

December 17/16, 1992

To: Al From, Presidential Transition

From: Anne Bryant, American Association of University Women
Marcia Greenberger, National Women's Law Center
Joel Packer, National Education Association
Nancy Zirkin, American Association of University Women

Re: Meeting Summary

Thank you for taking the time to meet with us today on gender equity in education. We were especially glad to hear about the major priorities of the Clinton administration, and how they are being shaped. We appreciated the opportunity to share our ideas on the necessary gender equity components in the National Service/Youth Apprentice programs and the Elementary and Secondary Education Authorization Act. We hope that you found the discussion on the Equal Remedies Act and the Freedom of Choice Act useful in your strategic thinking on President-Elect Clinton's legislative agenda.

The following is a summary of the issues discussed and what we believe the new administration needs to do substantively and/or politically:

THE ELEMENTARY AND SECONDARY EDUCATION ACT

GOAL--To ensure educational equity for women and girls throughout our nation's elementary and secondary public schools.

THE CLINTON ADMINISTRATION should work with us to include the following sex equity agenda in ESEA:

- assessment and testing must be valid and fair for girls
- establish an Office of Gender Equity within the Department of Education
- increase funding for the Women's Educational Equity Act (WEEA), dropout prevention programs, school based services, math and science programs and gender equity research
- create school environments that are free from sexual harassment and abuse
- promote teacher training to end gender bias
- encourage leadership training for girls

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NATIONAL SERVICE TRUST FUND/YOUTH APPRENTICESHIP

GOAL--to ensure that the program is inclusive, providing equal opportunities for women and girls and is designed to be gender equitable.

THE CLINTON ADMINISTRATION should include the following sex equity components in the National Service program:

- child care provided to all full-time participants with children
- other federal benefits (such as AFDC) should not be reduced based on the receipt of student financial loan forgiveness, or stipends
- maintain existing grant programs for low income students
- include non-college bound youth to ensure equitable participation of young women, particularly in non-traditional work programs
- having women leaders as an integral part of the program leadership
- using a non-military model to ensure that the program is not set up to the disadvantage of women

THE EQUAL REMEDIES ACT (EqRA)

GOAL--To pass the bill this year to remove the damages caps imposed by the Civil Rights Act of 1991 for women, people with disabilities and certain religious minorities who prove intentional discrimination.

THE CLINTON ADMINISTRATION should give serious support to the bill. In the 102nd Congress, even without a favorable administration, we had enough votes to pass the bill. With support from the new administration we should have enough votes for cloture.

THE FREEDOM OF CHOICE ACT (FOCA)

GOAL--To pass the bill as quickly as possible before state legislatures enact further restrictions. The FOCA ensures full reproductive rights for women in all 50 states--without waiting periods and mandated state lectures.

THE CLINTON ADMINISTRATION should continue to give positive support to the bill. The groups expect to push for FOCA passage at the same time that the new administration pursues its legislative agenda. We believe that the success of enacting FOCA will positively impact a whole range of Clinton initiatives--including health care--by settling the national debate over restrictions and controversial issues.

cc: Paige Gardner

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COMMENTS:

NUMBER OF PAGES (Including Cover Sheet) 6PHOTOCOPY
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ACTION'S MISSION

To stimulate voluntary citizen participation in addressing the needs of American communities,
particularly those of the poor, the disadvantaged and the elderly.12/10
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OFFICE OF THE DIRECTOR

1100 VERMONT AVENUE, NW
WASHINGTON, DC 20525

Ms. Catherine Milton
Executive Director
Commission on National and
Community Service
National Press Building
529 14th Street N.W.
Washington, D.C. 20045

Dear Catherine:

Thank you for the opportunity to comment on the draft of the Commission's first annual report.

I would like to divide my comments into issues with policy implications, overall questions of drafting style, and then some particular suggested edits.

With respect to policy, I would like to add my commendation to Les and the subgroup of the Strategic Planning Committee for the excellent discussion of the major issues during our recent two-day meeting. I will not attempt to revisit any of that discussion at this point.

There are two issues that, in my judgment, require attention immediately in the report. First, the report, with some exceptions, ignores the older American volunteer population. I do not have to recite the statistics that show the considerable level of involvement of that important segment of our society in the volunteer and service fields today and the considerable potential for greater involvement and impact in the future.

I believe the report, as drafted, goes well beyond the direct focus of the Commission and its activities; therefore, the Commission's original decision in its "mission" discussions to focus on youth is not a justification for ignoring that considerable population in this report, a document with much broader implications.

By ignoring older Americans, the Commission may fail to gain their support of the important recommendations in the report, a document whose intent I understand to be inclusive, not exclusive.

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ACTION'S MISSION

To stimulate voluntary citizen participation in addressing the needs of American communities,
particularly those of the poor, the disadvantaged and the elderly.

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The second policy issue concerns the discussion of full-time volunteer service, and particularly VISTA, in the report. I am, quite frankly, puzzled by the treatment. The Domestic Volunteer Service Act is not included in the initial discussion in Chapter 5. Subsequently, on page 7 there is a discussion of VISTA that implies significant deficiencies in the program, such as "provides little programmatic infrastructure or group interaction." References are made to "detailed applications," when no similar references are made to other volunteer programs that have application processes. There is a quote from a VISTA Volunteer that is critical of the experience. Subsequently, on page 9 there is a discussion of VISTA, Peace Corps, and other programs, under "Individual Sponsorship Models," described as "a model in which there is little or no programmatic structure to support the volunteers." (emphasis added)

Subsequently, on pp. 29-30 of the discussion, there is the statement that "we strongly prefer the team-based and group placement models." Then, somewhat puzzlingly and much later in the document, VISTA is listed as contributing 40,000 full-time volunteers toward the goal of 500,000.

I know of absolutely no discussion within the meetings of the Commission, nor with any member of this Agency, that lead to these particular conclusions in this annual report. I know of no structured documentation, nor evaluation information, that would lead to a conclusion about why one "model" should be "preferred" in this section of the report.

Interestingly enough, one of the issues our Commission has discussed at some length--the critical need to reach down to the needs of individual communities and local grass-root organizations--is in fact a centerpiece of the VISTA program and the entire ACTION agency, as well as some of the other "individual placement" models discussed in the draft of the report. I would respectfully submit that "individual placement or individual sponsorship" models are generally well-positioned to accomplish such an objective, and may indeed be a strength of the model that is not present in some of the other models cited in the report.

Such "individual placement" models may in fact be most appropriate when the expectation is, for example, that individuals will work as teachers in schools or be assigned to specific nonprofit organizations to carry out certain functions.

Furthermore, the discussion in the draft report totally ignores ACTION's expectation that a VISTA Volunteer will receive significant support from the nonprofit or local organization to

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which he or she is assigned. That is an explicit expectation of the program, and our ongoing evaluation will provide some information on how well that is occurring today.

The lack of interaction among VISTA Volunteers themselves is not an inherent philosophy of the VISTA model, but reflects budgetary and other trade-offs made in the implementation of the program. That is, we have chosen to set Volunteer training and group interaction activities at a certain level, recognizing that increasing such activity would create additional costs and thereby reduce our abilities to produce a certain number of volunteer service years.

There is nothing inherent about the VISTA program that precludes the assignment of a team of volunteers to a project. In fact, the average number of VISTA Volunteers assigned to a project is between 4-5, with the current range in size from 1-50. Program administration requires that trade-offs be made, and in many instances we believe that the needs of small organizations for 1-2 volunteers cannot be ignored, because many small organizations provide meaningful volunteer work and the individuals are able to contribute greatly to the low-income community and to the organization itself.

I do not believe that the "VISTA or Peace Corps model" is the only legitimate approach. I see potential benefits to youth corps and other similar organizations, particularly given the needs of some groups of individuals and communities. However, the document as drafted states a preference that I cannot endorse, and contains criticisms of certain programs that are supported only by a single anecdote and the undocumented views of the drafters.

In summary, I strongly suggest that any references to preferences in approaches, strengths or weaknesses of models, and other discussion related to the weaknesses of VISTA or other specific programs, be deleted from this report. If the conclusion of the drafting Committee is that there should be a preference stated, then I ask that all members of the Commission be polled formally on this question, and if the polling supports the preference as drafted, I would intend to submit a minority view on this subject.

Turning to drafting style, I strongly support the positions made by other members that the document needs to distinguish better between being a report of the Commission's activities over the last year and providing a treatise on broad policy recommendations. Although my belief is that an annual report should only be the former, I understand that to be a minority view on the Commission. However, it is very difficult to

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separate the two purposes in the current draft, given the manner in which the document is drafted.

Also, as discussed at the meeting of the Commission, the drafting throughout the document needs to make clear that Service Year is not a new program being established.

Finally, I suggest some particular edits focusing on ACTION's activities (I have not attempted to edit the document in its entirety, recognizing that there will be significant changes made over the next two weeks).

The edits are as follows:

1. Chapter 5, page 7: The last two sentences in the first paragraph should be revised to read: Of the approximately 3,300 current volunteers, the great majority are recruited locally. While 36 percent of the Volunteers are college graduates, 22 percent have graduated recently. The average age of the total volunteer pool is almost 40.

The next-to-last sentence in the second paragraph should read: The volunteers make one year commitments but many stay longer (the average stay, according to the last survey, is 18 months).

2. Chapter 5, page 11: Stipends for VISTA Volunteers--VISTAs are paid, on average, a subsistence allowance equal to a minimum of 105% of the poverty index for a single individual. Individual allowances are adjusted to reflect differences in cost of living. The current average is about \$7,300, plus health insurance costing about \$1,500 annually.
3. Chapter 5, page 11: Post-Service Benefit--At the end of service, VISTA Volunteers receive a maximum of \$95 for each month of service, or \$1,140 annually. In addition, Volunteers qualify for certain Perkins loans cancellations and deferment of Stafford and Perkins loans during service.
4. Chapter 5, page 11: Programmatic Costs--Federal staff support costs for the administration of VISTA are difficult to determine because ACTION staff work on other programs. ACTION estimates the average administration cost of the current VISTA program to be \$3,500 per participant, but the incremental cost for each volunteer added is less than \$500 per participant.

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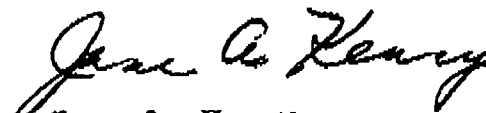
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5. Chapter 5, page 25: Second sentence in paragraph 2 should read: "Currently, VISTA Volunteer subsistence allowances are not subject to Social Security taxes...." (Note: Volunteer subsistence allowances are subject to income taxes; also, stipends are subject to both income and social security taxes)
6. Chapter 6, page 18: In the next to last paragraph on the page, revise the third sentence to read: "The Commission should not directly establish the programs and organizations on which the community service system will be built." Also, delete all remaining sentences in that paragraph.
7. Chapter 6, page 20: Delete the last sentence before the section on State Role.

Thank you again for the opportunity to comment on the draft report. If you cannot reach me directly concerning these comments, please call Gary Kowalczyk on 202-606-4842.

Sincerely,



Jane A. Kenny
Director

cc: Les Lenkowsky
Thomas Ehrlich

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To: SS
Fr: LW
Hello!

National Association of
Service & Conservation Corps

TO: Presidential Transition Staff on National Service
FROM: National Association of Service and Conservation Corps
SUBJECT: Involvement of Youth Corps in Clinton National Service Plans

The National Association of Service and Conservation Corps, which represents approximately 75 youth service and conservation corps around the country, including Boston's City Year program, applauds President-elect Clinton's plans for expanded youth service opportunities. We believe that corps can and should play a significant role in these plans. Corps can also address other policy objectives of the Clinton Administration, including those in the areas of job training and job creation, welfare reform, education, conservation and the environment, community development and the improvement of our infrastructure.

What Are Youth Service and Conservation Corps?

Corps engage young people, generally 16-23 years old, in service activities which meet the needs of communities and prepare participants for the future. Corps promote self-esteem, leadership, citizenship and community involvement. As of June 1992, sixty-three year-long and summer corps existed in twenty-seven states and involved approximately 17,500 young people. (In recent months, with funding from the Commission on National and Community Service, twelve new corps have been launched.) Today's corps trace their roots back to the Civilian Conservation Corps (CCC) of the 1930's and the more recent Young Adult Conservation Corps of the 1970's. The oldest and largest--the California Conservation Corps--was founded in 1975. Like the California Conservation Corps, many corps nationwide are engaged in conservation projects which range from building trails through national parks to cleaning debris-ridden beaches. Other corps, located in urban areas, undertake a variety of human service projects and physical improvement activities ranging from rehabilitation of low-income housing to landscaping urban parks. Corps are also able to rapidly respond to emergency situations. For instance, the Los Angeles Conservation Corps has been actively involved in the clean-up following

the riots. Similarly, the Miami Service Corps has expanded its efforts to include the areas affected by Hurricane Andrew.

All corps provide at least a stipend to corpsmembers, some provide minimum wage or wages slightly above minimum wage. Most corps also provide education, job-training and life skills (money management, personal health, parenting skills) classes. A day of a typical corpsmember may look like this:

Physical training from 7:30-8:00 a.m.

Life skills and general education from 8:30-10:00.

Work from 10:30-12:00 and from 12:30-4:30.

Journal writing and reflection from 5:00-5:30.

Who are Corpsmembers?

Although corps are made up of a diverse mix of young people, the typical corpsmembers is at risk of "not making it" economically and educationally. Many corpsmembers have children and live in households receiving public assistance. The majority of young people enter corps without a diploma or GED; most are among the "Forgotten Half" of youth who never pursue higher education. Some youth enter to gain a GED, others to learn skills, still others enter in order to be more involved in their community. Many corpsmembers find that the corps dramatically changes their life for the better. The Wall Street Journal recently reported some of the many success stories emerging from the Durham, N.C. corps. Lucretia Wilkerson, a former corpsmembers, was a high school dropout who had been peddling drugs. She now attends Durham Technical Community College and hopes for a four-year degree from North Carolina Central University. Similarly, Richard Lee Godfrey, a 23 year-old junior high school dropout earned his GED and is now a private health-care caseworker.

What Role Can Corps Play in the Clinton Administration?

National Service Trust

The notion of reciprocity undergirds the proposed National Service Trust as it does the philosophical orientation of the corps community. Like the exchange of loans for service, corpsmembers receive training, education and other services in exchange for their service to the community. Thus,

corps are a natural component of the envisioned National Service Trust.

The economic status of most corpsmembers, combined with the prohibitive cost of higher education, indicates that scholarships for service (pre-college) would be very attractive to corpsmembers. Such scholarships would increase the number of corpsmembers who do go onto higher education. Additionally, providing a benefit other than scholarships or loan forgiveness, such as a stipend to be used for job training or technical school, would be of significant value to potential corpsmembers. Loan forgiveness for youth who have completed college would also be beneficial for corps. Such loan forgiveness would likely increase the numbers of middle-class youth interested in participating in corps.

There is no doubt within the corps community that corps expansion is needed, with or without a National Service Trust. Every corps has a long waiting list, some have as many as 50 youth applying for every available corpsmember slot. Corps have always had difficulty sustaining a stable funding base, and while the Commission on National and Community Service is an important source of funds, its current budget is simply too small to provide for significant corps expansion. The Clinton Administration can play a vital role in expanding corps opportunities by increasing federal financial support of corps activities and by linking corps with other suitable programs in federal departments such as Housing and Urban Development, Labor, Energy and Interior.

Corps and Other Clinton Administration Initiatives

Unlike many other service programs, corps prepare youth to join the labor market or go on for further education. Thus, corps can play a role in the job creation and training initiatives desired by the incoming Clinton Administration. Corps can also be participants in the initiatives on education, conservation and natural resources, community development, and the improvement of our infrastructure.

Job Creation/Job Training

- *Corps provide jobs, job training, an income and the vital link to the greater job market.
- *Without a corps, most corpsmembers would be unemployed or working at unskilled jobs without a future.
- *Corps provide participants with a variety of hard skills, such as those

needed for forestry, trail maintenance, bridge building, recycling, carpentry, painting, human service administration, and direct care delivery. Participants also master the "educational tools" necessary for these projects.

- *Corpsmembers learn the value of work and explore their goals, skills, aptitudes and preferences.

- *Corpsmembers learn the important basic skills of writing a resume, interviewing, and seeking out available jobs.

- *Corps assist corpsmembers in making the transition from the corps to work, placing them in jobs, apprenticeship programs and internships.

- *Through attainment of education and job skills, current and potential welfare recipients instead become members of the paid labor force. Corps thus function as an excellent example of a "welfare-to-work" program.

Education

- *Corps accommodate a broad range of educational needs from corpsmembers preparing for the high school equivalency exam to those who have a high school diploma or GED and want to try out college-level learning and earn college credits. They also assist corpsmembers who have low basic skills or who are limited in English proficiency.

- *Corps offer a unique educational structure called service learning, a process which works with corpsmembers whose previous educational experiences have been unsuccessful.

- *Service learning connects learning activities with corpsmembers' work experiences, participation in the corps community and lives outside the corps.

- *Service learning also teaches critical thinking and basic skills.

Conservation and Natural Resources

- *From Florida to Alaska, conservation corps engage young people in projects ranging from campground construction to trail clearing, and from stream bank stabilization to timber stand improvement.

- *State and local conservation corps as well as the Federal Youth Conservation Corps, are critical mechanisms for remedying the well-documented backlog of forest and park infrastructure projects.

- *Conservation corps provide their own supervisors, thus expanding the resources of state and national forests and park agencies.

- *Conservation corps provide ongoing environmental education and expose corpsmembers--including women and persons of color--to nontraditional natural resource management careers.

- *Studies of conservation corps have consistently shown that the work

corpsmembers do is worth significantly more than the amount invested up front.

Community Development/Infrastructure Improvements

*Corps improve communities through such work as making abandoned housing habitable, preserving historic buildings, building ramps to make buildings accessible to the elderly and handicapped, and weatherizing the homes of senior citizens.

*Corps are involved in reclaiming and rehabilitating many of our neglected urban areas, turning abandoned areas into sites for stores and other commerce, housing and recreation.

Additionally, like the projects of the Civilian Conservation Corps--building roads, constructing levees, and replanting acres of trees--today's youth corps have a role to play in rebuilding our nation's infrastructure, including making improvements to roads, highways and bridges.

Conclusion

Corps are an excellent example of President-elect Clinton's often stated philosophy of rights and responsibilities. Corps allow young people from the fringes of society to undertake a central role in rebuilding their communities in exchange for the wages, training and education which will help make them productive citizens. Corps are ready to play a major role in a number of Clinton Administration initiatives and NASCC is eager to begin working with the transition team to make these ideas realities.

**THE YOUTH SERVICE SUMMIT:
THE CHALLENGE OF MANAGING GROWTH**

**July 9 & 10, 1992
Georgetown University**

**A Summary Report
Produced by Youth Service America**

August 6, 1992

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Special thanks to the Catherine D. MacArthur and W.T. Grant Foundations for project support, and to Elspeth Revere, Samuel Halperin and David Sawyer for wise counsel. Youth Service America is deeply grateful to summit participants for their generous contribution of time and experience.

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PLANNING AND DOCUMENTATION: Tanya Fedoruk
PROJECT OVERSIGHT: Roger Landrum

INTRODUCTION

For two days in early July, 28 of the youth service field's foremost thinkers and practitioners gathered at Georgetown University to discuss the strengths and needs of the field, and to identify key leveraging strategies to expand and deepen the impact of youth service in our society. Several foundations asked Youth Service America to convene this leadership summit, seeking a candid report on the status of the field and insightful recommendations about strategies to move the field forward.

The participants represented youth service organizations from all streams of service and from all across the country, bringing with them a range of personal and institutional perspectives. National leadership and infrastructure organizations, including Campus Compact, Campus Outreach Opportunity League, National Youth Leadership Council, StarServe and Youth Service America were represented by their executive directors. The directors of exemplary, front-line service corps such as City Year, YouthBuild, Youth Volunteer Corps of America, the D.C. Service Corps and the Philadelphia Youth Service Corps also contributed. A strong contingent of young leaders -- both program professionals and service participants -- contributed their experience and perspective. And recognizing the growing prominence of state government youth service offices under the National and Community Service Act, representatives of state lead agencies from Pennsylvania, Arkansas, Michigan and Massachusetts participated along with the National Commission's Vice Chair.

The substantive objectives of the two-day summit meeting were to: (1) identify the greatest achievements and needs of the field; (2) identify and prioritize strategies that will leverage the field forward; and (3) design collaborative projects that will capitalize on these leveraging strategies, together with rough estimates of cost. This report will follow this three-step structure and will detail the consensus recommendations put forward by the group. The process was marshalled and the group kept on task by a skilled facilitator, David Sawyer, Director of Students for Appalachia at Berea College in Kentucky. In preparation for the meeting, a background paper based on interviews with a sample of participants was circulated in advance to give focus to the discussions (attached).

I. ACHIEVEMENTS AND NEEDS OF THE YOUTH SERVICE FIELD

In the late 1980s, the broad field of youth service organizations, in a variety of institutional settings, began to conceive of itself as a true national movement. These individual "streams" of service include school-based youth service programs, collegiate organizations, full-time service and conservation corps, and community-based programs. The movement was accelerated as common interests and a common agenda emerged from a series of collaborative projects, national conferences and leadership meetings. These seminal events produced new funding strategies, leadership initiatives, coordinated policy directions, White House and Congressional youth service initiatives and other pillars which built a strong base for future growth of the field. The linkages between programs and streams of service became stronger and better defined and the field was also advanced by the power of a few exemplary programs at local and state levels and by a cadre of dedicated visionaries at the national level.

The leadership summit opened with the group identifying a broad and varied list of achievements in the field of youth service over the past several years. Some participants focused on aspects of the field's infrastructure. A growing national policy and program network has been strengthened by the creation of nongovernmental leadership organizations, policy forums such as the Working Group on Youth Service Policy, collegiate leadership groups, and other coalitions and joint projects on the local, state and national levels. Others identified the quantitative expansion of the field, noting a growing number of diverse young participants, programs and funders. The number of

full-time youth service corps around the country, for example, has grown from only an handful in the early 1980's to over 75 in 1992. The group also recognized as a major achievement that the idea of youth service, especially as manifested in key "model" programs, is becoming more prominent in the legislative arena, in the media and among the public. [See Exhibit A].

The field's rapid growth presents its leadership with a broad set of new challenges and deeper needs. Some of the needs dealt with the question of duration -- how to stabilize the field and strengthen programs for the long haul. Other needs addressed ways to continue the expansion of the field, developing new initiatives in certain areas to elevate the field to a new level. This was not an endorsement of growth for growth's sake, however, and the group stressed the importance of anchoring the field on a solid bedrock of principles and practices. Participants placed a high priority on ensuring that a field with increased numbers and attention can faithfully carry out its mission, maintain a high level of program quality and stay true to its philosophical roots. Exhibit B lists an inventory of needs identified by the participants, in no particular order.

The field is now approaching a new stage of development and requires revised mechanisms of planning and collaboration, and fresh strategies to build and refine the movement. Many participants stressed that, with national priorities and attention beginning to recognize many aspects of the youth service agenda, we have the opportunity to enter a "lift-off" phase. Dorothy Stoneman, President of YouthBuild, underscored the importance of forward planning at this stage of the field's development: "We have to be ahead of the game. The field has to prepare itself for a quantum leap." This

sentiment was shared by many others in the group -- that, if the youth service movement is approaching the lift off point, the leaders must sharpen their focus through strategic planning and through defining and articulating common goals and visions for the movement. In addition, it was suggested that youth service leaders must ensure that there is adequate development of the field's infrastructure to prepare the field for increased attention, funding and participation.

In the next stage of the summit, the group was asked to identify key leverage points of major opportunity, where aggressive implementation of effective strategies or projects would have an exponential impact on the field. From a discussion of major opportunities, participants combined and prioritized a list of five major leveraging strategies, outlined in Section II. The group then identified a list of ground-breaking projects to capitalize on the opportunities to leverage the field forward, selecting five of these to develop in greater detail, described in Section III.

EXHIBIT A

RECENT ACHIEVEMENTS OF THE YOUTH SERVICE FIELD

Heightened Awareness:

- Increased media attention
- Youth service placed on bipartisan national agendas
- Acknowledgement that a national youth service movement exists
- Attributable, in part, to the new federal role: National and Community Service Act; the Points of Light Foundation; the President's Points of Light Initiatives.
- The demonstrated viability of youth service

Increased Funding:

- Greater foundation and modest corporate support
- Broader base of support, new funders

Quantitative Growth:

- More young people participating in service
- More opportunities available for young people to serve
- Participation enhanced by conferences and effective networks
- Increased monetary value of the outcomes of service
- Tangible impact of service -- millions of hours of service performed
- Increased number of corps
- More diversity of participants, in age and background

Organization of the Field:

- State and Campus Compacts
- Working Group on Youth Service Policy
- Stronger involvement of state governments
- Creation of nongovernmental leadership organizations
- New and stronger coalitions

Program Development:

- Urban Corps Expansion Project (UCEP), YouthBuild and conservation corps
- Volunteer Centers and high school service clubs
- Outreach to traditional youth organizations: Scouts, 4H...
- Good strong models for evaluation purposes
- The demonstrated viability of youth service

Service and Schools:

- Linkages between education and national service
- Greater involvement of teachers
- Development of service learning curricula
- Forging school-community partnerships

The Lives of Young People

- Stronger youth participation and leadership in youth service decision making
- Changes in youth servers' lives, development of citizenship
- Second chances for inner city youth
- Involving younger youth in service
- Professional opportunities within the youth service field
- Creation of role models/heroes/mentors

American Society

- Redefining the role of youth in society -- youth as resources
 - Service as a reciprocal act
 - Social and institutional changes, service and social action
 - More community members involved in service
-

EXHIBIT B

THE GREATEST NEEDS OF THE YOUTH SERVICE MOVEMENT

Maintain financial stability, expand sources of funding
Launch a massive PR campaign to integrate the idea of service into popular culture
Involve young people in service at a much younger age
Increase effective outreach to "isolated" youth, not currently participating
Institutionalize service learning and youth leadership as major principles of the movement
Create career paths and professional opportunities for work within the field
Focus on leadership development of young people
Integrate service into existing institutions and movements -- school reform, juvenile justice, war on drugs...
Develop closer connection with educational institutions of all types
Develop closer connection between service and reflection, doing and thinking
Develop linkages between "band-aid" approaches and social justice/advocacy, and between volunteerism and community service
Make transition from compassion to policy to social justice
Penetrate the public policy debates -- get off periphery
Build coalitions of nonprofits: government, education, business, religion
Develop more comprehensive approach to social and community issues
Set measurable community goals
Foster support from a greater number of community leaders
Work closely with policy makers and become more politically sophisticated
Develop more support for the field -- training, research, technical assistance, a clearinghouse for information
Identify hard data on whether programs work and why
Foster accountability, democracy, cohesion among players in the field
Specific, strategic goal setting for each stream
Develop linkages among streams of service
Emphasize the development of nongovernmental infrastructure agencies -- e.g. YSA, COOL, NASCC, Campus Compact, NYLC
Develop a stronger infrastructure to support programs
Develop a stronger policy base and process for arriving at policy goals for the movement
Ensure the policy base supports a diversity of programs and innovation
Identify implications of growth -- does service allow for/require a reallocation of resources and replacement of professional workers and services?
Launch a professional journal for the youth service field
Reauthorize the National and Community Service Act, with appropriate improvements.

II. THE LEVERAGING STRATEGIES

1. Integration of Service into the Critical Institutions of American Society

In many ways, youth service is beginning to take center stage in America. Youth service programs are far-reaching and beginning to impact upon many of our critical national institutions, developing collaborative projects and defining shared goals. In the District of Columbia, the State of Maryland and elsewhere, the public school system has instituted a service requirement and is working to achieve its effective implementation; in Boston, the corporate community has been systematically mobilized in support of the City Year corps program; and in Los Angeles, the media's attention to the Los Angeles Conservation Corps in the wake of the L.A. riots was extensive. But many voices at the meeting recognized that in order to move to the next level, the idea of youth service has to penetrate these critical institutions -- schools, business, media -- on a more consistent and far-reaching basis.

The group identified these established institutions as major areas of opportunity through which youth service organizations could mobilize existing resources by identifying partnerships and shared agendas. For example, in the case of City Year, the business community in Boston has been brought together around this innovative corps program to make a substantial re-investment in the local communities and in the city's youth. Another way in which institutions could use their force to leverage the field forward is simply through increasing understanding and widening the circle of "true

believers" who have seen the benefits of youth service in action. And, third, institutions can offer the youth service movement stability and staying power, ensuring that the idea of youth service never becomes viewed as a "passing fad" once the current flurry of attention passes. Discussion also pointed out that assimilation into existing, large-scale institutions, such as public education, the employment training system and federal agencies, does carry an attendant risk of erosion of principles of best practice. This problem could surface if expansion outruns the reach of the technical assistance capabilities of the field's several, but still small, leadership organizations or if larger new federal or state government initiatives bypass the field's current leadership.

Overall, the institutions most often mentioned in the discussions as potential youth service allies were the media, government, schools, community organizations, religious groups and the business/funding sector.

The Media: Marketing the youth service message, and exemplary programs in particular, was widely cited as a high priority for the field. Participants suggested that, through a more coordinated and sophisticated use of the mass media on a local and national basis, the general public could be made more aware of youth service. In addition to a mass market approach, it was suggested that key professional communities -- teachers, employers, government officials -- could be educated through focused marketing strategies. In this way, the critical institutions themselves could be targeted directly through the media. Towards these ends, the group rated as a high priority the launching of a National Marketing Campaign for the youth service field (see IIIA).

The Government: Youth service has increasingly been adopted into the agendas of local and national policymakers. Through legislation or through the power of their office (e.g. the "bully pulpit"), national policy makers have had a great impact on moving the field ahead. And at the state and local levels, governors and mayors have demonstrated the ability to mobilize their communities behind youth service. The participation of 500 mayors across the country in National Youth Service Day 1992 through coordination with the U.S. Conference of Mayors is one striking example.

The single greatest leveraging strategy through the government sector to date has been the National and Community Service Act of 1990. Key leaders in the field were instrumental in defining its policy framework and securing its passage, most forcefully through the youth service leadership forum, YSA's Working Group on Youth Service Policy. Local programs also had a significant impact on the national level. They served as tangible examples for Members of Congress of youth service in action in the Members' states and congressional districts across the country. Maintaining this capacity for coordinated action within the field was described as challenging but vital to the future of the field; one of the proposed projects later in the text addresses this leverage strategy directly -- the National Leadership Initiatives.

The Schools: The establishment of closer connections between service and education was a consistent and clear recommendation by participants. The institutions of our public and private schools represent an incredible resource with which to develop collaborative initiatives around common goals. The development and implementation of service learning curricula in some

schools around the country have been pioneering steps in this direction, but there was a strong sentiment within the group that additional resources needed to be committed to this leveraging point. The group gave high priority to targeting teachers with coordinated, interactive training about service learning and high school service programs through Comprehensive Preservice and Inservice Teacher Education Programs.

Community Organizations: At the heart of youth service programs are essential community needs. Therefore, critical institutions at the local community level were identified as important partners for collaboration in youth service initiatives. Collaborative initiatives could be developed into lasting relationships and, it was hoped, youth service integrated into the mindset and programs of local service providers. Many participants also pointed to tighter linkages between service programs and existing community organizations as important ways to ensure that the impact of service is responsive and is targeted at real needs. In addition, partnerships would ensure that all existing community resources -- manpower, expertise, funding -- were mobilized to meet the ends of service. Partnership projects which mobilize pairs or broad coalitions of organizations have the potential to expand, strengthen and leverage the field.

The Business/Funding Sector: The group noted that a greater commitment of resources on the part of American society is necessary to reach the day when all young Americans have the opportunity to serve their communities through high-quality programs. This need for more funding was put in terms of broadening the existing base of individuals, corporations and private foundations which have supported youth service initiatives in recent years.

Before passage of the National and Community Service Act, the field's expansion strategies were essentially fueled by foundation support, yet relatively few foundations have made youth service a priority and corporate support is thin at all levels of the field. Reaching out farther into national and community foundations, the business community and "non-traditional" sources of income would not only "enlarge the pie" but would also work towards a broader understanding of the benefits of youth service throughout the country.

2. Strengthening the Infrastructure of the Field

The youth service field is unusual in that many of its "established" programs and organizations are just 3 to 5 years old. It is a field filled with entrepreneurs and pioneers, whose programs have ploughed into uncertainty and, very often, set new standards of excellence. For the field to mature, one day's innovation must become the next day's conventional wisdom, as program veterans are able to identify and communicate principles of best practice and successful program models, and communicate them to broader constituencies. Today, with the introduction of growing numbers of youth service programs and participants, fledgling programs are looking to the pioneers for guidance and instruction. And the pioneers themselves, still writing the rules for the field, require a firm and expanding base of support as they move up the ladder rung after rung.

Across the board, participants identified the need for the strengthening of the field's infrastructure. They identified shared needs for information, training and professional development, research, technical assistance and evaluation.

This not only requires a sharing of knowledge and experience within the field, but the proactive generation of hard data on program models and practices. This information can be used to leverage the field forward by developing effective collaborative systems of collection, processing and dissemination. Mobilizing resources and developing strategies around common goals, such as youth leadership, the creation of professional career opportunities within the field and the development of local capital were all put forward as other desired products of a stronger infrastructure. Infrastructure investments should cut across the various constituencies -- school, college, corps and community programs -- and promote cross-streams collaboration.

There were calls to expand and build upon the work that independent sector organizations such as Campus Compact, Campus Outreach Opportunity League, National Association of Service and Conservation Corps, National Youth Leadership Council, YouthBuild USA and Youth Service America, have done to provide this kind of support to their constituencies. The National and Community Service Act sets aside a significant but relatively small pool of discretionary funding to help develop the infrastructure of the youth service field. Summit participants called for significant additional support from the government, foundations and the corporate sector in order to address their concerns in this area.

The concept of building youth service leadership hubs, or centers of excellence, at both national and regional levels, was also discussed as part of the new architecture needed for the field's advancement. The hub concept follows a principle the field's pioneers have followed to ensure program

quality during rapid growth: building on a foundation of successful program models in each stream and through the leadership of seasoned innovators and managers who share an integrated vision for the field. Creating a rooted field, the new hubs or centers of excellence would be the field's finest programs, most skilled leaders, and visionary organizations which are already demonstrating the directions in which the field can grow soundly.

New resources coming into the field would be directed to these hubs which would develop expansion and replication strategies, and technical assistance capabilities to implement them with a high probability for success. Hubs might also act as venture capital centers, overseeing investments made with foundation, government and corporate contributions within categories that are areas of expertise of the respective hubs. With this strategy, political spoils systems might be avoided and failed ventures that might harm the youth service field's reputation could be minimized. The growth of the field would be managed by the field's rooted centers of excellence.

3. Collaboration on the National Level to Organize, Broaden and Develop the Field through Identifying Fundamental Policy and Funding Strategies.

Following on from the infrastructure strategies outlined above, the group devoted a great deal of attention to refining the leadership or governance structures of the field -- who makes decisions and by what processes? A more unified vision and voice for the field was identified as a crucial goal, if the idea of youth service is ever to carry with it the power of a true "movement." John Briscoe, Director of PennSERVE, said: "We aspire to be a movement and there are now strong signs that we are. But to sustain this, we need an

ongoing institutional structure to consult, to debate and, when necessary, to speak as one." Samuel Halperin, Study Director of the William T. Grant Foundation's Commission on Youth and America's Future, argued that "the field needs a strong, guiding entity at the center, or else the different streams may spin off on their own, without a sense of unity or common destiny."

Participants recognized several areas in which national leadership initiatives could work towards common goals and leverage the entire field forward: building and strengthening internal coalitions; strategic planning; policy development and government relations; and outreach to the general public. The crucial issues are reinforcing processes for setting common goals and for undertaking cooperative actions as the field grows, and finding funding to stabilize these capacities.

Amid the calls for collective action in some key areas, several participants did raise caveats about building the field's central leadership capabilities, and questions of exactly how to proceed. Halperin identified several areas in which the field could move strongly if it moved together, but asked: "how much priority are leaders of individual organizations willing to give to initiatives that will benefit the movement as a whole, compared to the priority of advancing their own programs?" He pointed out, however, that consultation and compromise could identify shared priorities and common goals. Some participants, including Gail Kong, CEO of StarServe, argued that any central entity must have established processes that are democratic, consultative and inclusive.

Most participants agreed that the field should be deliberative and incremental in strengthening existing leadership groups and in creating new mechanisms for collective action. Chuck Supple, Vice President of the Points of Light Foundation, summarized a general opinion of the group that "we should move ahead, but move slowly and take intermediate steps."

A widely suggested area of coordinated leadership initiatives was the legislative and policy arena. Jim Kielsmeier of NYLC noted the "potential to lift up a more clear, commonly-held vision of the field...[and] the potential for coordinated action, primarily around policy development and legislative action." Other specific areas ripe for common action were a field-wide marketing/media strategy, leadership training and clearinghouses that cross streams of service, and, more generally, regular meetings of the field's leadership.

The group recognized that the development of these capabilities falls on the nongovernmental leaders in the field, since the federal legislation has focused primarily on the states and localities without major recognition of the role of the field's national nonprofit leadership organizations.

4. Philosophical Deepening

The youth service movement is much more than just a collection of individual programs, a framework, and a leadership group with a strategic plan. The philosophical undercurrents, which flow through the field like electricity, have as much to do with defining the identity and future of the field as any of its structural elements. As new programs enter the field, along

with new constituencies and new sources of funding, the philosophical roots and direction of the movement become even more important as a bond that holds the programs and streams together under common goals.

Bill Hoogterp, Executive Director of COOL, placed this idea of philosophical deepening high up in his list of priorities for the field: "Funding is always a primary consideration for us, but it isn't really the frontline challenge. The challenge is developing a collective message and vision that, if found, can be articulated and will charge and inspire the media, major funders, the American people and the major institutions in this country." Clarifying the purpose and mission underlying the youth service movement for public consumption was identified by others, as well, as an ongoing challenge for the field. A "Tower of Babel" image of the youth service field, with a thousand individual voices and missions, would not be compelling for either the general public or for funders. Through a clearer delineation of the underlying principles, rationale and goals of youth service, it was argued that youth service would be better understood and more likely to receive a greater investment by American society.

David Sawyer explained that the group's understanding of "philosophical deepening" involved more than just the ability to express clearer principles and goals. "As a field, we have to be aware of, and develop, and demonstrate to others the direct linkages between community service and other key elements of our society." Sawyer said that these linkages, which were discussed by the group, included the close relationship between youth service and cultural diversity, youth empowerment, democracy and citizenship, social and systemic change, advocacy, spiritual and personal development,

and careers in public service. "These are among the threads that weave youth service into the fabric of American society," said Roger Landrum of YSA.

"Inside the field, we need to keep broadening our understanding of these philosophical underpinnings and how they are tied to the missions of our programs. And we also have to get the point across to the general public that all of these ideas are manifested in service programs." The youth service field, beyond its programmatic achievements, clearly aspires to help lead American democracy beyond racial and class divisions, to institutional renewal, and to a new vitality of citizenship.

One philosophical area especially important to members of the group is the role of youth. Participants stressed that the field needs to always recognize as a priority greater youth involvement not only in service programs, but in leadership of the movement. Diane Jackson, a recent graduate of American University who will coordinate the campus service aspects of the D.C. Comprehensive Service Plan, said: "As a field, we need to practice what we preach. Because we all recognize the power of youth and the importance of youth leadership, we have to provide opportunities for young people to play leadership roles within the field, just as we encourage them to play active roles in social change. With that, we must make sure they have the support and training to be effective leaders, both in the service field and in society."

5. The Importance of Measurable Goals

The central aspect of this strategy revolves around the need to document achievements, shortcomings, changes and impact in the youth service field. Participants recognized that identifying goals and analyzing results can help

to get to the heart of service by assessing the impact of programs on communities and on the lives of young people. In her recent book, Within our Reach, Elizabeth Schorr recognizes this need to operate programs with goals in mind; she profiles a series of model programs that have successfully done this, and whose work has a demonstrated impact.

Participants argued that leaders of service programs, as well as participants, need to ask the targeted questions that will not only sharpen their focus but will also lead to more effective programs. Are we reducing the numbers of homeless Americans? Are fewer young people dropping out of school?

Participants identified a range of ways in which the development of this kind of data could benefit the field. First, these conclusions would provide constructive evaluative feedback for programs and for leaders of the field in terms of the impact of service. In this way, the youth service field could identify success and not just applaud it but replicate it as well. This results-oriented data would also strengthen the internal identity of the field since it would enhance the ability of the field to set, measure and share common goals. And finally, the numbers and results could be used to demonstrate to the public, funders, and government the tangible impact of youth service.

The process of identifying goals and collecting information about impact must be done on the level of individual programs, for each of the youth service programming streams, and on the national, field-wide level as well. Substantial funds will be needed to achieve this. And the field will need the assistance of professional researchers, including the country's great research universities, to build a solid body of knowledge.

III. THE PRIORITY PROJECTS

The group focused on identifying specific projects to push ahead in each leverage area. From the larger pool of proposed projects (listed in section IV) the group selected five projects to discuss in greater detail, with the assumption that this work would serve as a springboard for future development of these projects. These projects initially sketched at the summit are: a National Marketing Campaign, a series of City-wide Youth Service Initiatives, National Leadership Initiatives, a Youth Service Census and Almanac, and a Comprehensive In-service and Pre-service Teacher Training Program. Teams were formed to flesh out each priority project.

1. National Marketing Campaign

Jennifer Bastress, Campus Outreach Opportunity League
David Battey, Youth Volunteer Corps of America
Michael Brown, City Year
Diana Bucco, Pennsylvania Campus Compact
Tony Fairbanks, Philadelphia Youth Service Corps
Gail Kong, Star Serve
Harlan McKosato, United National Indian Tribal Youth
Billie Ann Meyers, Arkansas Division of Volunteerism
Nate Nelson, YVCA

The Plan: A central marketing project for the youth service field would be created and empowered to wage a wide-ranging campaign to promote public awareness and a deep understanding of the power of youth service. Phase one would consist of setting strategy and setting the parameters of the

campaign. A cross section of program specialists from within the field, along with expert public relations consultants, would be brought in by the marketing project staff to define a set of issues, themes and goals for the campaign. It was argued that some level of ongoing consultation would be necessary throughout the campaign to encourage ideas from the youth service field, to ensure buy-in and to gauge impact.

After the initial planning phase, the project would then directly implement the multimedia marketing strategies. The campaign would include: national and local advertising on television, radio and print; placement of op-ed pieces and stories featuring service and exemplary programs; local campaigns built around themes or programs; marketing to key target audiences and institutions, such as teachers and public employees; publication of informational and promotional books and pamphlets; and training local programs in marketing techniques. Participants argued that the marketing project would need to have a truly national scope and a firm strategic sense of the youth service field.

Mike Brown, Co-Director of the City Year corps program, suggested that the project could be created as a stand-alone entity, soliciting input and direction from a group of national youth service leadership organizations. Alternately, he suggested that it could be a project of Youth Service America, because of YSA's national scope and experience in developing cross-streams projects.

This marketing effort was given a multi-million dollar price tag by the group and was chosen by most summit participants as a central priority. The initial

planning period was given a price tag of \$250,000. In full swing, the marketing division might operate on a budget of up to \$5 million/year.

Rationale: Mike Brown was especially insistent about the priority of this project. "John Kennedy set a major national goal for the nation -- put a man on the moon by 1969 -- and then mobilized the resources and commitment to carry it out. We can set our sights high too. Aim for 1 million young Americans participating in full-time service by the year 2000, with 3 million in quality part-time programs. We're not going to get there without a very aggressive and strategic marketing effort that increases awareness of youth service and establishes it as a priority for this country."

Brown, along with the other members of the program team developing this concept, urged the rest of the summit participants to "think big" and learn from successful marketing strategies in the private sector. By defining and publicizing the key themes of the field, and recognizing the exemplary programs, the campaign would not only provide for greater national understanding and support for the field, but could also provide internal strength as scattered participants come to see themselves as part of a bigger picture. In addition, the media efforts would help to create a context for the expansion of the youth service field. With a greater national understanding of the power of youth service, the public would not only see an opportunity to expand the field, but would be convinced that there is a genuine need to make youth service a national priority.

In addition to capitalizing on the leveraging opportunities identified in Strategy #1 (Critical Institutions), the national marketing campaign would

also address Strategy #5 (Measurable Goals). The tangible, measurable impact of service on the lives of young people and in the community would make a potent and compelling message; but lacking a messenger, this message could not be conveyed. The group recognized the need for a sophisticated mechanism for relaying stories and data about the impact of service to the general public. In addition, the group identified public perception of youth service as a goal that ought to be measured; a national marketing campaign could build in an evaluation component to track its effectiveness.

2. City-Wide Youth Service Initiatives

David Crowley, Students for Appalachia/Berea College
Diane Jackson, D.C. Service Coalition
Vanessa Kirsch, Public Allies

The Plan: This project would launch five innovative youth service initiatives in five locations around the country, mobilizing young people from the various citywide programs and major local organizations to address a central community need. A "national oversight board," along with a small national staff, would develop guidelines and procedures, then solicit applications that addressed the central themes of the program. Each of the five model initiatives, selected by the oversight board from a pool of entries, would be designed to: use youth as resources to address a critical community need; focus the community's attention on that need; and create innovative partnerships between existing community-level organizations, government officials, schools, the media, and business and celebrity leaders in the community.

Each project would kick off with a youth summit meeting with community leaders to assess needs and resources, and to design the year-long initiative. For example, a creative, well-constructed proposal could mobilize young people, schools and community groups in Seattle to address a growing and widely-recognized gang problem in that city. Then, during the course of the year, the project would involve young people working with other coalition members in service, addressing the identified pressing community problem. The project would receive a \$25,000 grant, which would have to be matched by local support, to cover operational costs.

The initial one-year start up phase of the project, in which the oversight board and the full-time staff developed the program guidelines and solicited the initial applications, was slated at \$100,000. From Year Two, in which the first five initiatives would be launched along with technical assistance and back-up, the project would require an annual outlay of at least \$300,000 per year.

Rationale: This City-wide Youth Service Initiative is an example of a project falling at the intersection of several leverage points. By striking new partnerships between major players and institutions at the community level, the project mobilizes untapped resources and creates the possibility for lasting relationships. Each initiative would also help to strengthen the infrastructure of the field, developing linkages and collaborative relationships at the local level.

The Initiative also presents the opportunity to use the mass media as a leveraging strategy. By placing young people on the front lines of problem-

solving, addressing a widely recognized and tangible community need, the idea and practice of service can gain access to the public spotlight. And as distinct, intensive campaigns, each initiative would be able to provide a body of measurable results -- ranging from participation to impact.

An essential part of each initiative would be a tangible need, a visible set of goals, a local/community focus and the recognition of youth as resources. These factors, together, would make each project a tangible model of the power of youth service as a vehicle for social change, for building communities, and for providing opportunities for youth leadership and involvement. Cross-streams collaboration, involving young people of differing ages and backgrounds in teamwork is a central goal of this project.

3. National Leadership Initiatives

Samuel Halperin, W.T. Grant Foundation Commission
Bill Hoogterp, Campus Outreach Opportunity League
Jim Kielsmeier, National Youth Leadership Council
Gail Kong, StarServe
Roger Landrum, YSA
Shirley Sagawa, National Commission
David Sawyer, Meeting Facilitator
Toni Schmiegelow, City Volunteer Corps
Susan Stroud, Campus Compact
Chuck Supple, Points of Light Foundation

The plan: The primary project emerging from leveraging strategy two -- "Collaboration on the National Level -- was the development of national leadership capabilities around concerns shared by the various streams of service.

The first step, on a time-sensitive schedule, was the creation of a Task Force to address the reauthorization of the National and Community Service Act in 1993. The group recommended that this Task Force be chaired by Shirley Sagawa and be as inclusive as possible in an effort to ensure buy-in at every level and from every stream of service. The Task Force will conduct regional hearings and conduct a survey, to solicit a broad base of input and to identify any new needs of the field. As an outgrowth of the survey, the Task Force will also mobilize a cross-streams, grass-roots advocacy effort around the reauthorization effort. Participants also suggested that the Task Force publish a "Voices from the Field" report with a range of views of new directions for the NCS Act.

This plan was accepted by the group and the decision was made to proceed immediately.

The second step in the national leadership project, as fleshed out by the group, was a reconvening of the principals of national organizations who attended this summit meeting. An additional number of leaders would be invited to participate, with numbers reaching no more than 15. Youth Service America was asked to convene the meeting, with planning input from an Advisory Group comprised of leaders of national organizations attending the summit. David Sawyer was asked, once again, to act as a facilitator.

The agenda for this one-day next-step meeting was set: to compare in depth organizational missions, agendas and roles, and to explore ideological differences and reach common understanding of differing interests and

priorities. The second agenda item will be to discuss an agenda for a regular series of national leadership meetings, and to determine the scope and purpose of the meetings. One idea is to undertake a field-wide strategic planning process with the guidance of expert consultants. Dorothy Stoneman agreed to draw up a "Quarterly Meeting Structure and Schedule" as background for planning the meeting series. This follow-up meeting was envisioned as the first step in a process of reinforcing and developing collaborative efforts on the national level to address fundamental and critical needs of the youth service field.

Rationale: The potential benefits of increased consultation between the key national organizations have been highlighted throughout this report: the ability to set goals and agendas for the field, the ability to foster cross-stream collaboration, the ability to formulate policy positions and the ability to define central messages of the field and to speak with a unified voice. This summit, itself a National Leadership Initiative, was identified by participants as a very positive step for the field, not only in terms of the specific projects defined, but by the enhanced sense of teamwork and the sharing of common visions.

Participants emphasized the importance of the structure and process of leadership initiatives and common, field-wide projects. Jim Kielsmeier emphasized that a democratic process was important to ensure the inclusion of ideas and viewpoints, and to ensure that the various organizations around the country feel part of the movement. Chuck Supple took this suggestion one step further, suggesting that the entire youth service movement be accessible and work to include all sectors of American society: "we should try to make service owned by everyone."

4. Youth Service Census and Almanac

Andre Berry, City Year
Keith Canty, DC Service Corps
Bill Hoogterp, Campus Outreach Opportunity League

The plan: This project would launch the comprehensive collection of field data and information in the form of a Youth Service Census. The results of this census would contribute, in part, to the production of a youth service Almanac, targeted at young service participants.

The Census would cover all streams of service, collecting information every three or five years from every school and college/university in the country, as well as all community-based and corps programs. Before launching the census, a task force of youth service and census experts would conduct a needs assessment and design the survey questions. A preliminary sketch of questions to be asked of each program include: basic structure and philosophy; impact of service; number of service participants involved; demographics of participants; budget range and source of funding; information on professional and volunteer staff. The information would be compiled, published and then sold to national organizations, state lead agencies, funders, programs and individuals.

The group recommended that one, or several, of the central national youth service organizations play a major role in organizing and supervising the project, and also suggested that much of the data collection could be contracted out to a professional survey firm.

The Almanac would use some of the program information gathered by the Census, but would complement this with information relevant to young service participants. In addition to a broad review of service opportunities for young people, including names and addresses of organizations, the Almanac would include background information about the history and philosophy of youth service, the various streams and different types of program models. Several participants underscored the importance of presentation, suggesting photographs and profiles of young service entrepreneurs. In addition, the group suggested that a celebrity actively involved in service and youth issues be actively involved in promoting the publication.

Cost of the Almanac was estimated at \$300,000 for the first 10,000 copies -- including staffing, research, computer needs and printing costs. The program would be designed to maintain itself in the long run through sales of the book.

The rationale: The census and the almanac serve somewhat different purposes, but both provide a road map of the field. The existence of a common road map was described as an important development in the self-identity of the field. More specifically, the information collected would act as a valuable resource to service participants and program staff alike, and would accelerate other research initiatives in the field. As the field expands and service programs and activities become available in all 50 states, accurate and useful information will be needed by many audiences, from Congress to the youth people seeking to serve.

The two projects have marketing rationales as well. Results from the census could be broken down and compiled to demonstrate the scope or impact of youth service, and used as a marketing tool for the field.

5. **Comprehensive In-service and Pre-service Teacher Training Program**

Diana Algra, Michigan Community Service Commission

Although this project was selected as a high priority by the group, all of the participants but one chose to develop the other project areas during the project development stage. Nonetheless, the group felt strongly about the need to integrate the idea and practice of youth service into the infrastructure of American schools and especially to inform and train the nation's teachers in program design and Principles of Best Practice.

The premise behind this project is to mobilize and pool service learning resources and information into a teacher training program, targeted both at teachers familiar with and new to service learning. This plan would use the training to leverage the idea of service into America's schools and create a new circle of youth service advocates by bringing larger numbers of teachers into the movement. In addition, the training would provide a quantitative and qualitative growth of K-12 service curricula and programs, and ensure that growing numbers of students are exposed to quality service opportunities through their schools.

IV. OTHER PROJECTS

The following projects, like the five detailed above, were identified by the group to capitalize on the leveraging strategies. Time constraints made it impossible to fully develop all suggested projects, however. Those that were not selected for development at the summit meeting are listed below.

1. YSA, with the assistance of a National Advisory Board, would retain a strategic planner for the youth service field. The goal would be to engage the leading organizations and constituencies in development of a clearer common vision and longer-term expansion plan for the field as a whole.
2. Develop the skeleton for a national system of youth service based on creating centers of excellence and replication, or hubs, and invest in an infrastructure rooted in and utilizing the expertise of outstanding local programs and leadership. The field's growth strategy needs to create an enduring system of national youth service and avoid developments that discredit youth service. Congress and corporations, in particular, must be engaged in a growth strategy the field's leaders believe will work.
3. Comprehensive training and support for young professionals within the youth service field, including the development of career paths and the establishment of an interactive network of mentors.
4. Development of standards and training for programs and organizations that involve young people in leadership and governance, as well as

recognition of exemplary organizations that provide leadership roles for young people.

5. Convene a meeting of youth service players to identify social needs and strategies for affecting change; disseminate White Paper with results of this meeting; develop position statement acceptable to all participants.

6. Create a clearinghouse of programs focusing on social change as an outcome of service.

7. Convene a group of national youth service leaders to set a specific series of national goals, such as: increase awareness/support of youth service to 75% nationwide; raise number of nonprofits with youth representation on their board of directors to 50%; increase number of young people participating in leadership training nationwide to 1000/year.

V. CONCLUSION

It is clear from this meeting that the youth service field has in recent years achieved a solid initial level of success. This can be measured by a growing program network across the country, rich in the range of its local models and the diversity of young people becoming involved in service, and by an emerging youth service policy framework at national, state and local levels. A vigorous if sometimes shaky sense of common direction and purpose has also been achieved without sacrificing the extraordinarily decentralized and entrepreneurial nature of the field.

Summit participants also believe that the accelerating growth of the field is approaching a "lift off" stage which, if successfully navigated, can generate a new, large-scale, system of national and community service bringing enormous benefits to young people, the social and environmental needs they serve, and the civic values of the country.

The challenges faced by the field and its leaders, however, if the surge of growth is to be well managed over the next couple of years and sustained beyond that are large and growing more complex. The processes of consultation, of setting common goals, and of implementing activities with a spirit of unity, must be substantially improved among the field's key organizations and various levels to meet the new challenges.

Broad avenues for leveraging the youth service field forward on a truly enduring foundation have been identified and outlined in this report.

Timely progress in each of these areas will clearly require first-class planning and capabilities, on the order of resources utilized by top corporations or major government efforts. The entrepreneurial leadership of the youth service field has achieved much with little, but will be deeply challenged and tested to meet the ambitious goals implicit in the leverage points and projects identified in this report.

Two of the projects -- the Task Force on reauthorization of the National and Community Service Act and the follow-up meeting for the National Leadership Group -- can be implemented immediately without straining available resources. Shirley Sagawa has agreed to chair the Task Force and is uniquely qualified to do so. Youth Service America has agreed to host a follow-up meeting of the principals of the field's national organizations for an in-depth exploration of missions, interests, and agendas -- to assess to what extent and how the national leadership can act in unison to encourage and direct the field's next stage of potentially explosive expansion.

The other priority projects will require collaboratively developed, detailed work plans and major new funding to move into an action phase.

A final finding from the summit is highly encouraging about the future of the field. The field's pioneering leadership is fully committed to responding effectively to the new challenges of creating a large-scale national youth service, and will see the proposed projects through to completion to the extent that resources can be found to plan and implement these projects. Shirley Sagawa, Vice Chair of the National Commission, summed up the concluding tone of the meeting: "This was a very important process, having

YSA pull us all together to discuss where we are headed. Coming out of the meeting, I think the group felt very positive. There was a sense of buy-in to the whole process and a renewed commitment to work together within the movement."

The sentiment of common missions and visions was echoed throughout summit, and especially in the concluding exercises. David Sawyer wrapped up the meeting by detailing some of the visions that underlie the work carried out by all organizations in the youth service field. We share a commitment to give real opportunities to our nation's young people to serve and to learn, and to use the energy and ideas of young people to develop solutions to our most serious social problems. These are, in fact, the true "leveraging strategies" that will build and strengthen our communities, our nation and our future.

①. make a punchy

summary

②. tie to Goal III

③. Put in idea of possible effect / # of kids making

④. this will be part of E/S book.

Draft -- Community Service Initiative

Background

The National Service Trust Fund proposed by President-elect Clinton has the potential to transform the nation by rebuilding our communities and revitalizing the spirit of citizenship. A community service initiative for school-age children would similarly support the "new covenant" of rights and responsibilities by teaching young people from the earliest grades that they have the power to make a difference in their communities and a responsibility, as citizens, to do so.

⑤. Tie to themes

~~Recognizing the potential of service as it relates to citizenship's Goal three~~
~~For this reason, the National Education Goals recognize the importance of community service participation as a means of achieving the citizenship goal.~~ However, the limited research available suggests that participation of elementary and secondary school-age children in these programs will not only create better citizens, but will pay additional dividends by:

includes the objective that...

- Improving student achievement by making learning meaningful and reengaging students turned off by traditional teaching methods;
- Building stronger ties between schools and communities, which can have positive impacts on the school in other ways;
- Helping young people develop self-esteem and skills of teamwork, leadership, and problem-solving.
- Increasing young people's connection to their communities, thereby reducing antisocial behavior such as drug use and crime; and
- Providing many hours of needed services at minimal cost;

To achieve maximum benefits, community service programs should involve "service-learning," an experiential educational method through which students engage in community service activities that allow them to apply skills and knowledge gained in academic subjects. Service-learning may be incorporated into the school curriculum -- for example, a science class might organize recycling efforts while they study the effects of pollution -- or take place afterschool, weekends, or during vacation periods on an extra-curricular basis, thereby fulfilling the dual purposes of educating students and engaging them in productive, supervised activity outside of school hours. Results are most dramatic where service is pervasive throughout the school;

~~for example, Washington Elementary School in Washington, D.C., where the school has been a model of service-learning since 1987. Another example is Christ the King High School in PA, which has a dropout rate of 10%.~~
Community service for school-age children is an important emerging issue. Of the eleven New American Schools models, eight include community service as a key element of reform. Dozens of school districts and the state of Maryland now require a minimum number of hours of service as a graduation requirement. Minnesota allows school districts to levy taxes specifically to support service programs and Pennsylvania, as part of a comprehensive and

implies that schools are going to college level as supported by intensive service programs

Collection of Essential Schools - Ted Sizer proposed more as a way students will learn, readiness for h.c. graduate

The Value of the Partnership Program in San Antonio, which provides at-risk middle school students to help in elementary schools. Both increased the achievement levels of the young students & decreased the dropout rate of the teachers.

multifaceted effort, has increased the proportion of school districts offering academic credit for service from 5 to 20 percent in three years. Reports issued by the Carnegie Commission on Adolescent Development, the National Children's Commission, the Quality Education for Minorities Project, and the W.T. Grant Foundation Commission on Youth, Work, and Families all recommend community service as a strategy to engage disadvantaged youth in education, and there is growing interest in service-learning among the philanthropic community.

Federal role

The federal government supports service-learning by elementary and secondary school-age youth in "Serve-America," Subtitle B1 of the National and Community Service Act of 1990. This program provides formula grants to state education agencies to support service programs in schools and youth-serving community-based organizations. Up to 10 percent of funds may be used by the state for training and technical assistance and other "capacity building" activities. In addition to providing funding to states, the National and Community Service Act authorizes creation of up to four regional clearinghouses on service. The contract for the first of these clearinghouses, which will focus on elementary and secondary education, will be awarded in February.

This program is administered through the Commission on National and Community Service, rather than the Department of Education. The Commission, also established by the National and Community Service Act, is governed by a Board of Directors that includes 21 members appointed by the President and confirmed by the Senate, and seven ex officio members, including the Secretary of Education. However, the Secretary has not attended any board meeting to date, and Department participation in the work of the Commission has been minimal.

Although several Education Department programs specifically support community service at the higher education level -- including a small program administered by FIPSE, the Student Literacy Corps, and the College Work Study Program -- no Department program or current initiative is specifically targeted at community service by the K-12 population. Nonetheless, numerous elementary and secondary programs could be used to fund service-learning without legislative amendment, particularly those targeted at education innovation, reform, or special populations.

Options

Several strategies could be used to expand service opportunities for K-12 students. These include integrating "service-learning" methods into inservice and preservice teacher training, providing support to school district service coordinators who will assist teachers in designing and conducting service projects, providing funds to state education agencies to develop their own capacity to provide training and technical assistance in service-learning, and integrating service into existing education programs.

It is important, however, to recognize the interrelationship of higher education and elementary and secondary education in the area of service -- for example, higher education

Answer indicates that there has been a modest increase in volunteering among teen agers with 61% of 12 to 17 year olds volunteering an average of 3.2 hours per week. A majority of respondents in the survey reported that their schools encouraged their volunteering. However, only 17 percent reported volunteering five or more hours per week. This is consistent with data reported by the NEEP indicating that about 8 out of 10 10th graders volunteer per year. C.S. (and or serv. If it is worth noting that While no good data exists regarding the number of youth volunteer opportunities or structured or how many schools sponsor C.S. programs,

institutions may provide training for K-12 teachers in service-learning or college students could help organized service projects for younger students. In addition, the Department should work closely with the Commission, which was designated by Congress to serve as the focal point on service.

An elementary and secondary community service initiative could involve one or more of the these components:

1. New program

A new program could be created within the Department to fund one or more of the strategies discussed above. The program should be placed under the Assistant Secretary for Elementary and Secondary Education, probably within the School Improvement Program division. The program should be closely coordinated with the Commission to ensure that it does not duplicate Serve-America or other K-12 initiatives underway by the Commission.

There are several risks to this approach. First, the program would compete for funding with the National and Community Service Act. Second, interagency coordination to avoid duplication would have to be increased far beyond what is currently occurring. Third, if Department support for K-12 age service were limited to a single program, it might supplant discourage integration of service into other programs and initiatives. (This problem might be minimized, however, if the program were structured as a "reverse matching fund," in which additional funds were provided to any state or school district that use other education department funds to support service-learning.)

2. Teacher training

The large number of sources of support for teacher training under the Department present significant potential for spreading knowledge about service-learning. The Secretary could require that every Department-funded teacher training program include instruction on service learning. By building on existing programs, this approach would involve minimal additional expenditure, if any. A new Clinton initiative on teacher training could include this component as well.

3. Integration into existing programs

Because service-learning is a method to achieve a variety of educational goals, rather than an end in itself, it could be integrated into numerous existing Department programs either through guidelines and regulations or legislative modifications during ESEA reauthorization. For example, the Drug-Free Schools Program could highlight youth service strategies to combat drug use, including peer counselors and educators; Chapter 1 school districts could receive training and technical assistance in using service-learning approaches and could use older students to tutor younger students; the existing legislative authority to use Chapter 2 funds for service could be highlighted in Department communications to grantees; the Eisenhower Math and Science Program could include service-learning methods in its teacher training programs; and Magnet Schools could encourage creation of "service magnets" in each school district --

*New bullet m
Coas x.*

schools that emphasize service-learning methods in each course and require a specific number of hours of service for graduation.

4. ~~Goal-related~~ education reform efforts

Because community service is specifically included under Goal 3, ("All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility"), reform efforts based on the goals should include support for community service.

Goal is closer to track

5. Integration into ~~other~~ new initiatives

Service-learning should be included in new initiatives where it is an appropriate strategy for achieving the goal of the new program. For example, service is a promising antidote for many problems plaguing urban schools -- crime, drug abuse, a high dropout rate, low achievement, lack of enriching afterschool activities, lack of school-community partnerships -- and therefore would be appropriate to an urban schools initiative. Similarly, a safe school initiative might include youth service activities such as peer mediators, an escort service for younger children, gang alternatives, rape prevention workshops conducted by local college students, etc.

6. Interagency support

Because Serve-America was designed to be the primary school-age community service program, additional funds could be channelled through this program. The Department, however, could take a more active role in the program (the authorizing statute mandates that the Commission consult with the Department). The Secretary could choose to participate in Commission board meetings and a high-level individual could be designated liaison to the Commission. Program officers from both agencies could form a working group to identify strategies to promote service-learning and joint efforts could be undertaken using new or existing program or discretionary funds, such as teacher training workshops on service-learning, technical assistance conferences for state education agencies, and publication of informational materials. (Such a coordinated effort will probably be necessary for administration of the National Service Trust Fund, as well, which is likely to involve both agencies.)

Talk with people

7. Intraagency coordination

Because service could be integrated into many Department programs and involves higher education as well as elementary and secondary, an individual or unit within the Secretary's office could coordinate community service efforts and elevate the issue on the education agenda. This was the strategy Bill Bennett used regarding drugs in schools before the Drug Planning and Outreach staff in the Office of Elementary and Secondary Education was created. Such a unit might support integration of service-learning into all appropriate education programs and initiatives, coordinate service policy within the Department and with other agencies, challenge schools to meet service-related goals (such as involvement of a target percentage of students in service; integrate service into a certain percentage of courses, etc.), and ensure that the Secretary

and President speak frequently about the importance of service-learning as an education reform strategy, visit programs, and commend schools that are exemplary models for integration of service-learning.

Recommendations

We suggest that the community service initiative include aspects of all of the above options. If a new program is created, it should emphasize teacher training and capacity building within state education agencies, and be closely coordinated with the Commission on National and Community Service. The Administration's reauthorization initiative should provide sufficient flexibility and encouragement to allow for service-learning to be supported under the maximum number of programs. Interagency and intraagency coordination efforts are needed, as is leadership by the President and the Secretary. Where new legislation is not needed, regulations and guidelines for existing programs (particularly teacher training programs and Drug Free Schools) should be modified to support service-learning, and new initiatives (involving the Education Goals, Safe Schools, and Urban Schools) should include a service focus where appropriate. Finally, the Department should work closely with the Commission to develop further strategies to promote service-learning.

7804

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<u>Administration</u>			<u>Kassebaum</u>		<u>Compromise Proposal</u>	
	# participants	New Program Cost @\$15k	# participants	New Program Cost @\$15k	# participants	New Program Cost @\$15k
	FY1994: 20,000	\$ 300 MM	FY1994: 13,333	\$ 200 MM	FY1994: 20,000	\$ 300 MM
	FY1995: 40,000	\$ 600 MM	FY1995: 26,666	\$ 400 MM	FY1995: 33,333	\$ 500 MM
	FY1996: 80,000	\$1,200 MM	FY1996: 40,000	\$ 600 MM	FY1996: 46,666	\$ 700 MM
3 year total	140,000	\$2,100 MM	80,000	\$1,200 MM	100,000	\$1,500 MM

AUG 3 (LEG DAY JUN 30) 1993

(Date)

Roll Call Vote

Legislative
Vote

NO.

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SUBJECT... PASSAGE

..... H.R. 2010, AS AMENDED

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