three Four Five
4. More than _____ out of 10 women have no partner and are responsible for their own support and that of any children they have.

One Two Three Four
5. Men fall victim to on-the-job accidents at a rate that is _____ times higher than that for women.

Two Four Six Eight
6. Female high school graduates earn less than men who have completed only elementary school.

True False

PERSONAL DEVELOPMENT

TOPIC 1: Self-Discovery

CLA: Challenging Gender Stereotypes

7. The rate of successful suicides is ____ times higher for men as for women.

One Two Three

8. A large number of women work in ____ of the most common 440 occupations.

20 40 200 400

9. Men are ____ times more likely to be arrested for drunkenness than women.

Five Seven Eleven Thirteen

10. Women live an average of 8 years longer than men.

True False

Handout**CHALLENGING STEREOTYPES SCAVENGER HUNT****People in Nontraditional Roles**

- ✓ *Female physician (not an OB/GYN)*
- ✓ *Male nurse*
- ✓ *Male nursery school or elementary school teacher*
- ✓ *Women who is a serious football fan*
- ✓ *Skilled female athlete who plays competitive sports*
- ✓ *Male secretary*
- ✓ *Female business owner*
- ✓ *Man who considers himself a feminist*
- ✓ *Female construction worker*

PERSONAL DEVELOPMENT

TOPIC 1: Self-Discovery

*CLA: Challenging Gender Stereotypes***Facilitator Resource****ANSWERS TO QUIZ**

1. True
2. True
3. Four
4. Four
5. Six
6. True
7. Three
8. 40
9. Thirteen
10. True

Facilitator Resource

CASE STUDIES

(Copy this resource and cut case studies apart for distribution to small groups.)

1. Luis grew up in El Salvador. His mother took care of the family and his father worked to earn money. Now Luis lives in the US with his wife, Angela and three children. Angela has never worked but she has been talking about it for the last year. Luis gets furious every time she mentions the idea. Luis feels that Angela is really getting out of control. He does not need or want her to work. The last time Angela brought up the subject of work, Luis smacked her in the face.
2. John became a father when he was 16. He and his girlfriend, Marcene, aren't together any more but John still sees his son at least twice a month. John does not like the way Marcene is raising their son, John Jr. The boy can't play ball--all he wants to do is read. John finds that he can't deal with little Johnny when they are together. John sometimes pushes Johnny around to try to toughen him up. He's going to have to work hard to turn around Marcene's softness.
3. Cheryl and Jeremy have been going out for two months. Cheryl likes Jeremy a lot, and he likes her, too. He takes her out to dinner, movies and shows, and he even bought her a nice present on her birthday. Jeremy is very protective of Cheryl. When they go out he makes sure he walks on the outside (closer to the street) and one time he got into a fight with a guy who flirted with Cheryl. Last night, Cheryl and Jeremy were alone at her house. They were kissing and touching each other, but then Cheryl said to stop. Jeremy felt sure that Cheryl wanted to go ahead, thinking that some women like to be talked into it. Even though Cheryl tried to change her mind, Jeremy kind of forced her to have sex with him. He felt it was his right and she owed it to him.
4. Veronica was a great student in elementary school. Math was her favorite subject. She also loved to play baseball. In 7th grade, things started changing. Her breasts got larger and she started her period. All of the girls she hung out with began worrying about how they looked. They started wearing makeup long before Veronica was interested. All they ever did was sit around and talk or maybe try to hang around the cute boys. They thought girls who liked to study a lot were weird. It took a while, but Veronica finally got the message. As she spent more and more time with her friends, she lost interest in math and baseball. As a senior in high school, Veronica was very popular. Her boyfriend was the captain of the football team and

PERSONAL DEVELOPMENT

TOPIC 1: Self-Discovery

CLA. Challenging Gender Stereotypes

she joined him in the limelight as a member of the cheerleading squad. Veronica avoided math and science courses as much as she could. She graduated from high school with a C average, took a typing course and got a job with the federal government as a secretary. Now Veronica is 25 years old, earns \$15,000 and is still living at home with her parents. Her boss, Ms. Baker, is an accountant earning \$30,000 a year, even though she's only two years older than Veronica.

5. Mike lives in a big city. He dropped out of school and started hustling to earn money. One day Mike got jumped by three guys. He was able to fight off all three and get away. The guys were mad and started spreading rumors that they were going to come after Mike with guns. Mike was scared but didn't want to show it. He decided to get himself a gun and go to the guys' house and just start shooting when the door opened. Mike ended up getting shot and killed.

6. Milton works as a plumber. He earns good money. About five years ago he started working for himself. He developed a good reputation and business started to boom. Milton began to work longer and longer hours, making more money for himself and his family. His wife and children complained but Milton felt driven to do his best with his business. When he was 40 years old, Milton had a heart attack. It really scared him. He decided to cut back and spend more time with his family. He realized that he really didn't know his children and that he and his wife had grown apart over the past five years.

7. Sandy was crazy about Mark, but he never seemed to notice her. Finally, they ended up at the same party and they danced together most of the night. Sandy was thrilled when Mark asked if he could see her the next night. They met at his friend Jerry's house because Jerry's parents were away for the weekend. Sandy and Mark went into Jerry's bedroom for privacy. Sandy thought about the foam and condoms she kept in her bedroom drawer, but she hadn't expected to have sex. When they started kissing, Sandy thought about asking Mark to get a condom, but she didn't want him to think she was "fast" and she didn't want to turn him off. She said nothing and did whatever Mark wanted. Six weeks later, she found out she was pregnant. She was too afraid to tell anyone until her mother guessed after four months. Sandy ended up dropping out of school to take care of her child. Mark visited the baby a few times during the first year, but he continued his life without Sandy. He got a high-paying construction job after graduating from high school, moved into his own apartment and bought a Datsun 300ZX. Sandy still lives at home with her parents and her one-year old son. She supports herself on public assistance and small child-support payments from Mark.

PERSONAL DEVELOPMENT**TOPIC 1: Self-Discovery***CLA: Challenging Gender Stereotypes**(Optional information)*_____
Date_____
Facilitator name and site**ACTIVITY FEEDBACK**

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1. PREPARATION—How was the process of preparing for this activity? Was the information provided adequate and clear?

2. DELIVERY—How did you use the CLA to deliver the workshop?
How did you react to the material?

PERSONAL DEVELOPMENT

TOPIC 1: Self-Discovery

CLA: Challenging Gender Stereotypes

3. REACTIONS—How would you describe corpsmembers' reaction to the workshop?

4. SUGGESTIONS—Would you suggest that this activity be changed (or added to)? If so, how?

CLA: What Do Employers Want From Us These Days?

"Don't bunt. Aim out of the ballpark."

— **David Ogilvy**

EMPLOYMENT

TOPIC 1: Working For A Living

CLA: What Do Employers Want From Us These Days?

OVERVIEW

Purpose Today's employers want to hire workers with the skills and flexibility to be successful at a variety of tasks and in a variety of work settings, rather than workers who are trained for a specific job that may soon be obsolete. As they enter the labor market, corpsmembers will find employers eager to assess their willingness and ability to learn new things, their ability to function as part of a team, their problem-solving and decision-making capacity, and their initiative and self-direction. This CLA helps corpsmembers to understand the value of these "employability qualifications" and why they are important in the workplace.

Summary In this CLA, you will encourage corpsmembers to think about employability qualifications through the eyes of a boss; lead a discussion about employability qualifications that are common to many jobs; help corpsmembers write personal goal statements; and offer them a chance to survey crew leaders concerning the qualifications that lead to success in the workplace.

When the CLA is completed, corpsmembers will have:

- Identified employee qualifications that today's employers feel are essential in employees;
- Compared qualifications required for three or four different jobs and identified those that are common to all;
- Assessed their own personal characteristics in relation to those demanded by employers; and
- Given an oral or written presentation on employability.

EMPLOYMENT

TOPIC 1: Working For A Living

CLA: What Do Employers Want From Us These Days?

Basic Skills Emphasis

writing	☐
reading	☐
listening	☒
presenting	☒
problem-solving	☒

Format

Sixty- to 90-minute workshop led by life skills facilitator, with an optional 90 minutes of fieldwork and interviews with crew leaders and supervisor. Brief follow-up in a community meeting or workshop.

EMPLOYMENT

TOPIC 1: Working For A Living

CLA: What Do Employers Want From Us These Days?

PLANNING

Preparation *Workplace Basics: The Skills Employers Want* (from the U.S. Department of Labor and the American Society for Training and Development) is highly recommended for background reading. A copy is included in *The PECE Guide*.

Before beginning this activity, inform crew leaders and supervisors that corpsmembers may be conducting surveys, and ask for their cooperation.

Materials Newsprint and markers;

Handouts:

- ✓ *"You are the boss..." Job Descriptions # 1-4*
- ✓ *Employer Survey Form—"What Employers Want From Us Today"*

Guide

References Refer to the *Guide* for information on the following strategies used in this activity:

- ✓ *Interviewing*
- ✓ *Group Work*

EMPLOYMENT

TOPIC 1: Working For A Living

CLA: What Do Employers Want From Us These Days?

STEPS**1**

Ask corpsmembers to remember a time they went into a restaurant, store, gas station, bank or other establishment and were favorably impressed by the service they received. Ask them to consider the performance of the person who served them by answering these questions:

- ♦ What did the person do or say that you regarded as "providing good service"?
- ♦ What skills did the person use to do this?
- ♦ What knowledge did the person use?
- ♦ What personal traits--personality, attitude, appearance, behavior--were part of this "good service"?

Indicate to the corpsmembers that they were looking at this person strictly from a customer's point of view. They are now going to imagine looking at prospective employees from the point of view of the employer.

2

Tell corpsmembers that they should imagine that they are now an employer or a boss. Explain that in getting inside the mind of a boss looking for a good employee, they should be alert for ways they can strengthen their chances of being hired for jobs they apply for.

Tell corpsmembers to think in terms of skills, knowledge, and personal characteristics--employability qualifications--that an employer looks for in a new hire. Write the following definitions on the chalkboard or newsprint:

- ♦ **Skill**--the ability to perform a certain task.
- ♦ **Knowledge**--information or data that a person has learned, understands and remembers.
- ♦ **Personal traits**--aspects of a person that affect their performance and others' view of them--such as attitude, ethics, appearance, and demeanor.

EMPLOYMENT

TOPIC 1: Working For A Living

*CLA: What Do Employers Want From Us These Days?***3**

Have corpsmembers form groups of three or four people; each group will represent a group of employers who are looking to hire an employee. Give each group one of the four handouts that include "You are the boss" job descriptions, a large sheet of newsprint, and several marking pens. Give them time to read the job description and think about it from the perspective of the boss. Then allow them to work together to identify the qualifications they want their new employee to have.

Ask each group to appoint a recorder and a reporter. The recorder will write the employability qualifications the group identifies on newsprint.

Although some specific skills are mentioned in the job descriptions, others are only implied or are mentioned indirectly. It is a good idea to circulate among the groups to help the corpsmembers see beyond the literal job skills, making sure they see implied qualifications, such as the ability to follow directions, a willingness to learn new things, honesty, friendliness, a cooperative nature, and creativity.

4

After several minutes of group activity, the whole group will reconvene and the reporters from each group will share their group's qualifications with the other groups by posting the newsprint and making a presentation. Reporters should be instructed to do the following in their presentations:

- ◆ Describe the job that is to be filled;
- ◆ Explain the qualifications they have listed on newsprint;
- ◆ Give reasons each qualification would be important for this job.

Encourage corpsmembers to ask questions as they listen to reporters and to challenge the reporter to give substantial reasons for including specific qualifications.

EMPLOYMENT

TOPIC 1: Working For A Living

CLA: What Do Employers Want From Us These Days?

5

After reporters from all groups have presented their list, ask the corpsmembers to examine all lists carefully to determine which qualifications were mentioned on several or all lists. As corpsmembers volunteer qualifications that are on all lists, either circle them on the newsprint lists or compile a new list on the blackboard or newsprint. After identifying qualifications that all employers in the exercise would like to see in their new employee, ask corpsmembers to consider the following questions:

- ◆ Which of the characteristics that are on all lists might also be helpful or necessary for corps projects? For what other jobs might these qualifications be helpful or necessary?
- ◆ Do any of these qualifications seem unreasonable requirements for employment?
- ◆ Can these qualifications be learned, or must you be born with them? If they can be learned, how can they be taught?

6

Distribute the handout "What Employers Want Today." Explain that the handout presents a list of most desirable employability qualifications based on the results of a nationwide survey and reflects the feelings of a majority of employers in our society. Give corpsmembers an opportunity to compare this list with the lists that they just composed. There will likely be visible similarities, indicating that the corpsmembers have accurately identified some qualifications that are needed to get and keep a job today.

Ask each corpsmember to write a personal statement comparing their own qualifications for work with those desired by employers. They may also be asked to write goal statements for one or more of the following:

- ◆ Improving a skill or characteristic;

EMPLOYMENT

TOPIC 1: Working For A Living

CLA: What Do Employers Want From Us These Days?

- ♦ Learning or acquiring a new skill; and
- ♦ Helping a fellow corpsmember, friend or family member become more employable.

7

Close by suggesting that corpsmembers verify their conclusions about what employers want by asking their crew supervisors what employability qualifications they admire in corpsmembers. Distribute the handout, "Employer Survey Form."

Corpsmembers, working individually or in pairs, can use the form to interview two or three crew leaders or supervisors in different kinds of work. Questions you might suggest they ask include:

- ♦ What skills/ knowledge do you need your employees to have?
- ♦ What personal characteristics do you value in an employee?
- ♦ How can people who don't have the qualifications you desire get them?

Encourage corpsmembers to ask any question they feel is important, and suggest that they alter the form if they find it helpful.

At a class session during the same week or at a community/team meeting, give corpsmembers time to report their survey findings to the rest of the group, and compare those findings with the conclusions drawn in class. If there is time, conduct a discussion that focuses on the following questions:

- ♦ Based on the set of desired employability qualifications identified by the group, how should young adults prepare to become employable?

EMPLOYMENT

TOPIC 1: Working For A Living

CLA: What Do Employers Want From Us These Days?

- ♦ What can you do if your boss wants you to be more creative, flexible, friendly, etc.?
- ♦ What should you do if your employer wants you to be something you don't want to be or feel incapable of being?

Variations If you have fewer than 12 corpsmembers, you may use only three of the four Job Description in Step #3.

In addition to the written assignment in Step #6, corpsmembers may wish to undertake a group project in which they write an employee handbook for newly entering corpsmembers.

In place of Step #7, corpsmembers might form groups to prepare skits that illustrate the importance of specific qualifications. Skits could be performed during a community meeting; if so, each should be followed with a short analysis discussion.

EMPLOYMENT

TOPIC 1: Working For A Living

CLA: What Do Employers Want From Us These Days?

IDEAS FOR ASSESSMENT

Employer Survey Forms can be compiled on a computer and included in the portfolio as demonstration of data collection and analysis. M.E.C.C.'s program "Polls and Politics" is especially easy to use for surveys and graphs. It will take the data and instantly produce bar, scatter plot and pie graphs.

Personal goal statements from Step #6 can be saved and monitored for progress. Corpsmembers can help monitor each others progress and write progress reports to each other.

If the Employer Surveys were conducted successfully in pairs this is a documentable indication of a corpsmember's ability to work cooperatively.

EMPLOYMENT

TOPIC 1: Working For A Living

CLA: What Do Employers Want From Us These Days?

CORPS/COMMUNITY CONNECTIONS

As situations arise in the classroom and in the field, facilitators, crew leaders, and supervisors should alert corpsmembers when desirable employability qualifications are being developed or are being displayed. For example, when a crew leader or supervisor gives verbal directions to complete a task, he or she might mention that this is an opportunity to practice a valuable skill desired by employers. When pleasant manners and smiles are called for in dealing with people in the community, corpsmembers may be reminded that courtesy is highly valued by employers.

After surveying crew leaders and supervisors on employability qualifications, corpsmembers may be asked to survey local employers. Local employers might also be invited to a community meeting to discuss the qualifications they would look for in considering someone who had just left the corps.

The "What Employers Want Today" handout could be adapted to create a large poster for corps headquarters--perhaps by using computer software.

EMPLOYMENT

TOPIC 1: Working For A Living

*CLA: What Do Employers Want From Us These Days?***RESOURCES**

- Handouts:**
- **JOB DESCRIPTION #1**
 - **JOB DESCRIPTION #2**
 - **JOB DESCRIPTION #3**
 - **JOB DESCRIPTION #4**
 - **EMPLOYER SURVEY FORM**
 - **WHAT EMPLOYERS WANT TODAY**

EMPLOYMENT

TOPIC 1: Working for a Living

CLA: What Do Employers Want From Us These Days?

Handout**JOB DESCRIPTION #1**

You are the boss . . .

You are the owner/manager of "Cookies and More," a chocolate chip cookie and coffee shop. You are seeking a versatile assistant who can work in all areas of the shop--from baking cookies and brewing coffee to serving customers and ordering supplies.

The coffee is ground fresh daily and brewed to suit the most "picky" coffee drinker. The cookies, four varieties, are made from your own secret recipes using only high quality ingredients; such as real butter and the finest chocolate.

All of your current employees are competent in all areas of the shop and are prepared to train a new employee. Your employees work as a team; they determine their own work schedules, participate in marketing and help make management decisions.

This shop is your dream come true. You want an employee who will represent it well, one who will please customers and help make the shop a successful business.

EMPLOYMENT

TOPIC 1: Working for a Living

CLA: What Do Employers Want From Us These Days?

Handout**JOB DESCRIPTION #2**

You are the boss . . .

You are a good carpenter with your own remodeling business called "Castle Creation." You are looking to hire a laborer. For a long time, you have handled the business with a small team of workers, mostly from your family. Now, due to your good reputation, business has grown to the point where you need to hire more help.

Although you'd like your new employee to have some basic carpentry knowledge, it isn't necessary that he or she have a lot of experience. You have some manuals for the new employee to read, and can demonstrate and explain everything he or she needs to know. You would like a person you and your small crew could easily train to fit into the company.

You have a record of completing projects on time with excellent workmanship. You want an employee who will maintain this and help your business expand.

EMPLOYMENT

TOPIC 1: Working for a Living

*CLA: What Do Employers Want From Us These Days?***Handout****JOB DESCRIPTION #3***You are the boss . . .*

You are the director of "FutureMakers," a large urban day care center, and are looking to hire two additional child care workers. You want the people who work with the children at your center to be excellent role models and kind, caring individuals--your reputation and financial future depend on it.

You have an on-the-job training program for new employees based on the best research in early childhood education. Using readings, videos, and peer assistance, you teach your new employees the essential skills of quality child care.

Not only do you require employees to work well with the children, you also expect them to develop good relationships with parents. They must provide parents with written progress notes on a regular basis and hold personal conferences with all parents once a month.

EMPLOYMENT

TOPIC 1: Working for a Living

CLA: What Do Employers Want From Us These Days?

Handout**JOB DESCRIPTION #4**

You are the boss . . .

You are the manager of "Save the Earth" Recycling Project, which helps get people involved in recycling. You are currently looking for an assistant manager.

The job is demanding. Because you are scheduled to give presentations on recycling in many communities, the job will require that your assistant manage the office and its two other full-time employees when you are gone.

In addition, "Save the Earth" is starting an environmental education program with a local junior high school and you want the assistant to plan what to teach and how to teach it. To get this program going, your assistant will need to recruit teachers as well as parent volunteers to work after school and on Saturdays.

Over 100 junior high school students have already signed up to be in the recycling program. You know what kind of energy and curiosity that age group has and your new assistant will be responsible for their education and safety.

EMPLOYMENT

TOPIC 1: Working for a Living

CLA: What Do Employers Want From Us These Days?

Handout

EMPLOYER SURVEY FORM**DESIRED EMPLOYEE TRAITS**Skills/KnowledgePersonal Traits

Supervisor name:

Type of work:

Supervisor name:

Type of work:

Supervisor name:

Type of work:

EMPLOYMENT

TOPIC 1: Working for a Living

*CLA: What Do Employers Want From Us These Days?***Handout****WHAT EMPLOYERS WANT TODAY***A good employee...*

- 1 learns easily
- 2 reads, writes, and computes well
- 3 listens carefully and speaks coherently
- 4 thinks creatively
- 5 solves problems
- 6 gets along with others
- 7 negotiates conflicts
- 8 works as a team member
- 9 is organized
- 10 exercises leadership
- 11 sets goals
- 12 self-motivates
- 13 maintains self-esteem
- 14 strives for personal and career development

From *Workplace Basics: The Skills Employers Want*, U.S.
Department of Labor and American Society for Training and
Development

CHAPTER 5:

USING THE WORKSITE FOR LEARNING

This chapter will help you:

Analyze work projects in order to identify the learning opportunities they present.

Develop strategies for building work-related learning into life skills, basic education, and other parts of the corps day.

Coordinate crew supervisors' and teachers' efforts to connect work and learning, and ensure that work/learning integration is a regular item on the agenda for staff meetings.

Corpsmembers are cleaning a vacant lot that a community organization is planning to turn into a neighborhood garden. Their contract calls for them to clear the trash, cover the ground with plastic, and put up a fence around the lot. They measure the perimeter of the lot so they will know how much fence to buy, and they calculate the area of the lot so they will know how much plastic ground cover they need. But they also have larger questions: Why is the lot vacant? What was here before? Who is using it as a trash dump? Who owns the lot? How much is it worth? How is the community organization going to ensure that the lot stays clean – and the crew's work won't be wasted? During a crew meeting, the corpsmembers and their crew supervisor discuss the questions and formulate plans for finding the answers.

A crew that will be working in a day care center for the elderly prepares for their project by examining their own preconceptions about how a body ages and about what it feels like to be elderly. They take a quiz called "What is Your Aging I.Q?" and discuss their answers. Then each corpsmember writes a description of an elderly person whom he or she knows. At the end of the month, when they have completed the project, they will use this material as a basis for seeing what their work experience has taught them about the elderly.

A crew that will be working on a park renovation project goes out with their crew supervisor, work coordinator and project sponsor to walk through the site. They do a hazard analysis and make a list of the tasks involved in rebuilding the park benches, clearing debris, repairing cracked cement on the walkways and planting several dozen azalea bushes. They estimate how long it will take to complete the project and list the materials they will need. Back at corps headquarters, they help staff members complete the "Project Field Review" form that details project planning and logistics.

Corpsmembers are renovating a room in a public library to turn it into a space for pre-school children. They think they have been working efficiently, but fall several days behind schedule. The crew meets to figure out reasons for the problem and to try to come up with solutions.

These are all examples of ways that urban youth corps can integrate work and learning: using what goes on at the worksite to stimulate corpsmembers' interest in basic skills, problem solving, positive work attitudes, and larger community issues. The integration of work and learning has two goals: to promote corpsmembers' educational development and to increase the efficiency and quality of the work they perform. These goals, which are mutually enhancing, reinforce the dual mission of youth service corps.

The purpose of this chapter is to help you plan the integration of work and learning into the daily operations of your corps--to see where the opportunities exist and to develop strategies for taking advantage of them. Corps staff members are inevitably pulled by conflicting demands, by too much to do. But integrating work and learning begins with a state-of-mind, the assumption that it's important to do and can be built naturally and relatively easily into the functioning of a corps.

The integration of work and learning is a basic principle underlying education in the corps; work projects present a significant opportunity to make education meaningful and effective. People learn best when they are learning in order to meet a concrete need, when they see a reason for learning and can immediately apply it in some useful way. Using worksites as a basis for learning means that corpsmembers are learning not just "to know" but "to do." They build reading, writing and math skills when they are using those skills for a purpose; they develop problem-solving skills when they solve real problems at the worksite; they practice oral communication skills as they deal with work-related issues.

In other words, learning is not an isolated event that takes place in a classroom. It is a natural part of being in the world:

- Learning is immediate and practical. It grows from a felt need to prepare for an upcoming task or to solve a problem in accomplishing a task at hand.
- There are opportunities to practice new skills.
- Learning occurs in cooperation, not competition, with others. Individual growth contributes to the goals of the entire group.

Just as education in the context of work makes learning more meaningful, work in the context of learning makes work more meaningful. Even tedious tasks make sense if corpsmembers can see that they are developing skills that have a value beyond those immediate tasks. As a result, corpsmembers should become more productive workers.

Making the work/learning connection involves planning for and responding to learning opportunities on the job; it also means planning for, reinforcing and extending work-related learning in the classroom. The learning includes a range of skills:

- Technical job skills;
- Teamwork and work-maturity skills (developing positive working relationships, negotiating, following instructions, completing tasks, and accepting constructive criticism); and
- Work-related language and math, problem-solving, and knowing-how-to-learn skills (listening, speaking, reading, writing, calculating, observing, asking questions, and using on-the-job resources).

In the context of youth service corps, work/learning integration can be as informal as taking advantage of "teachable moments" at the worksite, or it can be as structured as creating work-related learning materials for every major work project. Regardless, one crucial prerequisite is the ability to analyze a work project. The remainder of this chapter describes ways that a work project can be looked at for its learning potential and suggests ideas for turning that potential into learning experiences for your corpsmembers.

Looking at Work Projects

Youth corps contain all the ingredients for effective work/learning integration: work projects, an education component, staff who are committed to corpsmember development and to the successful completion of work projects, and young adults who are ready to make some changes in their lives. Still, nothing is going to happen unless you create a plan for mixing those ingredients, put that plan into action, and make adjustments as you see what works and what doesn't. Each corps will end up with its own recipes. But an essential first step is to routinely consider and analyze each worksite as a potential source of learning. Here is one way to go about the process:

First, make a list of the skills, knowledge and attitudes that corpsmembers need in order to effectively complete the work project.

The list should include technical skills and job-specific literacy and problem-solving skills. A crew renovating a building, for example, might have to read instructions, blueprints, and safety warnings. They will have to be able to understand certain technical terms and information. In addition, they will be measuring, estimating, and calculating spatial dimensions. And they may also be writing about the project in their journals or in the work project log, reflecting on progress made, problems encountered, or simply gauging the value of their work to the community.

Next, identify other potential learning opportunities in the work project.

There are several ways to think about these potential opportunities. One is to look at the three phases of a work project--planning/preparation, implementation/troubleshooting, and evaluation--and identify the learning opportunities in each. During planning, for example, corpsmembers might perform task analyses, create schedules and calculate the amount of materials needed for the job. Instead of just giving corpsmembers this information, crew supervisors can guide them through the process of discovering it for themselves. Crew supervisors should step back and let corpsmembers look at the project and raise their own questions about what they are going to be doing and how they are going to do it.

Similarly, while they are actually working on the project, corpsmembers will probably be involved in troubleshooting and conflict resolution: learning will occur as problems arise that must be solved on the spot. In fact, these problems will present some of the best opportunities for learning everything from technical skills to critical thinking to negotiating. To help crew supervisors and teachers prepare for dealing with problems at the worksite while in the classroom, it is useful to think about potential problem areas and strategies for dealing with them:

- What technical problems might arise during this project?
- Could there be problems obtaining materials or completing the job on time?
- Are there potential sources of conflict among corpsmembers or between corpsmembers and other workers at the site? Could there be gender-related or ethnic problems?
- Will corpsmembers be bothered by the nature of the work? Will they consider it tedious, dirty or pointless? How might this affect their productivity?

Finally, evaluation and debriefing are ongoing during a work project, and present an opportunity for corpsmembers to talk about what they are learning through their work, the effect it is having on the work, and what more they want to be learning. These

ongoing debriefings also give the crew a chance to apply skills in decision-making and problem-solving.

The final debriefing at the end of the project presents additional opportunities. Corpsmembers should, for example, think about their transferable skills--the skills they have developed through this project that they might be able to use in jobs after they leave the corps. This is also a time for them to reflect on the project: What went well? Where were the problems? How do they feel about the process of the work? How do they feel about the outcome of their work? These are all good topics for discussion and for journal writing. They can also be the basis for presentations about the project to be made to the whole corps or to people and organizations outside the corps.

A second way to think about learning opportunities is to consider the larger topics and issues that could arise from the work. Work projects provide an opportunity to stimulate corpsmembers' interests in a wide range of subjects; they may be motivated to acquire information and broaden their perspective. Corpsmembers can also feel motivated and empowered by seeing their work in the context of larger issues. You want them to generate their own questions about these larger issues--to ask why they are doing this work--but you will be able to take advantage of those questions if you think through the larger issues in advance. These issues might be phrased as questions like:

- Who will benefit from the work?
- What would the consequences be if this work were not done?
- What are some of the social, historical or environmental issues related to this work?

These kinds of questions are not likely to be fully answered at the worksite. Rather, they invite research and discussion in other settings: during education time, in community meetings, and as corpsmembers develop the resources to answer their questions independently.

Begin to identify where, when and how these skills and larger issues will be taught and explored.

Is there time during work when these skills—including basic skills, problem-solving skills, and interpersonal skills—can be addressed? How can education time be used to teach and reinforce those skills? Are there any Corpsmember Learning Activities that would tie in well with this work project?

Identify the growth in skills, knowledge and attitudes that corpsmembers should be able to demonstrate as a result of their work on this project, and strategies that corpsmembers and staff can use to assess this growth.

What kinds of focused observations will staff want to make of corpsmembers--what changes will they be looking for? How can corpsmembers demonstrate and document their change and growth? What might corpsmembers include in their portfolio that will contribute toward assessment?

This initial step of thinking through a work project lays the foundation for worksite-based learning. It provides the information that crew supervisors, teachers, life skills facilitators and counselors need in order to plan strategies and generate learning activities that can take place in the corps learning center, at the worksite and during other parts of the corps day. At the end of this chapter, there is a sample form that can be used to efficiently analyze the learning opportunities inherent in each work project your corps undertakes. The next two pages contain a filled-in sample of this form. The form was completed by a work project coordinator after her or his initial meeting with a prospective sponsor.

WORKSHEET:
LOOKING AT WORK PROJECTS FOR LEARNING OPPORTUNITIES

1. Name of project sponsor:

Gannett House

2. Brief description of sponsoring organization—its purpose and goals:

Relatively new nonprofit organization charged with creating a housing policy on a countywide basis, Gannett House operates a small homeless shelter. Gannett House has several funding sources but was created with a grant from the Gannett Foundation. The director is familiar with corps and youth employment and training issues.

3. Description of project:

Having helped with renovation of the shelter (formerly a motel), the corps has been asked to design and create a vegetable garden to help offset food costs. Ideally, this effort will also involve the community of residents at the shelter.

4. Tasks corpsmembers will be performing:

- *Research urban and community gardens. Identify and collect useful books, resources and examples.*
- *Plan the Gannett Garden. Produce a written plan with a sketch or "blueprint" of what the garden will look like, what will be planted, a work schedule, nursery tools and materials needed, etc.*
- *Physically lay out garden; erect fence; turn over soil; fertilize; set up irrigation system; plant seeds and seedlings; maintain garden according to schedule and need; construct and install plant protection; harvest ripe vegetables; stake plants at nursery; monitor irrigation; maintain compost heap; do subsequent plantings as appropriate; clear, maintain and store tools and materials.*
- *Collaborate with and encourage shelter residents to participate in the gardening project.*

5. Learning opportunities related to this work project: career exploration, or larger issues such as who will benefit from the work and the consequences were it not done? The social, historical, or environmental issues related to this work. Consider:

- *Horticulture and environmental issues, and careers in these fields.*
- *Health and nutrition issues.*
- *Food preparation.*
- *Homelessness: dealing with persons in crisis, the operation of the shelter.*
- *Community attitudes toward and beliefs about homelessness--myths and facts.*
- *Exposure to, and ideally involvement in, Gannett's efforts to develop a housing policy statement.*
- *Opportunities to network with other urban gardening efforts/movements in and outside of corps field.*

6. Growth in skills, knowledge and attitudes that corpsmembers should be able to demonstrate as a result of working on this project:

Skills:

- *Planning and designing garden, including calculating layout and material/tool requirements and their cost.*
- *Gardening basics: preparing soil, planting seeds, weeding, fertilizing, and harvesting.*
- *Using tools, fertilizer and pesticides safely. Performing hazard safety analysis.*

Knowledge:

- *Better understanding of homelessness, including causes, conditions, and options, as well as the immediacy of dealing with persons in crisis.*
- *Increased awareness of urban environmental issues. Increased knowledge of vegetable horticulture in an urban setting.*

- *Basic nutrition.*
- *Career options and awareness of careers related to project: social work, horticultural technology, nutrition, urban community development and ecology.*

Attitudes:

- *Lessened fear and/or hostility toward homeless persons.*
- *More advanced interpersonal skills dealing with adults and "adult" issues.*
- *Better teamwork and increased sense of responsibility through delegation of research and planning tasks.*

7. **Strategies for achieving these outcomes—Where, when and how corpsmembers will develop these skills and knowledge. (for example, during planning, implementation or debriefing; at the worksite, in the corps learning center):**

Planning will start at headquarters well in advance of project start-up. Research can take place in learning center, but will also require trips to library, bookstores, community gardens and commercial garden centers as well. Corpsmembers will often work in teams of two or three to accomplish various planning pieces.

Reading—books and manuals on gardening, composting, hazards of chemical fertilizers and pesticides. Research into issues around homelessness, urban environmentalism, health and nutrition, and other related or interesting topics. Using reference materials, how-to-do manuals, libraries, cooperative extension pamphlets, bookstores, and so on. Creating a small reference library for the corps on these subjects for subsequent crews.

Writing—before actually starting work, project planning requires production of a written plan complete with drawings.

Corpsmembers' visit to Gannett House will occur several weeks before work begins to survey area, take soil samples, meet shelter staff, etc., . As much as feasible, corpsmember involvement in the policy side of Gannett's operation will begin during the pre-implementation phase; much of this preparation will require collaboration with shelter residents. Documentation including

videotaping throughout the project will be a key function to support Gannett's policy agenda, not just an educational add-on.

Once implementation is underway, corps will have a real presence at the site and will need to have an "office" to use for on-site planning, retreat from weather and debriefing sessions.

During implementation phase, recordkeeping becomes increasingly important: plantings, weather conditions, watering schedule, fertilization, harvest dates and information about varieties of plants (successes, early varieties, plants to avoid, special procedures). Corpsmembers will maintain individual journals, but there will also be a master journal for dealing with technical issues as well as with the larger nature of the project.

From planning to implementation, this project demands teamwork. Because of encouraged interactions with residents, corpsmembers will increase their sensitivity toward the homeless through guided discussions and troubleshooting with the shelter's social workers will be essential.

During the course of the project and as a final evaluation, corpsmembers will present their successes and difficulties to the corps community. They will also report on the project achievements to various external audiences: the local neighborhood association and the Gannett House Board of Directors, and perhaps to the city council. The crew will evaluate the project's overall success by interviewing the shelter residents and observing how the garden affects their daily lives. The project might help inspire a news series about this corps' positive response to an important need in the community or a photo essay that documents the important aspects of this project.

Capturing the Learning Opportunities

Once you have identified the learning opportunities in a particular work project, you will probably ask, "Now what?" The completed worksheet "Looking at Work for Learning Opportunities" contains thoughtful and creative ideas. What happens to that worksheet once the work project coordinator, perhaps together with someone on the education staff, has completed it?

You will want to develop a process for turning the opportunities identified on the worksheet into concrete learning activities—a process that becomes a routine part of your operations. It will vary among corps, but you might, for example, want to set up an interdisciplinary group that consists of a member of the education staff, the work project

coordinator, a crew supervisor, and one or two experienced corpsmembers who meet regularly to review and act on the information on the worksheets. As a step in the process of turning opportunities into activities, they would want to answer questions that might include:

What are our intended outcomes for corpsmembers? What are theirs for themselves?

Which of the ideas on the worksheet should we focus on, i.e., which help get at the intended outcomes?

When does the project start--that is, when does planning start?

What learning can happen during planning? During the first couple of weeks?

Are there on-going opportunities for learning that we can foresee?

What about at project completion (or at the crew's completion of work)?

How are we going to develop activities?

Who is responsible for following through on each of these ideas?

For example, in the case of the Gannett House project (worksheet pages 102-105), corps staff review and discuss the project guided by the worksheet. They decide that this project offers especially fertile opportunities for math and science learning, including horticulture and environmental issues. They also want to focus on the reading and other background work that corpsmembers will do during the planning phase of the project, and they begin to define more precisely how corpsmembers can document their work on the garden and with the residents of the shelter. At the end of the meeting, the two corpsmembers in the group agree to develop a plan for documentation. The learning center teacher and crew supervisor have already begun to structure some math activities that can take place either in a classroom or at the worksite. A crew supervisor who is not a member of this planning group has a background in horticulture, and they decide to ask him to help create some curriculum for this work project. The work project coordinator agrees to make a presentation about the project at the weekly staff meeting, where time is always set aside to discuss work/learning integration.

Roles and Responsibilities

Everyone--corpsmembers, staff and administration--is involved in work-based learning. While your corps might have a group that specifically does work/learning planning, everyone in the corps has roles to play and responsibilities to assume. Some of those roles and responsibilities might be defined this way:

Crew supervisors, teachers and life skills facilitators:

- Communicate regularly with each other--at least once a week. The main requirement for successfully connecting work and learning is coordination and collaboration among members of the corps staff. Crew supervisors, teachers and life skills facilitators must communicate regularly about the nature of work projects; the skills, attitudes and values they are working on with corpsmembers; and their work with individual corpsmembers. What is going on at work that can be reinforced in the learning center? What are corpsmembers learning in the classroom that can be applied at work? Formal meetings aren't always necessary, but staff members must talk to each other in order to plan for integration, follow-up and reinforcement.

- Take advantage of available opportunities for corpsmembers to reflect on the value of work. A "word of the week," such as "graffiti," "service," "achievement" or "responsibility" may generate discussion about the meaning of work. Issues that emerge from particular projects might suggest powerful "words of the week." Some corps do daily readings--a brief passage that is prefaced by a provocative question--during their morning program or in the van going to work. The readings and questions can be on any topic, but some should help corpsmembers reflect on the nature of work: What is a good worker? What are the range of careers that relate to this work? Would you rather be a lawyer or a gardener? What is the value of work?

- Get feedback from corpsmembers. Give them opportunities to let you know what is and isn't working for them. Are they seeing the connections you are trying to make? What suggestions do they have? You can get regular feedback in one-on-one conversations, at crew meetings and community meetings, or by developing feedback forms for corpsmembers to complete.

Crew supervisors:

- Talk informally with corpsmembers each day at the worksite. It's an opportunity to find out what is going well and where the problems are--and, in some cases, it will lead to informal teaching and learning.

- Hold regular crew meetings. Crews can meet for 15 or 20 minutes before or during work or at the end of the day to plan, discuss, and evaluate current or recently completed work projects. As part of the discussion, they should look at their work from the perspective of what can be, is being, or has been learned.

- Think about yourself as a learning coach, and train yourself to be a sharp observer and active listener, able to ask good questions and facilitate discussions.
- Regularly talk to other crew supervisors to share ideas and strategies and provide support.

Teachers and life skills facilitators:

- Be willing to try some approaches--for example, using authentic workplace materials for teaching literacy skills.
- Use a few minutes at the beginning of "education time" as a transition or bridge between work and learning. Encourage corpsmembers to talk about what happened during work that day (or the previous day, if education takes place in the morning), what skills they learned or applied, and what problems they had to solve. Try to arrange for the crew supervisor to be present in the classroom during this time so he or she can contribute to the discussion and make the work/learning connection tangible.
- Occasionally visit the worksites so you can see how corpsmembers are working and learning there--and so you can better define their strengths and needs and your approaches and strategies.

Corpsmembers:

- Be involved in generating project ideas and helping to judge whether staff-generated project ideas are fruitful.
- Be involved in the interdisciplinary group that helps refine project ideas and work/learning ideas from the worksheet.
- During the planning process, read and collect information on the background for projects.
- Ask questions.
- Provide feedback.

Work project coordinators:

- Try to "sell" the idea of work-related learning to the work sponsor--and then make it a partnership. When negotiating and planning a project, talk to the sponsor about what corpsmembers could learn at work and how this

can improve the quality of their work. It might be possible, for example, to encourage the sponsor to enrich the corpsmember job description to include more responsibilities, to build worksite learning time into the contract, and to increase sponsor involvement in the orientation of corpsmembers.

When possible, make the potential for work-related learning one criterion for selecting or shaping new work projects. Not every work project is going to lend itself to rich learning opportunities, and corps--especially new corps--don't have the luxury of being extremely selective about the projects they undertake. But here are questions to consider when developing new projects:

- Will there be opportunities for corpsmembers to learn on the job? This doesn't necessarily mean more time, but some flexibility in the way time is used.
- Does the sponsor show evidence of valuing corpsmember development?
- Will the orientation include an opportunity for corpsmembers to learn about the neighborhood or community in which the work project is located, or about the people who will benefit from the project?
- Will the orientation include training for corpsmembers?
- Will there be technical consultants provided to answer questions that may be beyond the knowledge and skill level of the crew supervisor?
- Will there be specific opportunities at the worksite for corpsmembers to learn about the sponsoring organization, its purpose and structure?
- Is there an opportunity through this project for corpsmembers to have access to something unusually interesting: for example, a telescope, a wind tunnel, a television recording studio, an electric generator, a fish hatchery, a manufacturing plant that uses robotics, a museum, or an historic building?

Directors:

- Give crew supervisors regular opportunities to talk with members of the education staff.

- Give staff the chance to see the whole picture. Encourage teachers, life skills facilitators and education coordinators to visit the worksite. Encourage crew supervisors to spend time in the learning center and life skills classroom.

- During staff meetings, set time aside to plan and evaluate work-related learning. The integration of work and learning should be a regular agenda item for staff meetings. The work coordinator and crew supervisors can describe current and upcoming projects, and what job-specific and basic skills (such as listening, speaking and presenting, reading, writing, computation, using on-the-job resources, analysis, research, and particular challenges to teamwork) will be needed to succeed in these projects. The education coordinator and teachers can describe classroom activities that will help corpsmembers learn these skills, and discuss ways that classroom strategies and learning materials, CLAs, and instructional software can be used, created or tailored to match the work tasks or problems. Staff members may also want to discuss the particular needs of individual corpsmembers.

- Provide staff development workshops on integrating work and learning. Workshops might, for example, build from case studies. You could begin by looking back at a work project where there was no attempt to integrate learning. Staff can think through the learning opportunities that were there, how those opportunities might have been captured, and what the outcomes might have been. These workshops are a good opportunity to do cross-training: teachers and crew supervisors can exchange roles and look at ways to integrate learning and work from each other's perspective. Other workshops can be targeted for specific staff members. Crew supervisors, for example, might participate in a workshop on recognizing and using the teachable moment; teachers might have a workshop on using authentic materials to teach basic skills.

- Be creative. If there is a crew supervisor who is particularly effective as a worksite teacher, give other crew supervisors a chance to "shadow" him or her for a day. Videotape crews at the worksite so crew supervisors can see themselves in action and learn from what they are and are not doing. Keep alert for learning opportunities for your staff at local colleges and other institutions. The integration of work and learning isn't just a good strategy

for corpsmember development; it is what allows everyone—including youth corps staff—to feel themselves growing and find satisfaction in their jobs.

Developing the Habit

There is no "right way" to integrate work and learning. In fact, a certain amount of work/learning integration takes place naturally in corps: corpsmembers are learning on the job. But at the same time, corpsmembers and corps staff must develop the "habits" or practices that will help incorporate work/learning integration into daily corps operations. The corps schedule is filled with opportunities for teaching a variety of work-related skills, and you can use a range of strategies and approaches. You don't have to begin by creating materials or developing formal structures, but simply take advantage of what the environment offers. The suggestions listed here are organized into two large groups: general strategies that can be applied to almost any work project, and a process for developing project-specific learning activities and materials. The ideas are far from inclusive: they are meant to help you get started as you generate your own approaches and strategies.

Applying Broad Strategies

Learning can be built into work projects in a number of ways that require minimal or no materials and little advance planning. Here are examples of effective approaches:

1. Practice in some work-related skills can be a routine part of the planning and preparation for each project.

Corpsmembers can regularly:

- Perform task analyses: For example, what steps are involved in rebuilding a broken-down park bench? What steps are involved in preparing the surface of a room that is going to be painted? What steps are involved in hanging drywall?
- Write up safety/hazard analyses: Corpsmembers can inspect the worksite for potential hazards and identify what is necessary to do the job safely.
- Review instructions and work logs written by a crew that previously worked on this or a similar project.
- Participate in scheduling the work and calculating the materials needed to complete the project.

2. You can build skills by taking advantage of the fact that corpsmembers are working in teams.

Corpsmembers who are strong in particular job-related skills can teach other members of the crew. If you are hanging and measuring drywall, for example, pair a corpsmember who is good at measuring and calculating with a corpsmember who needs help with this skill. As corpsmembers teach, they reinforce their own knowledge of the skill, improve their ability to communicate, and develop self-esteem.

Build leadership and self-esteem by assigning special jobs to crew members on a rotating basis. One crew member might, for example, be responsible for making sure that the tools are checked in and in good shape at the end of the day. Another might be responsible for making sure clean-up was completed. Another might be the quality control inspector.

3. Corpsmembers can routinely write about their work.

Work projects will be one of the subjects that corpsmembers write about in their journals. They may, for example, write entries about their problems and accomplishments at work, or about questions or insights they have concerning a project. Since journals can be a useful way to communicate about issues that may be difficult to discuss, corpsmembers should be encouraged to share their work-related journal entries with their crew supervisors. There should also be a crew work log for each project. A different corpsmember can be responsible for completing the log each day. A typical entry might include the goals for the day, the work that was actually done, what went well, the problems that were encountered, and how they were resolved. The log becomes a useful resource for crews that will later be taking over this, or a similar, project.

4. Have crews make presentations about their work projects to the whole corps and to groups outside the corps.

Use community meetings for crews to report on work projects completed or in progress. Corpsmembers might discuss the work they have accomplished, problems they encountered, and lessons they learned or are learning. They might have advice for other crews continuing the project or doing similar projects in the future, and they might talk about what they know now that they wish they had known before they started. They should also talk about the benefit of their work to the community. Their presentations could include photographs, "artifacts" from the worksite, skits, testimony from the project sponsor, and actual products of the work.

Preparing and making a presentation is an exercise in skill-building. In addition to the skills needed for the actual presentation, crew members have to work as a team to collect and organize information and create the form their presentation will take.

5. Recognize and take advantage of the teachable moment at the worksite, in the classroom, and throughout the corps day.

Teachable moments may be triggered by unexpected occurrences and by corpsmembers' discoveries, questions, assertions, knowledge, skill gaps, and expressed beliefs and attitudes. They may be as short as a minute: a question answered, an assertion challenged; or they may grow into longer discussions and debates. Whatever their form, they are an opportunity to capture the potential learning that is almost always inherent in work. There are several ways in which teachers, crew supervisors and others can anticipate, prepare for, and even "plant" teachable moments:

- Familiarize yourself with the naturally occurring signs that a teachable moment is about to arrive. These include: conflicts and misunderstandings; changes in the physical environment or a move to a new location; new people in the environment; changes in routine; emergencies and other attention-focusing events, including breakdowns, mistakes and other problems; expressed beliefs or attitudes that are controversial; significant events taking place in the community, nation or rest of the world; new tools to master; questions, and discoveries.
- Keep a mental list of learning activities that don't require special resources and that can be done on the spot when an opportunity arises. These include problem-posing and problem-defining (helping an individual or group to define the problem for themselves, then refining the definition so everyone understands it clearly in the same way); developing strategies to solve a problem; identifying resources (asking "Where can we get answers to our questions? What information or tools do we need to solve the problem?"); discussion, reflection and writing; modeling how to do or use something; and negotiating.

Developing Project-Specific Activities and Materials

You will also want to use work projects as the basis for more structured learning activities. The following steps suggest a gradual process for using workplace content and materials to develop activities and, ultimately, to build a curriculum. The process moves

from simple to more complex tasks, and may occur over many months as you develop work-based curriculum.

1. Collect materials from the worksite to use in learning activities.

Materials that are written or read at work have potential for work-related learning activities at the site and in the classroom. It is a good idea to systematically save these materials, which include guides, manuals, charts, graphs, tables, maps, blueprints, instructions and directions, reports, printouts, and worksite newsletters and brochures. Teachers can use these materials as the basis for classroom learning and find parallel materials that require similar reading strategies. These authentic materials are a good replacement for workbooks.

2. Begin to develop learning activities for specific work projects--and develop a system for writing them down and organizing them.

These activities might take place at the worksite, in the classroom or elsewhere. They might last for twenty minutes or ninety minutes. Whatever their form, the activities should help corpsmembers:

- Perform effectively on the work project.
- Develop skills—including reading, writing, math, oral communication, and problem-solving skills—as they encounter and attempt to handle situations that arise on the job.
- Appreciate the value of the project by understanding why they are doing the work and how it will benefit the community.
- Consider the connection of the project to their own futures as workers and learners.

If corpsmembers will be hanging drywall, for example, you can create an activity that will give them practice in measuring precisely and in figuring out spatial relationships so they have minimal waste when they cut the drywall. If a crew will be renovating a building that is going to be a community center for Asian immigrants, you might develop an activity that focuses on reading maps, concentrating specifically on Asia. If the immigrants include Cambodians, you can plan to show and discuss "The Killing Fields." If corpsmembers will be working in an after-school program for children, you can create an activity that gives them practice in reading aloud so they will feel comfortable reading to the kids.

There are a variety of ways to write out these activities so they can be used and modified over time. Some might be brief descriptions, such as:

Task Analysis--Have the crew take 10 minutes to generate a list of the steps involved in preparing a surface for painting. Then have them use the list to

schedule how long the entire task will take and assign crew members to complete specific steps.

Some of your activities might be written up in a more structured format. Here is one example of an activity format:

- I. **Introduction:** A brief description of the work project theme: for example, "landscaping," "interior building rehabilitation," "after-school tutoring."
- II. **What and Why:** A statement describing the activity and its purpose.
- III. **When and Where:** What is the best time during the project for this activity to take place? During the planning phase? During implementation? During the final debriefing? Where will it take place? At the worksite? In the corps learning center? Elsewhere?
- IV. **With What:** A list of the materials needed to conduct the activity.
- V. **How:** Recommended steps and possible variations for the crew supervisor, teacher or other facilitator to use or adapt as needed.
- VI. **Now What:** Ideas for assessing the activity's effectiveness and reinforcing corpsmember learning.
- VII. **Handouts, Worksheets and Background Notes (where appropriate):** The reproducible handouts and worksheets are a tool for corpsmembers to help them increase their understanding of the topic. The background notes contain information for teachers or facilitators.

Every corps will develop its own system for organizing its growing collection of materials and activities. You may have a file of activities written on 3" X 5" index cards. You might accumulate a folder of activities for each work project. These activities become a permanent resource for your corps, and they move you toward developing a work/learning curriculum that is specifically tailored to the work your corps performs and the needs of your corpsmembers.

3. Produce Work Project Learning Guides.

For some projects, you might want to think about creating a more structured Work Project Learning Guide, a collection of activities that are derived from or enhance a particular work project theme and can be used at the worksite, in the classroom and elsewhere by crew supervisors, teachers and others.

Work projects that best lend themselves to this kind of structured learning development are those that are stable, ongoing or frequently repeated, and allow the most time and potential for corpsmember learning. Guides could, for example, be developed for physical improvement projects such as construction, environmental work (e.g., recycling), or human service projects that take place in hospices or daycare centers. As part of the preparation for a work project, the crew supervisor and teacher would look over the activities in the Work Project Learning Guide, select those that would be appropriate for crew members, and adapt others that might be useful with small changes.

P/PV has developed two prototype guides--*Elderwork: Learning from Human Service Work* and *Rehab: Learning from the Work of Rehabilitating Buildings*—that are organized around the natural stages of a work project: planning, implementation and evaluation. While materials developed by each corps will all be a little different, the prototypes can give you a sense of the potential of these guides and examples of what the activities might look like.

WORKSHEET:
LOOKING AT WORK PROJECTS FOR LEARNING OPPORTUNITIES

1. Name of project sponsor:

2. Brief description of sponsoring organization, its purpose and goals:

3. Description of project:

4. Tasks corpsmembers will be performing:

5. Learning opportunities related to this work project. (For example, career exploration, or larger issues such as, Who will benefit from the work? What would the consequences be if it were not done? What are some of the social, historical, or environmental issues related to this work?):

6. Growth in skills, knowledge and attitudes that corpsmembers should be able to demonstrate as a result of working on this project:

Skills:

Knowledge:

Attitudes:

7. Strategies for achieving these outcomes--Where, when and how corpsmembers will develop these skills and knowledge (for example, during planning, implementation or debriefing; at the worksite, in the corps learning center):

Public/Private Ventures
399 Market Street
Philadelphia, PA 19106
215/592-9099
Fax 215/592-0069

JUN
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Rex D. Adams
*Chairman
of the Board*

June 15, 1993

Michael A. Bailin
President

Gary Walker
*Executive
Vice President*

Peg Rosenberry
Commission on National and
Community Services
The Press Club Building
Suite 452
529 14th Street, NW
Washington, DC 20045

Board of Directors

Rex D. Adams
William R. Anton
Michael A. Bailin
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Roy J. Bostock
Alan K. Campbell
Sandra Feldman
Mitchell S. Fromstein
David W. Hornbeck
Harold Howe II
Siobhan Oppenheimer-
Nicolau
Marion Pines
John W. Porter
Harold A. Richman
Eddie N. Williams

Dear Peg:

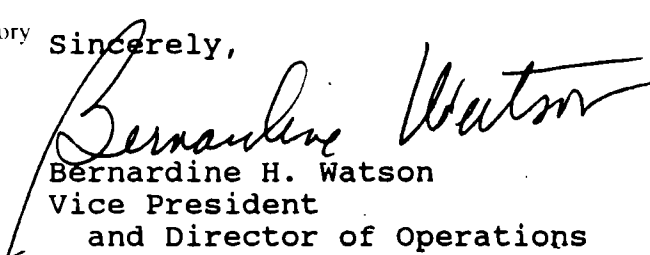
Enclosed is the detailed budget information you requested for our proposal to the Commission. I'll be out of the office from June 15th to July 5th, but Mike Sack will be pleased to help you if you have additional questions or need more information.

Thanks for your interest in our work and we look forward to hearing from the Commission soon.

Research Advisory
Committee

Frank Furstenberg
Robinson Hollister
Henry Levin
Frank Levy
Anita Summers
Marta Tienda

Sincerely,


Bernardine H. Watson
Vice President
and Director of Operations

BHW:cls
Enclosures
cc: M. Sack

Public/Private Ventures
 Commission on National and Community Service
 Expanding Practical Education for Citizenship
 and Employment (PECE) in Youth Service Corps
 July 1993 to December 1994
 Proposed Budget

Description	Total Budget
Salaries	\$55,404
Fringe Benefits (30%)	16,622
Travel Expenses	32,019
Consultant Fees	32,400
<u>Other Direct Expenses:</u>	
Operating Expenses	
Office Expense	2,687
Equipment Maintenance & Rental	2,150
Postage Expense	1,433
Telephone Expense	1,971
Rent & Utilities	7,345
Depreciation	2,329
Printing Expense	12,750
Workshops & Conferences	16,000
Subtotal	183,110
Administrative Overhead (22.88%)	41,890
TOTAL BUDGET	\$225,000

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. list	Public/Private Ventures list re: salaries (1 page)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Shirley Sagawa
OA/Box Number: 24334

FOLDER TITLE:

Commission on National and Community Service [Folder 1] [1]

2013-0124-S

rc1153

RESTRICTION CODES

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

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

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

RR. Document will be reviewed upon request.

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

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Public/Private Ventures
Commission on National and Community Service
Expanding Practical Education for Citizenship
and Employment (PECE) in Youth Service Corps
July 1993 to December 1994
Supporting Schedule II

PRINTING

Description	Rate	#	Printing Budget
PECE Curriculum	\$85	150	\$12,750

WORKSHOPS & CONFERENCES

Description	Est. Cost	#	Workshops & Conferences Budget
<u>PECE Developmental Conference</u>			
East Regional	\$6,000	1	\$6,000
West Regional	6,000	1	6,000
<u>On-site Workshops</u>			
East Regional	1,000	2	2,000
West Regional	1,000	2	2,000
Total Workshops & Conferences Budget			\$16,000

INDIRECT COSTS

Description	%age/ Rate	Base	Total Budget
Fringe Benefits *	30.00%	55,404	\$16,622
Fringe Benefits are allocated at a rate of 30% of Salaries Expenses and include: employer's share of FICA, Workman's Compensation, Health & Welfare Insurance, Pension and other related expenses.			
Operating Expenses	8.50	2,107.5	17,915
Operating Expenses are allocated at a rate of \$8.50/direct labor hour and include: Office Supplies, Equipment Maintenance & Rental, Postage, Telephone, Rent and Utilities, and Depreciation expenses.			
Administrative Overhead *	22.88%	183,110	41,890
Administrative Overhead costs include salaries, fringe benefits and operating costs incurred by the Executive Office, Finance & Administration and Communications Departments not directly attributable to projects. Also included are the costs for legal, audit, board of directors' fees, and insurance. P/PV's Board approved overhead rate is 28%; however, a reduced rate is proposed.			

* These Indirect costs rates are approved by the U.S. Department of Labor; a copy
of our "Indirect Cost Negotiation Agreement" is attached.

NONPROFIT ORGANIZATION
INDIRECT COST NEGOTIATION AGREEMENT

ORGANIZATION:
Public/Private Ventures
399 Market Street
Philadelphia, PA 19106

DATE: December 15, 1992
FILE REFERENCE: This replaces
the Agreement
DATED: June 19, 1992

The rates approved in this Agreement are for use on grants, contracts, and other agreements with the Federal Government to which OMB Circular No. A-122 applies, subject to the conditions in Section II, A, below. The rate(s) were negotiated by Public/Private Ventures, and the U.S. Department of Labor in accordance with the authority contained in Attachment A, Section E.2.(a), of the Circular.

SECTION I: RATES

<u>TYPE</u>	<u>EFFECTIVE PERIOD</u>	<u>FROM</u>	<u>TO</u>	<u>RATE*</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
<u>Indirect Costs</u>						
Final	10/1/89	9/30/90	26.83%(a)	All	All Programs	
Final	10/1/90	9/30/91	26.83%(a)	All.	All Programs	
Provisional	10/1/91	9/30/92	22.88%(a)	All	All Programs	
Provisional	10/1/92	9/30/93	22.88%(b)	All	All Programs	
<u>Fringe Benefits* (c)</u>						
Final	10/1/89	9/30/90	28.09%(c)	All	All Programs	
Final	10/1/90	9/30/91	29.14%(c)	All	All Programs	
Provisional	10/1/91	9/30/92	29.00%(c)	All	All Programs	
Provisional	10/1/92	9/30/93	30.00%(c)	All	All Programs	

See Special Remarks Section

***BASE:**

- (a) Total direct cost less major sub-contracts and flow-through funds.
- (b) Total direct cost plus 10% of major sub-contracts less flow-through funds.
- (c) Total direct salaries and wages including vacation, holiday and sick pay but excluding other fringe benefits.

Center for Policy Research

2700 Virginia Avenue, NW #1002

Washington, DC 20037

December 11, 1992

Ms. Catherine Milton
Executive Director
Commission on National and
Community Service
529 14th Street NW, Suite 552
Washington, DC 20005

Dear Ms. Milton:

This is to suggest for your consideration that Center for Policy Research will undertake to prepare an agreed upon number of evocative, educational case studies of community action. The cases would depict, in fine grain, New Yorker style, the way people from different backgrounds and walks of life, join together to make their life better, largely or completely out of civic commitment, voluntarily. By evocative, educational cases we mean cases that can be used to reach those not yet initiated to community action, those who have been initiated but whose commitment needs further firming up, and other citizens who need to support such actions, even if they themselves do not participate. ("Reach" in the broad sense, in class room and through the media.)

Selection of the Cases:

A small advisory committee will be composed to help select cases. The cases will range to cover different kinds of activity (including areas such as healing community conflict, housing, health care etc.), different kinds of mobilization (by students, by corporations, by law firms; more informal and more structured, etc.) and other criteria to be established.

At least one case will deal with service learning because of the special importance of this criteria.

Each case will be accompanied with a teaching note that will call attention to the underlying issues.

A typical case will describe the trials and tribulations of getting going and above all -- keeping going, the role of leadership, various mobilization strategies, and -- the ennobling results.

The cases will not be evaluation studies, or formal progress reports, or PR jobs. They will give a close, honest yet compelling report of efforts such as training 400,000 citizens of Seattle in CPR, a law firm that give a large amount of pro bono work and is learning from it, the 2% and 5% corporate club in Minneapolis and others.

All cases would be examples of significance and lasting consequences; not cases of short term visits, allegedly resulting in miracle turnabouts.

To ensure credibility of the cases, the final selection of the cases themselves and their content (following initial consultation with the agency and others designated by it) will be up to the principal investigator. Center for Policy Research will have copyright of the resulting cases.

Evaluation of the Cases

A group of select community organizers, volunteers, and select faculty and others to be designated by the funders, will be given the cases as well as other teaching materials and be asked whether or not the cases work better as educational material. (The other material may well rank higher by other criteria.)

Distribution

Brief versions of the cases will be offered to major magazines such as The Atlantic Monthly and published in The Responsive Community. Longer versions will be available to buyers via a distribution system the Center for Policy Research already has. Additional efforts will be made to ask those who have large numbers of cases in their system (e.g. the Harvard Business School) to include these cases in their listing and distribution. The cases will be sold for a nominal fee and the proceedings will be used for future projects.

Authors

The authors of the cases will be recruited among some of the best writers, such as James Lardner from the New Yorker, Tamar Lewin from the New York Times and Dennis Farney from the Wall Street Journal. None of these persons have been approached but the principal investigator has been successful in the past in inviting such writers to various projects.

Editor and Principal Investigator

Writers need guidance; even the best work with editors. Editing will be provided in style and "story" matters by an editor, but with substantive guidance by the principal investigator.

Proprietary Rights

We will spend a great deal of effort in finding appropriate cases. We ask that these cases be treated as "ours."

Budget

Three background comments:

1. The following may seem costly. Note though that the general costs are kept down because the principal investigator volunteers his time and because Center for Policy Research indirect costs are very low. Second, one cannot get the kind of writers and editing the project requires at lower costs. Also note that cases Harvard Business School prepares cost \$50,000 and more.
2. We expect an 80 percent or so success rate. Authors of cases that will be a dud, will be paid a kill fee, but not distributed.
3. While it is possible to do one or two cases, the project would work much better if we do at least three a year.

Cost per case: |

Writer fee (include in lieu of fringe benefits)	\$20,000
Expenses including per diem at site, travel	7,500
Editorial fees	<u>2,000</u>

Total per case	\$29,500
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Office costs	
Secretarial 20% per year	\$ 6,000
Fringe (32%)	1,920
Fax, phone, Xerox, etc.	2,500

Should advisors be paid fees? Travel? Same re evaluators?

Indirect costs of all expenses 18.5%

proposals\natservice.cases

AMITAL ETZIONI

Dr. Amital Etzioni is the first University Professor of The George Washington University. In 1987-1989, he served as the Thomas Henry Carroll Ford Foundation Professor at the Harvard Business School. He served as Senior Adviser in the White House from 1979-1980. He was guest scholar at the Brookings Institution in 1978-1979. For 20 years (1958-1978), he served as Professor of Sociology at Columbia University; part of the time, as Chairman of the department.

He founded and was the first president ('89-'90) of the international Society for the Advancement of Socio-Economics. He is the editor of The Responsive Community.

He is the author of fourteen books, including A Comparative Analysis of Complex Organizations, Modern Organizations, Political Unification, The Active Society, Genetic Fix, Social Problems, An Immodest Agenda, and Capital Corruption, The Moral Dimension: Toward a New Economics, and most recently, A Responsive Society, Collected Essays on Guiding Deliberate Social Change, published by Jossey-Bass, 1991.

Dr. Etzioni's achievements in the social sciences have been acknowledged by several fellowships, including those given by the Social Science Research Council (1960-61), The Center for Advanced Study in the Behavioral Sciences (1965-1966), and The Guggenheim Foundation (1968-69).

Outside of academia, Dr. Etzioni's voice is frequently heard in the leading news media, in articles in publications such as The New York Times, The Washington Post and The Wall Street Journal and in appearances on network television.

In 1983-1985 Dr. Etzioni served on the Economic Forum of the Conference Board. Corporations Dr. Etzioni has consulted for, or provided presentations to, at the corporate level, include Allied Corp., Aetna, AT&T, Bethlehem Steel, Bristol-Myers, Quaker Oats, Pfizer, and Prudential. He has consulted widely for government agencies, including the Departments of Health and Human Services, Labor, Commerce, and the Treasury; for the National Science Foundation, the President's Commission on the Causes and Prevention of Violence, and the White House during several administrations. He has testified frequently before Congressional committees.

He founded the Center for Policy Research, a not-for-profit corporation dedicated to public policy, in 1968, and has been its director since its inception.

In 1976, the American Revolution Bicentennial Administration accorded Dr. Etzioni a certificate of appreciation for his outstanding contribution to our nation's bicentennial commemoration.

A 1982 study ranked Dr. Etzioni as the leading expert of 30 who made "major contributions to public policy in the preceding decade." He was awarded an honorary degree by The University of Utah in 1991.

In 1991 the press started referring to Dr. Etzioni as the "guru" of the communitarian movement.



**NATIONAL ORGANIZATION
FOR VICTIM ASSISTANCE ***

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FL Mothers Against Drunk Driving

Edward R. Stout, Executive Director
Ad for Victims of Crime
St. Louis, MO

Michael C. Turpin, Esq.
Oklahoma City, OK

Hon. John M. Mikes
United States Senator
Board Member: 1988-1991

Peg Rosenbery
The Commission on National and Community Service
The National Press Building
529 14th Street, N.W.
Washington, D.C. 20045

FAX: (202) 724-0608

Dear Ms. Rosenbery,

Attached are a revised budget for our proposal on Restorative Community Justice and a statement of NOVA's capability.

With regard to the budget, I reduced the amount allocated for travel and accordingly reduced the number of advisors expected to be involved in our expert "think tank". I am including a list of the remaining 12 advisors proposed for the project. The budget includes travel monies for only 10 advisors because 2 advisors are local and would incur no airfare costs.

I also reduced the amount of airfare for the trips taken by staff members to various professional conferences since I expect that some could be coordinated with other travel goals and hence more than one project could share the costs.

If you have any further questions please do not hesitate to contact me or John Stein at (202) 232-6682.

Sincerely,

Marlene A. Young
Marlene A. Young, Ph.D., J.D.
Executive Director

Proposal to Develop the Concept of "Restorative Community Justice"

Preface

This proposal could have been framed as follows: to end the competing and inconsistent uses of the term "community service," those in the corrections field should be persuaded to reclaim the original, and more descriptive, term for court-ordered labor of this kind, namely, "community restitution;" to make that case more appealing to the corrections world, it should be coupled with an emerging model of community corrections that emphasizes a broadened role of restitution in criminal sanctioning; to make the same case more appealing to those in the volunteer/community services arena, the model should involve participation opportunities for neighbors and others drawn to community service; and to round out the model, and to open it up for more community service opportunities, it should incorporate new ideas of "community policing" and "community prosecution" as well as "community restitution," in an integrated, holistic model.

While the proposal seeks to achieve these goals, emphatically including the termination of "community service" from the correctional lexicon, its presentation is made essentially in reverse order. It would be disingenuous to argue that, as a means to achieve an important language change, one might attempt to reinvent the administration of criminal justice, especially in high-crime, inner-city neighborhoods. A more candid approach would posit that, as one contribution to help launch an experiment in community-oriented criminal justice, a nationwide effort to abolish "community service" as a sentencing term should be undertaken. We have followed the latter path.

Elements of Restorative Community Justice

The constant high levels of crime in the United States, the proliferation of drugs and weapons, and the consequent victimization of individuals and communities are among the most dangerous threats to the peace of our nation. As this country's makers and enforcers of our criminal laws face these threats, they are looking to revised programs of the past and novel approaches for possible answers. One option being widely tested is the return to the concept of "community policing".

At least two cities are going a step farther by establishing "neighborhood" or "community" prosecutors, backed up with victim advocates working exclusively in those target neighborhoods.

In New York City, there has been an effort over the last year to establish a "community court" near Times Square to provide swift and creative justice in cases of lesser offenses that, in the aggregate, have despoiled that residential and commercial neighborhood.

The justice system's new interest in neighborhoods -- especially high-crime, drug-plagued, inner-city neighborhoods -- can also be seen in the suggestion of a Los Angeles Superior Court Judge, Judith Chirlin, to require Neighborhood Impact Statements in addition to individual Victim Impact Statements to illuminate sentencing options in certain cases. One of her judicial colleagues in San Francisco effectively did just that when he ordered the landlord of a crack house to pay the neighbors some \$275,000 in damages due to the deterioration of their neighborhood.

This convergence of criminal-justice and neighborhood-development innovations is erecting a new theoretical and practical framework, one that we call "Restorative Community Justice". It clearly seeks to be an ally to crime prevention efforts, and when these fail, it seeks to inject a neighborhood's interest into the tasks of apprehending and sanctioning lawbreakers, so that, as examples, certain "nuisance" crimes receive far more attention and "neighborhood restitution" becomes a common sanctioning option.

The concept is designed to address crime, violence, and victimization in our nation's communities. It rests on three principles: the accountability of offenders for damages they cause through criminal behavior; an invitation to victims to take responsibility of for their own and their community's response to crime even though they are faultless for their own victimization; and the obligation of a community to help protect its members and, whenever that fails, to join in the restoration of just order within the community's boundaries.

Principles of Restorative Community Justice

As a starting place for discussion, these three principles can be translated into the following kinds of legislative and programmatic activities.

1. The accountability of offenders should be illustrated through:
 - a. Presumptive orders of full restitution from offenders to all their victims for individual damages suffered. Such restitution orders should be made payable through wages earned in prison or on probation, and the debt should be treated as a permanent civil lien until it is paid. Restitution should be ordered for damaged or lost property, money, or wages, medical or therapy costs, and, where appropriate, it should take into consideration pain and suffering. Restitution should also be ordered for all victims who suffered a chargeable offense at the hands of an offender even if such an offense was dropped in a plea negotiation, using the principle of the Federal sentencing guidelines that seek to sanction offenders for the entire criminal transaction or pattern surrounding their conviction.
 - b. Restitution ordered from the offender to the community whose laws have been violated. Such violation causes damage to the social fabric that binds community members together and to the social contract that governs community life. Such restitution could be discharged through services rendered to the community, monetary contributions, or in-kind property donations.
 - c. Remorse by offenders for their criminal activity. Remorse may be a critical factor in ultimately distinguishing offenders who may be redeemable to their community and those who should be separated from law-abiding citizens through prison or exile.
 - d. While the idea of restorative community justice is not developed as a punitive concept, punishment is not inconsistent with accountability. Humane sanctions are evidence of enforcement of social control. Some types of punishment may have little or no effect on some types of offenders. Yet the use of creative

sentencing incorporating the idea of sanction as well as restitution seems to have effect with certain individuals -- both as deterrent to future aberrant behavior as well as a method of enforcing laws. In the restorative community justice model, creative sentencing options should always seek sanctions for and in the community that was also victimized by the crime.

2. The responsibility of victims for contributing to restoration of individual and community life involves complex factors.
 - a. "Victim responsibility" must be carefully distinguished from concepts of victim guilt or self-blame. It should be defined so as to avoid engendering victim stigma.
 - b. Victim responsibility for restoration is not to be confused with victim precipitation or responsibility for the crime.
 - c. Victim responsibility is rather an attempt to encapsulate the philosophy: "I cannot be blamed for life's circumstances, but I can be responsible for how I respond to those circumstances." It also can be conceived of as a variation of standard techniques of crisis counseling -- to help victims regain a sense of control over their lives and to empower them to become actively involved in solving the problems created by the crisis.
 - d. "Victim responsibility" in this context is an invitation to get involved in making things better, not because the victim owes a personal debt to anyone but because victims, like other citizens, should voluntarily contribute to restoring and sustaining community life, and many would be especially motivated to respond to such an invitation when there are opportunities to do so through crime-resistance programs.
 - e. In the framework of restorative community justice, victims, survivors, and community members living in fear of crime would be encouraged to become involved in community service aimed at three goals:
 - i. assisting other victims;
 - ii. rebuilding community institutions, physically and emotionally;
 - iii. preventing future criminal acts and behaviors.
3. The obligations of the community to all of its members are twofold: restoration of justice, and protection against injustices. In the natural order of things, it might seem logical to address protection first as a preventative measure against crime, violence, and victimization. However, it is our argument that crime has risen to such high levels and violence is perceived to be so uncontrollable, that restoration of a sense of the community's obligation to its innocent citizens through a fair and equitable dispensation of justice is a priority.

- a. That restoration is predicated on the creation of an equal balance of justice for both offenders and victims. In the end, such a balance can be sustained only through the maintenance of constitutionally-protected safeguards for accused and convicted offenders, and through the establishment of parallel, constitutionally-protected safeguards for victims and survivors of crime.
- b. Citizen participation in an impartial justice process, we believe, will help motivate victims and their neighbors to invest efforts in protecting their homes, streets, and communities, and ultimately, in programs of community violence prevention. The new ingredient here is citizen participation in the justice system; that restorative community justice model should be guided by constitutional rights and social goals but implemented in the community through community police officers accompanied by community victim advocates. Further community participation would be engaged in certain kinds of cases, notably ones where the offense produces less-than-felony charges against a community resident but whose effects are nonetheless destructive of community peace, as in cases of property desecration or disturbing the peace. Such cases should be prosecuted by community-based prosecutors and that their trials are presided over by community based judges. Finally, the system of offender accountability should be enforced or monitored by community corrections officers in partnership with community police and community victim advocates.

It would be utopic to expect this system to work well with offenders who have committed felonies which mandate prison sentences. But it is suggested that such a community justice system could go a long way in re-establishing a sense of community values with young people, first-time offenders, and others at risk for embarking on a criminal career.

Restorative Community Justice from the Perspective of the Commission on National and Community Service

"Restorative Community Justice" clearly offers promising ideas to planners in the U.S. Justice Department, HUD, and their state and local constituencies. Indeed, it has generated considerable interest not only in those quarters but also in New Zealand and among those affiliated with the International Crime Prevention Centre in Montreal. But for at least three reasons, the concept may be no less promising to planners at the Commission on National and Community Service:

1. Its focus on inner-city neighborhoods, and especially on the problems of violent and predatory crime besetting them, echoes the greatest challenge to those seeking to foster improved community life.
2. Restorative Community Justice projects will entail novel uses of staff in all the criminal justice professions -- but they will also depend on volunteer efforts from affected neighbors and from others who are drawn to community service.
3. And it opens up the opportunity to end the semantic competition

between those who use "community service" as a term to describe certain kinds of volunteer and stipend-supported work, and those in the justice system who use it to describe a form of involuntary community servitude. This is no trivial matter; those conflicting uses of the same term pose problems for both camps, but especially for those whose efforts to foster true, and voluntary, community service are undermined by an unsavory, involuntary connotation to the term. It may be that justice leaders and legislators could be persuaded to go back to the original term, "community restitution," as a sentencing option. The chances are much greater, however, if one enlisted justice leaders who are drawn to the concept of Restorative Community Justice -- and who thereby become invested in the proper use of "community service" -- to take the case to their colleagues and their legislatures.

Fleshing Out the Model of Restorative Community Justice

NOVA is proposing a two-year project to pull together the strands of Restorative Community Justice into a practical construct. It will expand the collection of real-life examples of the model, describe legislative and policy changes needed to promote the model, and flesh out how professionals and volunteers might implement the model.

The first year will be primarily devoted to creating and promoting Restorative Community Justice as a jurisprudential model and as set of proposed enabling laws, guidelines, and policies. It is proposed to accomplish this in the following manner:

1. We will assemble a "think tank" of 25 criminal justice and community/volunteer service experts to expand, through their experience, our collection of justice innovations at the neighborhood level. Using this collective knowledge, the group would further define Restorative Community Justice and such subcomponents as community restitution, neighborhood courts, neighborhood Crisis Response Teams, and other salient concerns that might fall within the construct. The group will seek to resolve the conflicted meaning of "community service," recommending a formal name change in state statutes and common usage. It will also help frame the components in legal and human resource terms, including the role of community service volunteers in their implementation.

Suggested Advisory Group

Law Enforcement

Neil Behan, Chief, Baltimore County (MD) Police Department
Colonel Clifford Graviet, Superintendent of the Delaware State Police (and Chair of the Victim Services Committee, International Association of Chiefs of Police)
Chief Philip Arreola, Chief, Milwaukee, (WI) Police Department
Captain Luis Quijas, Kansas City (MO) Police Department

Victim Services

Doug Beloof, Esq., Deputy District Attorney, Portland, OR, (and former director of that office's Victim Assistance Program where he also did legislative and litigation on victim issues, and designed

the Neighborhood Prosecutor program in that city)

Michaelene McCann, R.N., J.D., Director, Essex County (MA)
Victim Assistance (and an Assistant District Attorney)

John Feinblatt, J.D., Planner, Times Square community court,
former Deputy Director, Victim Services Agency, and former Legal Aid
attorney

Aurelia Sands Belle, Director of the Victim/Witness Assistance
Program, Atlanta, GA, (and designer of specialized victim services
in black communities in Atlanta)

Jeannette Adkins, Director, Victim Services, Xenia, OH (and
President, Ohio Victim/Witness Association)

Judges/Courts

Justice Richard Barajas, Texas Court of Appeals (and inventor of
the use of forfeited real estate as shelter homes for victims)

Dean Robert Payant, National Judicial College, Reno, NV

Judge Pamela Iles, Orange County, CA

Judge Judith Chirlin, Los Angeles County, CA

Prosecutors

Hon. Norman Early, Denver, CO (instigator of a neighborhood
prosecutor project, sponsor of several community service projects)

Hon. Steven Neely, Tucson, AZ

Hon. Norman Wolfinger, State Attorney, Titusville, FL

Hon. John Sarcone, County Attorney, Des Moines, Iowa

Corrections

Prof. Mark Umbrecht, Director, Center on Victim/Offender
Reconciliation, University of Minnesota

Sharon English, Assistant Director, California Youth Authority

Hon. Helen Carruthers, U.S. Parole Commission (and Past
President, American Correction Association)

James Rowland, Director emeritus, California Youth Authority and
Corrections Department (and 1973 inventor of the "Victim Impact
Statement," a phrase he also coined)

Volunteer/Community Groups

Clementine Barfield, founder, Save Our Sons and Daughters
(SOSAD), Detroit, MI

John Calhoun, Executive Director, National Crime Prevention
Coalition (and planner/developer, Dorchester community Court
project, Boston, MA)

Ed Stout, Director, Aid for Victims of Crime, St. Louis, MO

Brenda Muhammad, Director, Mothers of Murdered Sons and
Daughters (MOMS)

2. We will conduct pilot research in three states on the existing law relating to "community service" (in both senses), sentencing alternatives, restitution, and the like. We will also attempt to locate guidelines in various justice agencies that help implement various components of the model.
3. We will write a monograph on the results of the "think tank" and related research. It would be no more than 20 pages long and cover the issues and the recommendations for change. It would be published

and distributed throughout the country.

4. We will also submit articles to relevant journals and magazines explaining the new concepts and their implementation. Such publications might include The Police Chief, The Prosecutor, Judicature, The Judges' Journal, Corrections Today, a law journal, and a journal reaching the community/volunteer services community. Publication of these articles will provide the basis for scholarly and practical adoption of the ideas.
5. NOVA staff or volunteers would attend a minimum of five professional conferences to promote the adoption of the new concepts. Workshops on the subject will be proposed and presented upon request.

The second year will involve promoting the concept as a justice/community service model. The following is a speculative approach to those activities:

1. We will complete the legislative/administrative law research for all fifty states, pointing out needed changes.
2. We will compile the legal research into a widely-accessible database.
3. We will provide on request technical assistance and training on the concept to state legislators, criminal justice officials, youth corps and other volunteer groups.
4. We will use the NOVA network to publicize the availability of the resources, and provide support to victim advocates, correctional staff, and community service activists seeking to re-institute "community restitution" (or similar term adopted by the think tank) to describe the sentencing option.

**Project Budget
Year One**

Personnel:.....\$ 28,125.

10% Project Director @ \$49,845.....\$ 4,985.
 15% Senior Associate @ \$47,221.....\$ 7,083.
 30% Project Coordinator \$30,000.....\$ 9,000.
 15% Secretary @ \$17,600.....\$ 2,640.

Salaries:.....\$ 23,708.
 Fringe @ 18.63% of salaries.....\$ 4,417.

Equipment (maintenance of word processing system).....\$ 420.

\$50 per mo. per FTE staff x .7 FTE

Travel.....\$ 11,235.

Three day seminar for 10 experts:

10 airfare @ average \$500 per trip.....\$ 5,000.
 3 days per diem for each
 participant @ \$121 per day.....\$ 3,630.

Travel for conference presentations:

5 trips @ average of \$400 per airfare...\$ 2,000.
 1 day per diem @ 5 trips @ \$121 each...\$ 605.

Supplies.....\$ 420.

\$50 per mo. per FTE x .7 FTE

Contractual.....\$ N/A .

Other.....\$ 10,742.

Telephone.....\$ 1,722.

Regular @ \$55 per mo. x .7 FTE.....\$ 462.
 Long Distance @ \$150 per mo.
 x .7 FTE.....\$ 1,260.

Rent.....\$ 2,100.

\$20.00 per sq. ft. per annum x 150 sq. ft.
 x .7 FTE for 12 months

Reproduction.....\$ 420.

Regular reproduction @ \$50 per .7 FTE

Printing.....\$ 6,000.

2,000 20-page reports @ \$3 each

Overhead @ 16.07% of salaries and fringe.....\$ 4,520.

TOTAL.....\$ 54,962.

Suggested Advisory Group**Law Enforcement**

Colonel Clifford Craviet, Superintendent of the Delaware State Police (and Chair of the Victim Services Committee, International Association of Chiefs of Police)

Chief Philip Arreola, Chief, Milwaukee, (WI) Police Department

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Doug Beloof, Esq., Deputy District Attorney, Portland, OR, (and former director of that office's Victim Assistance Program where he also did legislative and litigation on victim issues, and designed the Neighborhood Prosecutor program in that city)

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Prof. Mark Umbraight, Director, Center on Victim/Offender Reconciliation, University of Minnesota

Sharon English, Assistant Director, California Youth Authority

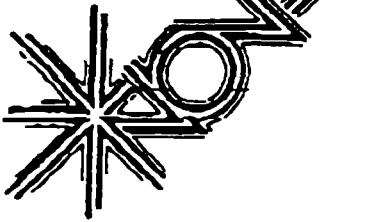
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Clementine Barfield, founder, Save Our Sons and Daughters (SOSAD), Detroit, MI

John Calhoun, Executive Director, National Crime Prevention Coalition (and planner/developer, Dorchester community Court project, Boston, MA)

NATIONAL ORGANIZATION FOR VICTIM ASSISTANCE •

1757 Park Road, N.W.¹
Washington, D.C. 20010
(202) 232-6682 ("232-NOVA")
FAX: (202) 462-2255



NOVA's Purposes, Activities, and Accomplishments

The National Organization for Victim Assistance (NOVA) is a private, non-profit, 501(c)(3) organization of victim and witness assistance programs and practitioners, criminal justice agencies and professionals, mental health professionals, researchers, former victims and survivors, and others committed to the recognition and implementation of victim rights. Each is described in the following review of NOVA's four purposes.

National Advocacy

In the public policy arena, NOVA has been the pre-eminent public interest group linked to the following successes:

1. In 1980 there were 27 victim compensation programs in the United States. In 1991, there were 49 state programs as well as ones in the District of Columbia and the Virgin Islands.
2. In 1980 there were only a few jurisdictions which took into consideration the impact of the crime on the victim when determining the offender's sentence. By 1991, virtually every state allowed or required victim input at sentencing.
3. In 1980 many victim service programs faced shutdowns. Federal funding had dried up and local funds were diminishing in the wake of an economic recession. But by 1991, local support was growing and was being supplemented in 33 states with millions of dollars to general victim assistance programs, while 24 states subsidized their rape crisis centers, and 48 helped fund domestic violence shelters. And the federal Victims of Crime Act was contributing nearly \$125 million each year to state compensation and local victim assistance programs.
4. In 1980 the concept of "victim rights" was merely that—a concept. By 1991, virtually every state had enacted some form of a bill of rights for crime victims, as had the federal government in passing the Victim and Witness Protection Act of 1982. In addition, six states had passed a victim rights constitutional amendment, and many other states had begun to consider such an amendment.
5. In 1980 no President had ever taken a leadership role on behalf of victims. Since then, the President has proclaimed a National Victims Week nine times, and a Presidential Task Force on Victims of Crime was established which produced 68 recommendations for improving the treatment of victims. Among the most notable recommendations that have been acted on is the enactment of the previously-mentioned Victims of Crime Act.

Direct Services to Victims

When NOVA first established a national headquarters in 1980, it did not offer direct services. However, requests for help from victims themselves soon made it apparent that in most communities, local services were either non-existent or limited to certain classes of victims—a situation that was particularly glaring in Washington, D.C., where NOVA's headquarters were housed. Responding to the imperative of helping those who seek it out, NOVA now:

1. Has some 10,000 contacts with victims every year, referring most to services near their home, but serving as the primary counselor and advocate for about 700 victims at any given time.
2. Has established a victim service program, "Project Response," in the District of Columbia,

currently relying on the work of trained volunteers, individual donations, and in-kind contributions.

3. Has initiated a national Community Crisis Response Team Project which involves trained professional counselors, all volunteers, who are sent to help communities which have been traumatized by a catastrophe.

4. Has initiated a national project to respond to families and victims of hostage-taking and terrorism overseas.

Assistance to Professional Colleagues

1. Since 1980, NOVA has provided training to prosecutors, law enforcement officers, nurses, social workers, judges, clergy members, correctional staff, and victim service practitioners in over 350 state, regional, and national workshops and seminars.

2. In the same time period, NOVA has organized thirty-eight regional conferences and twenty-six national conferences ranging in size from 50 to 1,000 participants. Its annual North American Victim Assistance Conference is the oldest continuous reunion of victim advocates in the worldwide victims' movement, while its twice-yearly National Crisis Response Team Training Institute has become the premier educational program for those seeking to bring comfort to communities stunned by a mass murder, a airplane crash, a tornado, or other disaster. Participant evaluations of the training programs and conferences have consistently been excellent.

3. NOVA has translated much of its training experience into written training curricula for seven professional groups, from law enforcement officers to mental health professionals.

4. NOVA maintains the premier national library and clearinghouse on victim issues and answers hundreds of requests for information each month.

Membership Services

By 1991, seventeen years after its founding, NOVA has drawn to itself an expanding membership of some 4,000 agencies and individuals who forge within NOVA bonds of fellowship across diverse professions and interests. Its services to them include the annual conference, its twelve annual issues of the NOVA Newsletter, and other benefits. And their volunteer service to NOVA has helped to make it a responsible and respected voice for victims.

That respect is reflected by the confidence placed in NOVA by other professional groups with an interest in victim issues. They have looked to NOVA to serve as an informal umbrella group, and NOVA has responded by initiating "National Victim Rights Week" (in 1980), and convening the "National Forum on Victim Rights," both co-sponsored by a dozen or more national organizations each year.

And NOVA has earned the respect of the nation's political leaders. The late Senator John Heinz wrote, "Most of the major reforms of the federal 'Victim and Witness Protection Act' [which he authored] reflect NOVA's careful research and effective advocacy." Peter Rodino, then chair of the Judiciary Committee of the U.S. House of Representatives, wrote soon after enactment of the Victims of Crime Act, "I salute NOVA as the respected leader of the victims' movement, and am proud of my long association with it."

And two years later, President Ronald Reagan sent these greetings: "The movement to ensure fair treatment for innocent victims of crime has made encouraging progress in recent years. I feel sure that no single group of citizens deserves more credit for that progress than your organization."



United States
General Accounting Office
Washington, D.C. 20548

Human Resources Division

July 24, 1992

The Honorable Edward M. Kennedy, Chairman
Committee on Labor and Human Resources
United States Senate

Dear Mr. Chairman:

The enclosed materials were prepared at the Committee's request and summarize information on the federally supported employment and training assistance available to out of school youth or adults not enrolled in advanced degree programs. The material includes a chart showing the executive branch agencies responsible for employment and training programs (enclosure 1), briefing charts summarizing the information we compiled (enclosure 2), a table listing the number of employment and training programs in each federal agency and their fiscal year 1990 and 1991 funding (enclosure 3), and detailed listings of the programs with their fiscal year 1990 and 1991 funding (enclosure 4). This information was compiled from the Catalog of Federal Domestic Assistance, fiscal year 1990 and 1991 federal budgets, agency documents, and discussions with agency officials.

We found 125 federal programs that provide various forms of employment and training assistance to adults and out of school youth with FY 1991 appropriations of \$16.3 billion. Some programs, such as the dislocated worker assistance program operated as title III of the Job Training Partnership Act, are counted as 3 programs--one with direct formula funding to local programs, another providing funds at the governors' discretion and a third providing funds at the discretion of the Secretary of Labor. Each is seen from the local level as an independent source of funding for dislocated worker assistance.

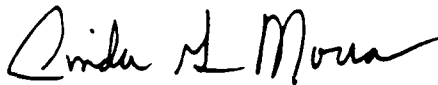
These programs were administered by 14 federal departments or independent agencies. However, most of the programs and the majority of the funding were for programs administered by either the Department of Education (49 programs with \$8.1 billion in funding) or the Department of Labor (30 programs with \$5.7 billion in funding). While four of the programs had funding of over \$1 billion each, many programs (72) had funding of less than \$50 million.

Most of the programs have particular target populations such as the economically disadvantaged, youth, or those with physical or mental disabilities. And, many of them provide similar services, such as counseling and assessment, occupational training or job placement services. In fact, we found many programs provide similar services to the same target populations. For example, we found 40 programs providing counseling and assessment to the economically disadvantaged, and 34 programs providing this group with remedial or basic skills training.

This myriad of programs creates the potential for overlapping services and confusion on the part of local service providers and individuals seeking assistance. Although multiple programs are an acknowledged problem, many barriers exist to effective program coordination or the integration of program services, such as varying target group definitions, differing administrative rules, and competition between programs. In related work we found examples of local Job Training Partnership Act (JTPA) programs coordinating their services with other programs, such as the Job Opportunities and Basic Skills (JOBS) programs (Job Training Partnership Act: Actions Needed to Improve Participant Support Services, GAO/HRD-92-124, June 12, 1992).

If you have any questions or would like to discuss this material further, please call me at (202) 512-7014, Sigurd Nilsen at (202) 512-7003, or Robert Rogers at (313) 256-8000.

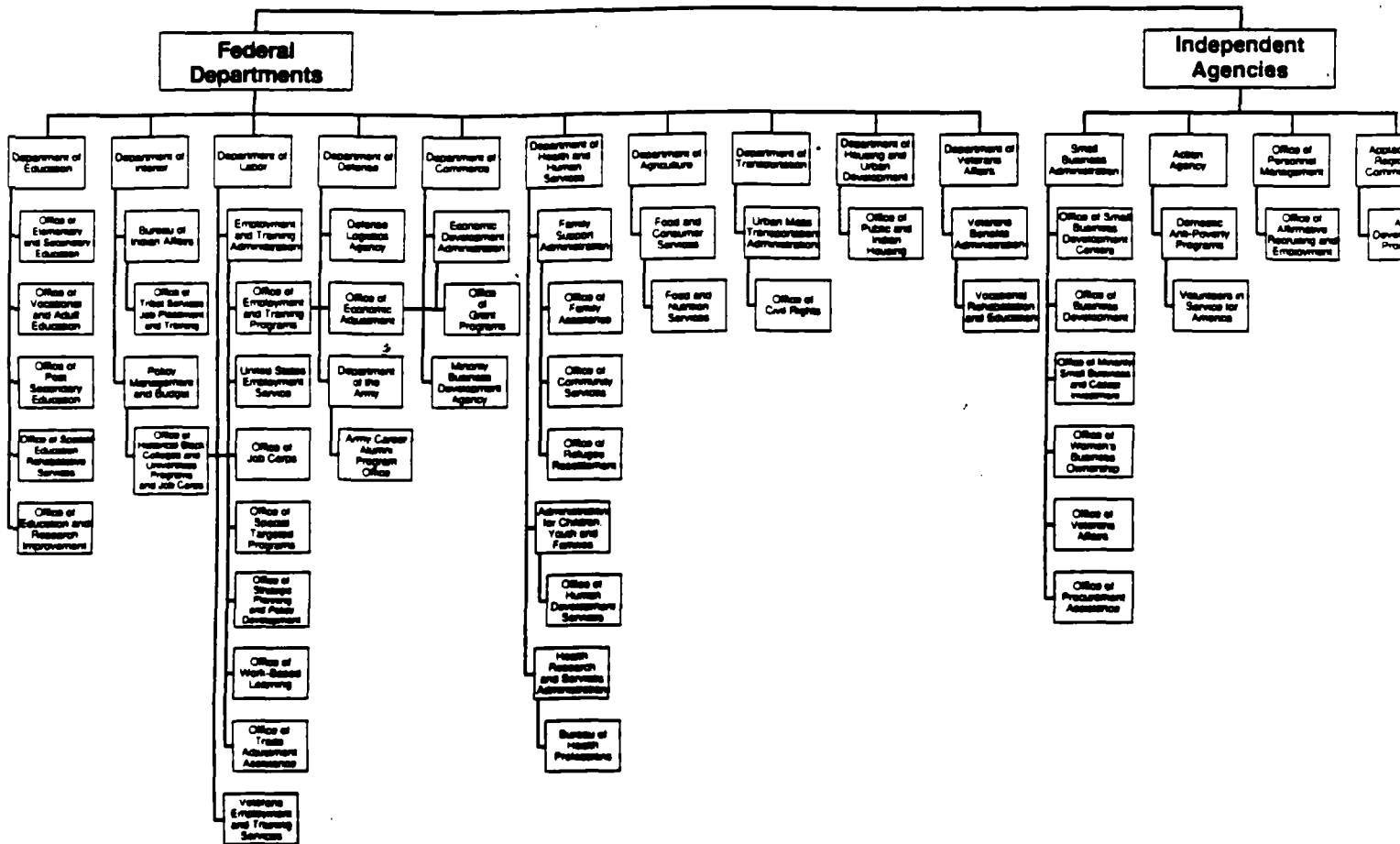
Sincerely yours,

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

Linda G. Morra, Director
Education and Employment Issues

Enclosures - 4

GAO Executive Branch Agencies Responsible for Employment and Training Programs



**GAO OVERLAPPING EMPLOYMENT
AND TRAINING PROGRAMS**

**Briefing for
Congressional Staff**

**GAO OBJECTIVE: Assess Potential
for Overlap and Confusion**

Identify programs with similar
services for similar groups

Identify differing program
definitions

Follow funding channels from
federal to state to local levels

**GAO Myriad of Programs Create
Overlap and Confusion**

**125 programs provide similar
services to similar target
groups**

**Coordination hampered
by many factors**

**Coordination difficult because
funding channels resemble a
sieve rather than a funnel**

GAO SCOPE AND METHODOLOGY

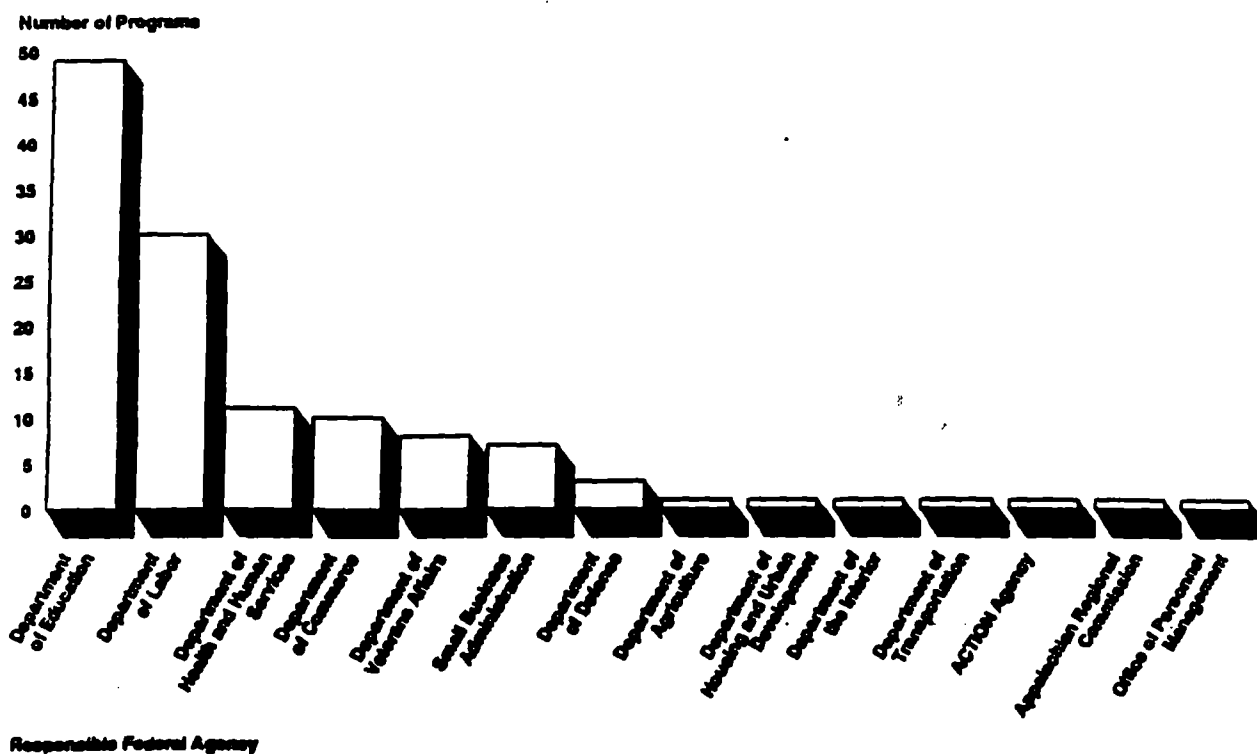
Identified federally funded programs designed to...

- assist the unemployed
- create employment
- enhance employability

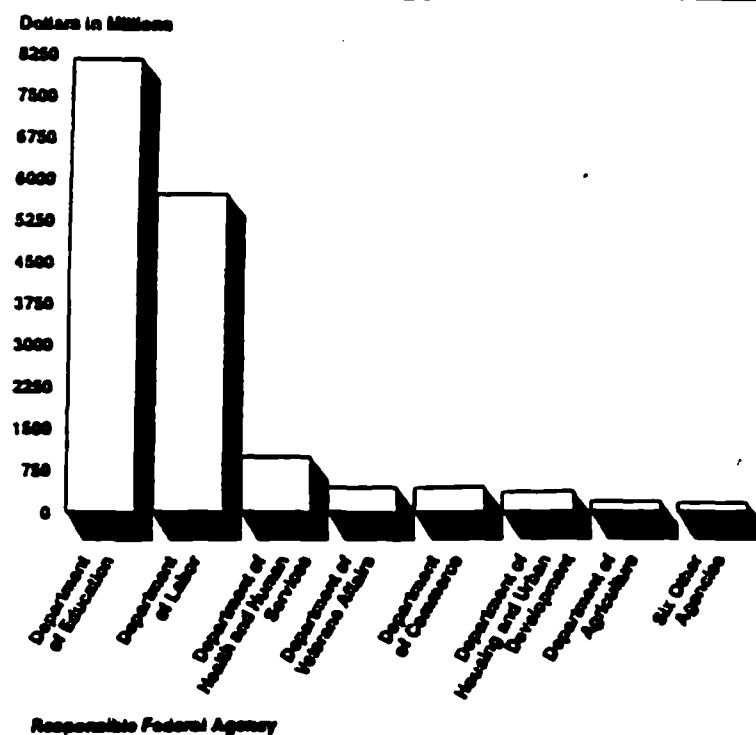
that provided services to...

- out-of-school youth
 - adults not enrolled in advanced degree programs
-

GAO 125 Programs Across 14 Federal Agencies

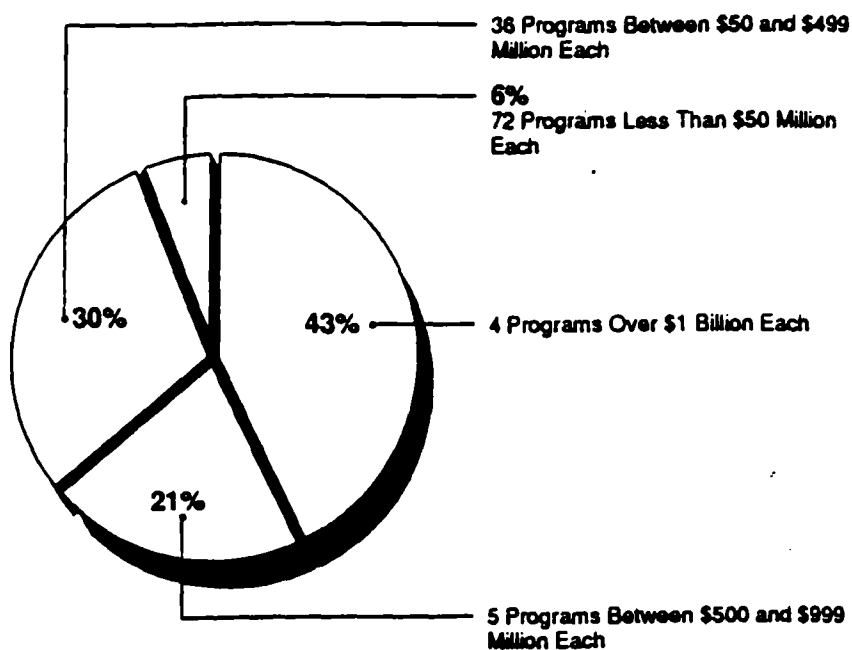


GAO Programs Spend \$16 Billion... Most in Education and Labor



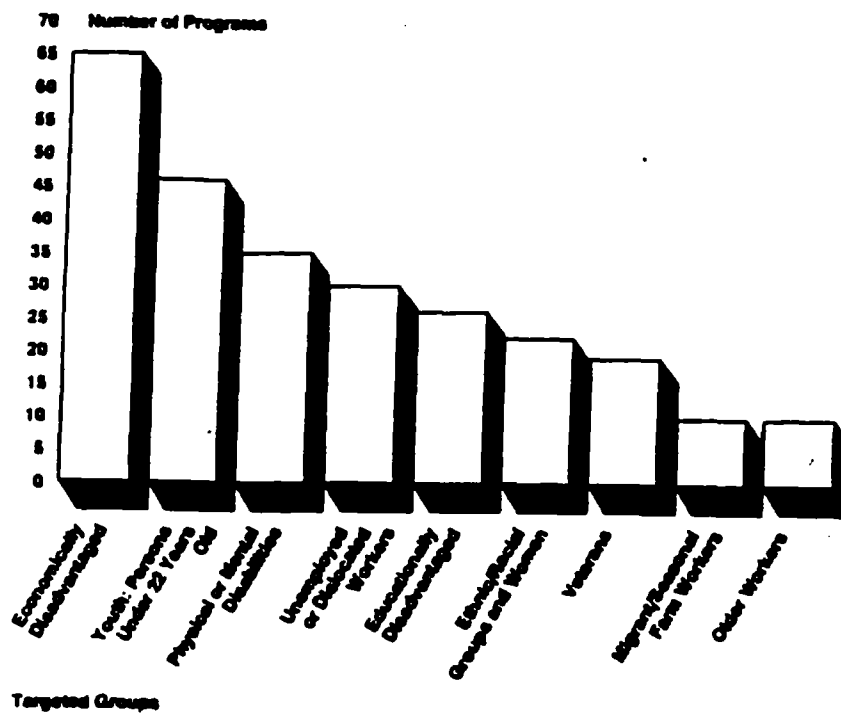
Based on FY 1991 funding levels for 13 of the 14 federal agencies.

GAO 72 Programs Spend Less Than \$50 Million Each

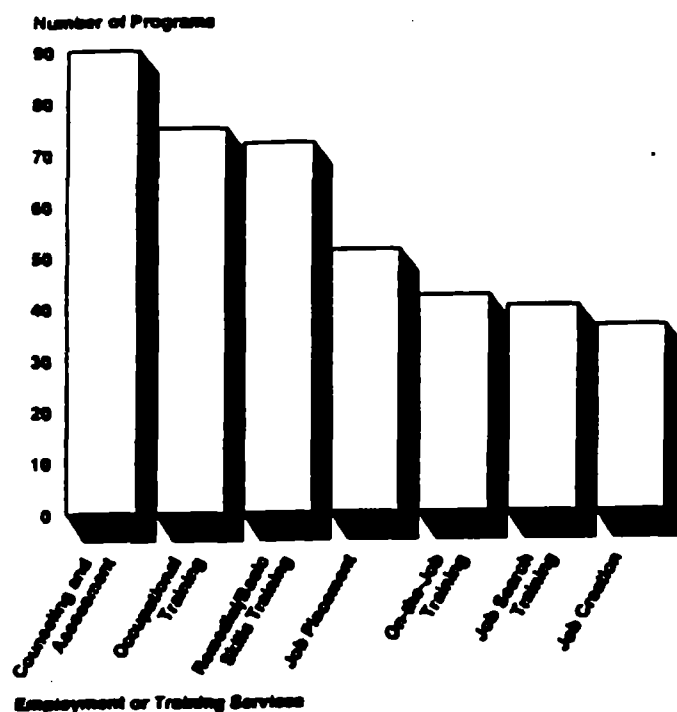


Note: Distribution is for the 117 programs funded in FY 1991.

GAO Many Programs Serve the Same Target Groups ...



GAO ... And Provide Similar Services



GAO Result: Overlapping Services

EMPLOYMENT AND TRAINING SERVICES

TARGETED GROUPS	Counseling and Assessment	Remedial/Basic Skills Training	Classroom Occupational Trng	On-the-Job Training	Job Search Training	Job Placement	Job Creation
Economically Disadvantaged	40	34	37	23	26	29	27
Youth: Persons Under 22 yrs Old	37	36	27	17	17	23	6
Physical or Mental Disabilities	29	21	21	16	16	22	7
Educationally Disadvantaged	19	22	9	5	5	8	4
Unemployed or Dislocated Workers	20	12	18	13	14	15	18
Veterans	15	11	8	7	7	9	4
Ethnic/Racial Groups and Women	19	6	14	10	8	13	8
Migrant or Seasonal Farm Workers	6	9	5	3	4	6	3
Older Workers	9	7	8	6	8	8	5

**GAO Differing Definitions Create
Barriers to Coordination**

**Varying target group
definitions result in**

- Confusion among programs
serving the same target groups**
 - Exclusion from some
programs serving the same
target groups**
-

**GAO Programs Differ in Defining
Economically Disadvantaged**

Eligibility based on ...

- Level of income
 - Ability to pay
 - Welfare status
 - Residency in depressed area
-

**GAO Coordination Hampered by
Fragmented Control of Funds**

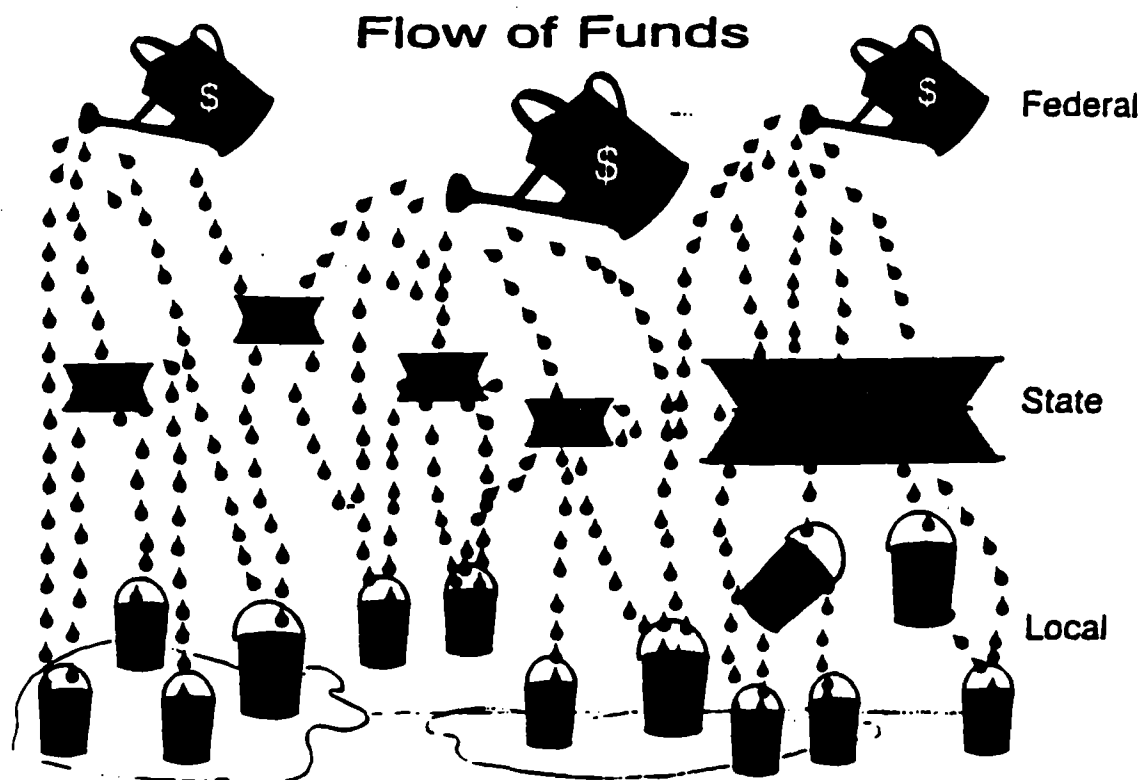
Control lies at many levels

- State administrative agencies**
- Local administrative agencies**
- Local service providers**

**Multitude of agencies
deliver services**

**In contrast, school districts
coordinate Elementary and
Secondary funds and services**

GAO Funding Process: More Like a Sieve Than a Funnel



GAO Other Barriers to Coordination

Differing administrative rules:

- planning cycles
 - accountability
 - data collection requirements
-

**GAO Multiple Programs
An Acknowledged Problem**

**Attempts to improve
coordination:**

Federal initiatives

- **coordinating councils**
- **client advocacy programs**

State initiatives

- **agency reorganization**
 - **one-stop shopping**
 - **client tracking systems**
 - **new coordinating councils**
-

**FEDERAL EMPLOYMENT AND TRAINING PROGRAMS: FUNDING LEVELS BY AGENCY
FISCAL YEAR 1990 AND 1991**

<u>FEDERAL AGENCY</u>	<u>Number of Programs</u>	<u>Funding Levels</u> <u>(000 omitted)</u>		<u>Percent of Total</u>	
		<u>FY 90</u>	<u>FY 91</u>	<u>FY 90</u>	<u>FY 91</u>
ACTION Agency	1	\$ 3,053	\$ 6,050	0.02	0.04
Department of Agriculture	1	137,000	166,000	0.92	1.01
Appalachian Regional Commission	1	10,000	10,000	0.07	0.06
Department of Commerce	10	255,220	426,546	1.71	2.60
Department of Defense	3	12,442	14,168	0.08	0.09
Department of Education	49	7,681,052	8,139,819	51.40	49.59
Department of Health and Human Services	11	850,521	968,199	5.69	5.90
Department of Housing and Urban Development	1	na	340,343	--	2.07
Department of Interior	1	23,379	21,789	0.16	0.13
Department of Labor	30	5,461,183	5,802,105	36.54	35.35
Office of Personnel Management	1	na	na	--	--
Small Business	7	106,659	89,724	0.71	0.55
Department of Transportation	1	1,135	1,493	0.01	0.01
Department of Veterans Affairs	8	402,666	426,853	2.69	2.60
TOTAL	125	\$14,944,309	\$16,413,089	100	100

Legend: na - funding levels unavailable

**FEDERAL EMPLOYMENT AND TRAINING PROGRAMS
FUNDING LEVELS BY PROGRAM AND AGENCY
FISCAL YEAR 1990 AND 1991**

Federal agency	Program name	Funding Level (000 omitted)	
		FY 1990	FY1991
ACTION Agency	Literacy Corps	\$ 3,053	\$ 6,050
Department of Agriculture	Food Stamp Employment and Training	\$137,000	\$166,000
Appalachian Regional Commission	Appalachian Area Development Programs	\$ 10,000	\$ 10,000
Department of Commerce	Minority Business Development Centers	\$ 23,714	\$ 24,960
	American Indian Program	\$ 1,495	\$ 25,00
	Economic Development - Public Works Projects	\$109,830	\$140,825
	Economic Development - Business Development	\$ 35,000	\$150,000
	Economic Development - Planning Organizations	\$ 23,102	\$ 23,102
	Economic Development - Technical Assistance	\$ 6,613	\$ 6,613
	Economic Development - Public Works Impact Project	na	na b/
	Economic Development - State and Local Planning	\$ 4,724	\$ 4,724
	Sudden/Severe Economic Dislocation and Deterioration	\$ 50,742	\$ 24,371
	Community Economic Adjustment Assistance Program	—	\$50,000c/
	Total	\$255,220	\$426,546

FEDERAL EMPLOYMENT AND TRAINING PROGRAMS
FUNDING LEVELS BY PROGRAM AND AGENCY
FISCAL YEAR 1990 AND 1991

Federal agency	Program name	Funding Level	
		FY 1990	FY 1991
Department of Defense	Defense Technical Assistance for Business Firms	\$10,700	\$9,000
	Military Base Reuse Studies/Community Planning	\$1,742	\$5,168
	Army Job Assistance Centers	--	na
	Total	\$12,442	\$14,168
Department of Education	Even Start	\$23,475	\$48,278
	Even Start - Migrant Education	\$726	\$1,490
	Women's Educational Equity Program	\$2,098	\$1,995
	Adult Indian Education	\$4,078	\$4,226
	Migrant Education - High School Equivalency Program	\$7,858	\$7,807
	School Dropout Program	\$19,945	\$34,064
	Adult Education - State Administered Programs	\$157,811	\$201,035
	Adult Education for the Homeless	\$7,397	\$9,759
	National Adult Education Discretionary Program	\$1,973	\$7,807
	Vocational Education Program Improvement	\$359,755	\$361,855
	Voc Ed Opportunities for Disadvantaged Individuals	\$184,061	\$185,135
	Voc Ed Opportunities for Handicapped Individuals	\$83,664	\$84,151

Federal agency	Program name	Funding Level	
		FY 1990	FY 1991
	Voc Ed Opportunities for Adults in Need of Training	\$100,397	\$100,983
	Voc Ed Opportunities for Single Parents and Homemaker	\$65,824	\$63,114
	Voc Ed Opportunities for Sex Equity	\$27,104	\$25,246
	Voc Ed Opportunities for Criminal Offenders	\$7,744	\$8,415
	Voc Ed - Cooperative Demonstration Programs	\$11,096	\$12,970
	Voc Ed - Indian and Hawaiian Natives Program	\$13,106	\$13,218
	Voc Ed - Community Based Organizations	\$10,850	\$11,711
	Bilingual Vocational Education	\$2,959	\$2,888
	Workplace Literacy	\$19,726	\$19,251
	English Literacy Program	\$5,888	\$976
	Demonstration Centers for Retraining Dislocated Workers	\$491	\$500
	Consumer and Homemaking Education	\$34,176	\$33,352
	Tech-Prep Education	--	\$63,434c/
	Student Literacy Corps	\$5,042	\$5,367
	Pell Grants	\$1,921,791	\$2,149,713h/
	Guaranteed Student Loan Programs	\$1,895,059	\$1,780,724i/
	Supplemental Educational Opportunity Grants	\$110,076	\$124,837i/
	Upward Bound	\$106,002	\$143,384
	Talent Search	\$27,115	\$46,000
	College Work Study	\$601,765	\$594,688

Federal agency	Program name	Funding Level	
		FY 1990	FY 1991
	Carl Perkins Loan Program	\$12,567	\$14,521 <u>h</u> /
	State Student Incentive Grants	\$8,581	\$9,212 <u>i</u> /
	Educational Opportunity Centers	\$12,095	\$14,000
	Veterans Education Outreach Program	\$2,801	\$2,733
	Student Support Services	\$90,638	\$120,700
	Rehabilitation Services - Basic Grants to States	\$1,528,498	\$1,632,625
	Postsecondary Education for Handicapped Person	\$6,510	\$8,559
	Secondary Schools Basic Skills Programs	\$4,938	\$0 <u>d</u> /
	National Center for Deaf-Blind Youths and Adults	\$4,938	\$5,367
	Handicapped Migratory and Seasonal Farm Workers	\$1,086	\$1,060
	Projects with Industry Program	\$18,765	\$19,445
	Rehabilitation Services - Demonstration	\$32,269	\$18,368
	Supported Employment - State Grants	\$27,630	\$29,150
	Supported Employment - Discretionary Programs	\$9,876	\$10,023
	Comprehensive Services for Independent Living	\$12,938	\$13,619
	Library Literacy	\$5,365	\$8,163
	Library Service Programs	\$82,505	\$83,898
	Total	\$7,681,052	\$8,139,819

Federal agency	Program name	Funding Level	
		FY 1990	FY 1991
Department of Health and Human Services	Job Opportunities and Basic Skills Program	\$463,038	\$600,000
	Work Incentive Program/WIN Demonstrations	\$20,000	\$0
	Community Service Block Grant	\$80,100	\$86,850
	Community Service Block Grant - Discretionary	\$23,092	\$23,210
	Community Service Block Grant Demonstrations	\$3,495	\$0
	Refugee Assistance - Voluntary Agencies	\$54,936	\$39,030
	Refugee Assistance - Social Services	\$75,000	\$82,950
	Runaway and Homeless Youth - Transitional Living	\$9,500	\$8,000
	Independent Living	\$50,000	\$60,000
	Health Careers Opportunity Program	\$27,308	\$19,340
	Total	\$850,521	\$968,190
Department of Housing and Urban Development	Operation Bootstrap/Family Self-Sufficiency Program	na	\$340,340
Department of the Interior	Indian Employment Assistance Programs	\$23,379	\$21,780
Department of Labor	JTPA II-A-Disadvantaged Adults and Youth (SDA 78%)	\$1,360,950	\$1,387,210
	JTPA II-A-Education and Coordinator (Governor's 8%)	\$139,585	\$142,270
	JTPA II-A Older Workers (Governor's 3%)	\$52,344	\$53,355
	JTPA II-A-Incentive Bonus (Governor's 6%)	\$104,688	\$106,700

Federal agency	Program name	Funding Level	
		FY 1990	FY 1991
	JTPA II-B - Disadvantaged Summer Youth (Regular)	\$686,777	\$670,186
	JTPA II-B - Disadvantaged Summer Youth (Native American)	\$13,000	\$12,726
	Dislocated Worker (SDA 50%)	\$185,441	\$210,794
	Dislocated Worker (Governor's 50% Discretionary)	\$185,441	\$210,794
	Dislocated Worker (Secretary's 20% Discretionary)	\$92,721	\$105,397
	JTPA Defense Conversion Adjustment Program	--	\$150,000 <u>c</u> /
	JTPA Clear Air Employment Transition Assistance	--	-- <u>e</u> /
	JTPA Migrant and Seasonally Employed Farmworkers	\$69,047	\$70,288
	JTPA Research and Development Projects	\$15,712	\$12,927
	JTPA Pilot and Demonstration Projects	\$30,467	\$36,216
	Federal Bonding Program	\$184	\$185
	JTPA Native American Employment & Training	\$58,193	\$59,625
	Senior Community Service Employment Program	\$367,013	\$390,360
	JTPA Job Corps	\$802,614	\$867,497
	Apprenticeship Training	\$15,517	\$16,051
	Trade Adjustment Assistance	\$280,024	\$269,500
	Targeted Jobs Tax Credit	\$24,653	\$19,518
	Employment Service (Wagner Peyser 7a)	\$701,135	\$724,605

Federal agency	Program name	Funding Level	
		FY 1990	FY 1991
	Employment Service (Governor's 10% Discretionary)	\$77,004	\$80,512
	Alien Labor Certification Program	\$32,515	\$33,554
	Interstate Job Bank	\$1,648	\$1,701
	JTPA Veterans Employment Program	\$9,345	\$9,120
	Disabled Veterans Outreach Program	\$74,398	\$77,170
	Local Veterans Employment Representatives	\$68,532	\$71,095
	Homeless Veterans Reintegration Project	\$1,920	\$2,018
	Job Training for the Homeless Demonstration Program	\$9,423	\$10,705
	Total	\$5,461,183	\$5,802,105
Office of Personnel Management	Disadvantaged Youth - Summer Employment Program	na	na
Small Business Administration	Small Business Assistance for Disadvantaged Persons	\$8,700	\$8,700
	Small Business Development Centers	\$49,338	\$30,000
	Women's Business Ownership Assistance	\$2,000	\$3,600
	Veteran's Entrepreneurial Training Assistance	\$268	\$270
	Service Corps of Retired Executive Association	\$1,599	1,581
	Business Development to Small Business	\$18,173	\$18,031
	Minority Business Procurement Assistance	\$26,581	\$27,534
	Total	\$106,659	\$89,724

Federal agency	Program name	Funding Level	
		FY 1990	FY 1991
Department of Transportation	Transportation Human Resources Programs	\$1,135	\$1,493
Department of Veterans Affairs	All-volunteer Force Education Assistance	\$88,207	\$152,81 <u>g</u> /
	Survivors and Dependents Educational Assistance	\$46,735	\$46,478
	Vocational Rehabilitation for Disabled Veterans	\$136,780	\$120,919
	Post-Vietnam Era Veteran Education Assistance	\$59,746	\$59,217 <u>g</u> /
	Educational Assistance for the Select Reserve	\$41,367	\$46,967 <u>g</u> /
	Hostage Relief Act Program	\$4	\$4
	Vocational Training for Certain Veterans on VA Pensions	\$443	\$450
	Veterans Job Training Act	\$29,384	-- <u>f</u> /
	Total	\$402,666	\$426,853

NOTES

a/Where we could readily obtain necessary information, funding levels estimate the level of funding directed at out-of-school youth and non-college adults.

b/Public Works Impact Projects: Funding included in Public Works Projects.

c/New program in FY 1991

d/Demonstration program not funded in FY 1991

e/Clean Air Employment Transition Program: New program, \$50 million funding begins 10/1/91

f/Veterans' Job Training Act: Program expired 3/3/90.

g/Veterans programs: Amount based only on funding for associate non-degree programs.

h/Education grant programs: funding only includes estimated levels for associate and non-degree programs.

i/Education loan programs; funding levels only reflect cost of program, and does not include cost of loans. Estimates are only for loans for associate and non-degree programs.

Legend: na = funding information not available
-- = program not authorized