

10-1993

## Service and Volunteerism: Working Together For Our Future

Youth Service California

Volunteer Centers of California, Inc.

CalServe

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### Recommended Citation

Youth Service California; Volunteer Centers of California, Inc.; and CalServe, "Service and Volunteerism: Working Together For Our Future" (1993). *Conference Proceedings*. 1.  
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# **Service and Volunteerism: Working Together For Our Future**

A State-wide Conference

**Sponsored By  
Youth Service California  
and the  
Volunteer Centers of California, Inc.  
in collaboration with CalServe**

October 3,4,5, 1993  
Dunfey Hotel  
San Mateo, California

National Information Center  
for Service Learning  
1954 Buford Ave, Room R290  
St. Paul, MN 55109-6197

funded in part by:  
William and Flora Hewlett Foundation  
Luke B. Hancock Foundation  
Volunteer Centers of California, Inc.

NSLC  
c/o ETR Associates  
4 Carbonero Way  
Scotts Valley, CA 95066

THE WHITE HOUSE

WASHINGTON

September 27, 1993

Dear California Service and Volunteerism Conference Participant:

As you gather for this important Conference, you have the best wishes of the White House Office of National Service -- and the full expectation that you will re-double your efforts on behalf of service.

President Clinton, at the ceremony signing the National and Community Service Trust Act of 1993, said, "I hope, believe and dream that national service will remain throughout the life of America, not a series of promises, but a series of challenges, across all the generations and all walks of life, to help us to rebuild our troubled but wonderful land....Today we are taking a stand in this country for the proposition that if we challenge people to serve and we give them a chance to fulfill their abilities, more and more and more we will all understand that we must go forward together. This is the profoundest lesson of this whole endeavor. And it will be the greatest legacy of the wonderful people who make it come alive."

As you stand facing west, on what was once our last frontier, you have the chance to help lead the great exploration remaining in this century -- not the conquest of a continent, but the re-establishment of community, united through our common effort.

We look forward to working with each one of you.

Very truly yours,



C. Richard Allen  
Deputy Assistant to the President  
Deputy Director, Office of National Service

John C. ...  
of  
...  
...

# CONFERENCE SPONSORS

# Youth Service California

Youth Service California (YSCal) is an advocacy and technical assistance organization founded in 1990 to support and expand youth service across California. Staffed by a full-time director, YSCal is a statewide collaboration of public and private organizations governed by a 30-person steering committee and managed by the Haas Center for Public Service at Stanford University and the Constitutional Rights Foundation in Los Angeles. It is made possible through grants from the William and Flora Hewlett Foundation and the Luke B. Hancock Foundation, affiliate contributions, and in-kind contributions from Steering Committee organizations. YSCal's purpose is to further the development of a diverse statewide movement to increase and integrate youth involvement in service at the kindergarten through twelfth grades, colleges and universities, conservation and service corps and throughout the community. YSCal leaders advise the state government CalServe program; work to develop state and national policy; coordinate (with CalServe) Youth CAN, the State Youth Service Council; and assist service programs in local communities.

**YSCal Contacts: N. California:** Megan Swezey, Director, Haas Center for Public Service, Stanford University, P.O. Box 5848, Stanford, CA 94309, (415) 723-3803.  
**S. California:** Kathleen Kirby, Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005, (213) 487-5590.

## **YSCal Steering Committee**

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# Volunteer Centers of California, Inc.

The Volunteer Centers of California, Inc., operating under the auspices of a state board, is a nonprofit organization representing Volunteer Centers. Its purpose is to increase volunteerism through the promotion and support of the 43 Volunteer Centers throughout the state. The combined efforts of the Volunteer Centers of California provide volunteer recruitment, referral, training, management education, and networking to more than 55,000 nonprofit public and private agencies in California.

While services vary from one Volunteer Center to another, all centers can help any nonprofit organization or school to: identify volunteer opportunities; recruit volunteers; develop volunteer recognition programs; locate training and resource material about volunteerism/community service and nonprofit management. Most Volunteer Centers have other programs and services targeted to meet the specific needs of the community.

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# CalServe

CalServe is California's statewide youth service initiative developed in response to the National and Community Service Act of 1990. The CalServe Working Group, a public/private collaboration of representatives from the Governor's Office, state agencies, Youth Service California, K-12 and higher education and state and local conservation corps, developed California's state plan and launched the CalServe Initiative. Since 1992, California's plan has generated more than \$6 million in funds from the federal Commission on National and Community Service. These funds provide assistance to 35 school-based and 9 corps partnership programs. Additionally, these funds support development of higher education service programs that include innovative higher education participation.

CalServe seeks to expand the ethic of civic responsibility among youth and adults, help bridge gaps between the classroom and community learning, offer real-life contexts for students to apply and test classroom learning, and organize youth to provide valuable and needed services to their communities. To achieve these ends, the State CalServe partnership has:

- Funded 44 local partnerships that bring together K-12 schools, community-based organizations, conservation corps, higher education institutions, governmental agencies, businesses, parents and youth.
- Organized nine regional networks to enhance rapid information dissemination and better implement customized technical assistance.
- Established the new council of young people, Youth CAN, to provide technical assistance to schools and community groups interested in developing youth service and inform development of policy on youth service.
- Served as one of three organizer-sponsors of the Service and Volunteerism Conference.
- Implemented two service-learning institutes on the Stanford and UC San Diego campuses.

Currently, CalServe is working on the identification and training of the CalServe Coaches, who will be available to provide on site, hands-on assistance to schools and communities requesting their help through the CalServe office. Additionally, CalServe sponsors advisory groups to help develop policy in such areas as liability and risk management, integration of service learning with the best in regular and categorical education program practices, and local, state and federal program research and evaluation efforts. Finally, because CalServe believes in doing whatever it takes within strong ethical, moral, and legal boundaries, it is working with its partners to develop alternative education models that really work for youth in at-risk situations. Thus, CalServe partners are involved with such reforms as Charter Schools, School Restructuring, and the development of corps-schools that include service through conservation corps leadership as part of the K-12 school program.

CalServe will be working to coordinate California's state plan for implementation of the National and Community Service Trust Act of 1993.

**CalServe Contacts:** Patrick Couch, California Conservation Corps, (916) 323-6595; Linda Forsyth, California Department of Education, (916) 657-3115.

Lindy -  
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## PROGRAMS AND RESOURCES



# CALIFORNIA YOUTH SERVICE & ADULT VOLUNTEER PROGRAMS RESOURCE LISTING

## Far North Region

### **Backcountry Trails Project, California Conservation Corps, Klamath**

Crews of eight corpsmembers participate in a six-month wilderness experience. Corps members are recruited nationally and participate by living and working in designated wilderness areas of California. Participants build and reconstruct difficult access wilderness trails; receive intensive training, team-building and outdoor-survival skills, and increase their employability. **Program Contact:** David Muraki, Del Norte Center, 1500 P.J. Murphy Memorial Dr., Klamath, CA 95548, (707) 482-2941.

### **CalServe Partners in Education, Tehama County**

The Los Molinos Unified School District CalServe Partners in Education program involves students in hands-on service-learning activities which develop civic pride and a sense of stewardship toward their environment and community. Three hundred and fifty elementary, middle, and high school students from Vina and Los Molinos Elementary Schools and Los Molinos High School, with knowledgeable adult community volunteers, participate in coordinated service projects focused on the Gray Davis Dye Creek Preserve. Projects are connected to the core academic curriculum at all grade levels. **Program Contact:** Anne Bianchi, Dye Creek Education Program Director, P.O. Box 609, Los Molinos, CA 96055, (916) 384-7900.

### **CSU Chico CAVE Program, Chico**

Annually more than 1500 students at California State University, Chico enhance their education through the Community Action Volunteers in Education (CAVE) program. Created in 1966 to aid disadvantaged students in Chico public schools and the Gridley Farm Labor Camp, CAVE volunteers share their resources, interests, and talents with more than 10,000 children, elderly, and low-income residents in the Chico area and in three state institutions in the Napa and Sonoma valleys. **Program Contact:** Janet Summerville, West 2nd and Cherry Sts., Chico, CA 95929, (916) 898-5201.

### **Glenn Serve and Learn, Willows**

Glenn Serve and Learn incorporates powerful teaching and learning through an integrated curriculum focused on the natural oak habitat restoration in the Sacramento River wildlife area. CSU Chico graduate students and student teachers assist students and teachers in the restructuring Willows Community High School with in-class thematic units integrating English, math, science, history and technology, and visits to the river site to prepare for planting, nurturing seedling oak trees, and other service projects. **Program Contact:** Ann Lambert, Curriculum Coordinator, Glenn County Office of Education, 525 West Sycamore, Willows, CA 95988, (916) 934-6575.

### **Humboldt State University Y.E.S., Arcata**

Youth Educational Services (Y.E.S.) is a non-profit community service organization which has served Humboldt County for 26 years. In 1967, Humboldt State University student volunteers created a free tutoring program to encourage low-income children in the Arcat/Eureka area. Y.E.S. has evolved into twelve programs. The mission of Y.E.S. is to develop and support leadership for pluralistic community through service learning. **Program Contact:** Kimberly Tucker, Humboldt State University, House 91, Arcata, CA 95521, (707) 826-5980.

**Project SERVE, Eureka**

Restructuring Eureka High School's PROJECT SERVE proposes to integrate current volunteer and service learning projects into coordinated, sequential experiences. Eureka High School teachers receive training regarding the integration of service learning into core curricula, as freshman and sophomores learn about service and self, junior year English composition courses include individual placements and reports, and seniors complete a senior community project in civics. Student teachers from CSU Humboldt assist Eureka High School students and impact their teacher credentialing program. **Program Contact:** Alona Thomas, Eureka High School, 1915 J St., Eureka, CA 95501, (707) 441-0271.

## Sacramento/Stockton/Modesto Region

**The Bridge Project, Turlock**

The Bridge Project places 250 student volunteers to assist economically-disadvantaged Southeast Asian refugees and others in a Modesto community center. Tutorial support for young people and adults, and after-school activities are offered. The project is also training 20 university faculty to utilize service-learning methods and to integrate community service into academic courses. **Program Contact:** Linda Bunney-Sarhad, California State U, Stanislaus, Institute for International Studies, 801 W. Monte Vista Ave., Turlock, CA 95380, (209) 667-3317.

**California State University, Stanislaus**

California State University, Stanislaus Community Service Program is administered by the Associated Students, Incorporated. The ASI sponsors three major volunteer events annually: Into the Streets, Volunteer Faire, and Good Neighbor Day. Some of their programs include: Literacy Project, Peer Escort, Peer Health Education, and University Host. Over 70 different clubs compete annually for the Presidents' Trophy, awarded for outstanding community service contributions. **Program Contact:** Lee Renner, 801 W. Monte Vista, Turlock, CA 95380, (209) 667-3191.

**Delta Sierra Middle School, Stockton**

Restructuring Delta Sierra Middle School in Lodi Unified School District will increase the students' awareness of and participation in community service and volunteerism, and blend service with classroom learning through an interdisciplinary team approach. Through teacher-facilitated groups, approximately 150 eight-grade students identify community issues and develop service projects based on the needs in the community. **Program Contact:** Jim Gain and Jill Hatanaka, Delata Sierra Middle School, 2255 Wagner Heights Rd., Stockton, CA, 95209, (209) 953-8510.

**Literacy Little League, Carmichael**

San Juan Unified School District's Literacy Little League program offers systematic training to 24 unemployed parents, older adults, and adolescent volunteers to act as reading "coaches" to 48 second and third grade students in four (eventually eight) high-need schools, including Dyer Kelly, Edison, Greer, and Howe Avenue. **Program Contact:** Dorothy Marshall, Psychological Services, 5330-A Gibbons Dr., Carmichael, CA 95608, (916) 971-7647.

**Placer Action Corps, Auburn**

In partnership with the Placer Service District and California Conservation Corps, the Placer Action Corps provides 30 educationally and economically at-risk 16-18 year-old youth with a community-based, alternative educational and employment program that has a service-learning focus. Participants integrate three hours each day of academic skills training with four hours of paid community service work. **Program Contact:** David Boyd, Placer Action Corps, 3710 Christian Valley Rd., Auburn, CA 95603, (916) 823-4900.

**Project Hawk, Woodland**

Coordinated by the Yolo County Office of Education, Project Hawk works with Woodland Community High School and three community school sites in Midtown, Westside, and Davis. Approximately 150 students receive training and planning assistance to develop long-term habitat rehabilitation to the Moore Wildlife Sanctuary. Students receive in-class preparation and academic credit in math, science, history/social studies, and language arts. **Program Contact:** Richard Tapia, Coordinator, Project HAWK, 175 Walnut St., Woodland, CA 95695, (916) 661-2943.

**Project M.E.S.H., Orangevale**

Project M.E.S.H. (Mainstreaming for Emotional and Social Health) of the Young Adult Center in the San Juan Unified School District assists seriously emotionally disturbed students in their transition from student to contributing, functioning adults. Students of all grade levels participate in service projects on- and off-campus that are connected to a community service course and throughout the academic courses offered. CSU Sacramento interns assist as facilitators and teachers aides. **Program Contact:** Carol Pair, M.E.S.H., 5842 Almond Ave., Orangevale, CA 95662, (916) 971-5400.

**SAVE, Sacramento**

Students and Volunteers Empowered (SAVE) enhances the current Club Live middle school program by adding service. One middle school in each of five local school districts conducts trainings, has a school-based project action team guided by a teacher advisor and college intern, and utilizes adult volunteers to assist the students in the development and implementation of the projects. **Program Contact:** Patrick Barr, Friday Night Live, Sacramento County Office of Education, 9738 Lincoln Village Dr., Sacramento, CA 95827, (916) 228-2424.

**Side by Side, Pollock Pines**

Pollock Pines School District's Side by Side program is located at the Sierra Ridge Middle School and aims to build a sense of community, meet critical needs in the area, break down generational barriers, and give 400 young people a chance to learn about and take pride in their community. Developed by teachers, service learning activities take place across core academic disciplines. **Program Contact:** Joy Pelton and Lana Daly, Pollock Pines School District, 2700 Amber Trail, Pollock Pines, CA, 95726, (916) 644-5416.

**S.K.I.P. (Schools and Kids in Parks), Elk Grove**

The S.K.I.P. program of the restructuring Elk Grove Unified School District educates 500 elementary school children and teachers about their community and environment, while building their sense of self-worth, competency, and community affiliation through restoration and field studies at Stone Lakes Refuge. Cross-disciplinary environmental education curricula is being developed for use by fourth, fifth, and sixth grade teachers at three elementary schools. **Program Contact:** Alice Kubo, New Schools Program, 8820 Elk Grove Blvd., Elk Grove, CA, 95624, (916) 686-7786.

**Tahoe-Sierra Conservation Corps, South Lake Tahoe**

The Community Service Project of the Tahoe-Sierra California Conservation Corps provides service opportunities to non-residential corpsmembers and volunteers in year-round work and service activities. Corpsmembers go through a nine-month alternative educational program with service-learning opportunities and a three-month summer environmental and social service work program. **Program Contact:** Clark Emch, P.O. Box, 8199, South Lake Tahoe, CA 96158, (916) 577-1061.

## North Bay/San Francisco Region

### **Cal Corps Public Service Center, U.C. Berkeley**

Cal Corps is the resource center for community service programs on the Berkeley campus. CAL CORPS activities include the Volunteer Clearinghouse; Community Service Projects, a program providing grants and leadership development training for student-initiated and operated projects; and the Berkeley Homelessness Outreach Program, a project providing mini-grants and academic credit to promote research and field work in the area of homelessness. The center also sponsors volunteer orientations, service-learning workshops, community agency forums, the Community Service Fair, the Adopt-a-Family program, and National Volunteer Week. Last year over 5,500 Cal students utilized CAL CORPS resources and services. **Program Contact:** Alexandra Lonne, Director, Students Activities and Services, 303 Eshelman Hall, Berkeley, CA 94720, (510) 643-1081.

### **Commencement 2000, San Francisco**

Commencement 2000, a long-term, state-wide initiative of the USDA Forest Service, is piloting its program in Oakland with a focus on Castlemont High School's new Environmental Science and Natural Resource Academy, and its feeder schools, Parker Elementary and King Estates Junior High School. Assisted by Merritt Community College students, the program educates approximately 1300 children about natural resource and environmental career options through the development of age-appropriate natural science curricula, shadowing and mentoring programs, and the Each One, Teach One volunteer service program. Students have the opportunity to participate in urban renewal efforts, such as community gardens, tree-plantings, and other projects. **Program Contact:** Amahra Hicks, Manager, Commencement 2000, Forest Service, 620 Sansome St., San Francisco, CA 94111, (415) 705-2604.

### **Community Studies and Service Program, San Francisco**

This partnership with the San Francisco Unified School District started in 1988 at Lowell, Lincoln, Balboa, and Mark Twain high schools. An elective course combines community studies with service. Enrolled students participate in a sequentially developed service experience to learn skills and concepts of citizenship and social justice. Core service experience begins with a short-term project and progresses to group community service and individual service projects. Teachers guide students in reflection and adapt the course to meet individual needs and interests. **Program Contact:** Lesley Duncan, San Francisco School Volunteers, 65 Battery St., 3rd Floor, San Francisco, CA. 94111, (415) 274-0263.

### **East Bay Conservation Corps, Oakland**

The East Bay Conservation Corps (EBCC) promotes youth development through community service and service-learning and is a catalyst for social change. By actively engaging young people in their education while addressing environmental and social issues, EBCC enhances participant's academic, leadership and life skills, self-esteem, civic responsibility and environmental awareness. Participants, ages 12-24, work on projects that define the environment in a social and community context and in the performance of conservation work in both urban and wildland areas. EBCC project sponsors, groups served, and sites include public schools, community-based agencies, park districts, water districts and public works departments in the East San Francisco Bay Counties of Alameda and Contra Costa. **Program Contact:** Joanna Lennon, EBCC, 1021 Third St., Oakland, CA 94607, (510) 891-3900.

### **Learning Through Serving, San Francisco**

Learning Through Serving staff work with mainstream social studies, English, and civic teachers to involve 500 students in community service as part of their academic coursework. The amount of service required and credit given is determined by each teacher. A resource book with volunteer listings from 100 agencies helps participants locate placements. Service performed includes: child care and tutoring, and assistance to youth recreation and elderly programs, cultural and theater groups, recycling, and neighborhood newspapers. The program emphasizes placements that offer experiential service vs. clerical work and encourages students to examine social issues. **Program Contact:** Don Chan, Learning Through Serving, 777 Stockton #108, San Francisco, CA, 94108, (415) 285-5099.

**Learning to Serve-Serving to Learn, Concord**

Learning to Serve-Serving to Learn expands the existing community service program at restructuring Olympic High School by increasing the number and quality of service placements, ensuring that every service experience is relevant to the academic program, and involving the whole school's faculty in the integration of service learning into the core curriculum. Approximately 75 students are placed with agencies, and meet in a seminar once a week with teacher-colleagues and the service learning coordinator. **Program Contact:** Marcie Miller, Principal, Olympic High School, 2730 Salvio St., Concord, CA, 94519, (510) 687-0363.

**Linking San Francisco, San Francisco**

Linking San Francisco places special emphasis on teacher staff development to integrate service learning permanently into the K-12 curriculum. The program works on all educational levels at ultimately 60 schools (20 schools in year one) to develop service-learning activities across core disciplines and will place student-teachers from CSU San Francisco to assist participating teachers and to impact their own credentialing program to include service-learning teaching methodologies. **Program Contact:** Dianne Bolotte, Linking San Francisco, San Francisco Unified School District, 2550 5th Ave., Room 4, San Francisco, CA 94116, (415) 759-2882.

**New Learning School, San Francisco**

The New Learning School, 18 years in existence, serves 150 students grades 7-12. Twenty-five hours of service is required for high school graduation, for which students receive five units of academic credit. During their senior year, students work closely with a teacher to identify a sponsoring agency for their service. Because the senior class has approximately 25 students, ample opportunity is given for discussing related issues and reflecting on experiences.

**Program Contact:** Jim Freeman, New Learning School, 888 Church St., San Francisco, CA, 94109, (415) 923-9900.

**Public Interest Law Program, San Francisco**

Public Interest Law Program in San Francisco is expanding its program in the Bay Area to an additional five law schools, to establish a Southern California regional office and to enroll over 2,000 students. The program offers law students a comprehensive system of course work, seminars, community service placements, and individual counseling to match their skills and interests with the needs of the community. **Program Contact:** Susan Schechter, Public Interest Clearinghouse, 200 McAllister St., San Francisco, CA 94102-4978, (415) 565-4695.

**Rancho-Cotate High Community Service, Rohnert Park**

For eight years, Rancho-Cotate High School has required 40 hours of community service for graduation. Fourteen hundred students participate in the program each year. Weekly bulletins update volunteer opportunities. Students are required to complete forms to register their service hours. Non-paid service activities are restricted to non-profit organizations, churches or schools and include: holiday canned food drives, yard work, child care at PTA meetings, Little League coaching and service to the Tuberculosis Association. **Program Contact:** Arlene Thompson, Rancho-Cotate High School, 5450 Synder Ln., Rohnert Park, CA, 94928, (707) 792-4769.

**San Francisco Conservation Corps, San Francisco**

SFCC employs 110 young adults (18-23) and 96 middle school students in a program of urban conservation, community service, job and lifeskill training, and leadership development. Adult Corpsmembers work Monday through Thursday, and participate in education on Wednesday evening and all day Friday. SFCC's education program is academically based, providing Corpsmembers the opportunity to increase basic literacy skills, obtain their GED, or prepare to enroll in college. Junior Corpsmembers (middle school students) participate in Youth In Action, a program that combines recycling-based environmental education with neighborhood beautification activities. Program Contact: Ann Cochrane, Executive Director, Bldg. 102 Fort Mason, San Francisco, CA 94123, (415) 928-7322.

**San Francisco Urban Service Project, San Francisco**

Similar in spirit to an urban peace corps, the Urban Service Project enables young people from diverse backgrounds to work full-time for nine months at human service agencies and schools in San Francisco. Corps members work from September to May, tutoring children, helping the homeless, assisting people with AIDS and caring for the elderly. The Urban Service Project provides corps members with the training needed to begin their work and the financial and ongoing personal support they need to sustain their commitment to San Francisco. **Program Contact:** John K. Noonan, 704 Sansome St., San Francisco, CA 94111, (415) 397-0431.

**Santa Fe Project, Oakland**

Through the Oakland Coalition of Congregations, the Santa Fe Project recruits and trains 20 adult community and parent volunteers annually to tutor and mentor students at Santa Fe Elementary School for one hour a day, three days a week. Service is expected to improve academic and social behavior as well as boost students' self-esteem. **Program Contact:** Marcie Radius, Evaluator, Santa Fe Project, 49 Donna Way, Oakland, CA 94605, (510) 632-1178.

**Senior Reading Program, San Francisco**

San Francisco School Volunteers has launched the Senior Reading Program in the San Francisco Unified School District to meet the students' need for more individualized academic support, the schools' need for more adult assistance in the classroom, and the community's need to build intergenerational bridges. Over 100 senior volunteers will be recruited and trained to contribute weekly in-class tutorial assistance in language arts to 140 K-3 elementary school students. **Program Contact:** Colette Gelade, Senior Reading Program, San Francisco School Volunteers, 65 Battery, San Francisco, CA 94111, (415) 274-0250.

**Social Advocates for Youth, Santa Rosa**

For 23 years, Social Advocates for Youth has provided comprehensive youth services including employment training, counseling, shelter/care, school/community based education and more. Education programs provide GED preparation, teen parent services, drug information, independent living skills, and parent and youth forums. The non-profit works closely with local schools primarily to keep at-risk youth in school and provide job training. Social Advocates for Youth also coordinates a community conservation corps. **Program Contact:** Ed Patterson, Social Advocates for Youth, 1303 College Ave., Santa Rosa, CA, 95404, (707) 544-3299.

### **University High School Community Service Learning Program, San Francisco**

Community service has been a requirement since University High opened in 1975. Each of the 387-member student body completes 20 hours of service annually and participates in a class project one hour per week for one semester. Additionally, students may elect to gain credit through independent study. A fulltime coordinator directs the faculty supported learning program. With service tied closely to the academic curriculum, 9th grade students provide direct human service i.e. child care and tutoring. The 10th grade program focuses on group work and acquiring skills to develop projects such as environmental work at Mount Tamalpais or in Muir Woods. Each group must provide school, San Francisco, and global service. 11th grade projects are completely student-initiated. Students are considered community liaisons and develop projects with a focus on poverty in groups of 3-5. Participants attend an orientation to the neighborhood with community people. In the 12th grade students create an independent project of their choice. **Program Contact:** Debbie Genzer, University High School, 3065 Jackson St., San Francisco, CA, 94115, (415) 346-8400

### **Youth Connection, San Rafael**

The Youth Connection of the Volunteer Center of Marin serves as the central information source on youth volunteerism in Marin County and develops challenging and rewarding volunteer placements for young people ages 12-21. Annually, over 500 youth are referred to more than 200 nonprofit agencies. The program works closely with local schools and youth groups to match the needs of the community with the talents and energies of young people, and provides ongoing consultation to youth organizations and schools wishing to develop and expand community service efforts. The Student Coordinator Program consists of representatives from Marin County middle and high schools who are trained and empowered to promote youth volunteerism. **Program Contact:** Tina Cheplick, Volunteer Center of Marin, 70 Skyview Terrace, San Rafael, CA, 94903, (415) 479-7810.

### **Youth Engaged in Service, Oakland**

As a CalServe leadership partnership, the Oakland Unified School District and the East Bay Conservation Corps are expanding the Corps' curricular and extracurricular Youth Engaged in Service middle school program to elementary and high schools to create a "cascading leadership" model that flows from older students in the higher grades to younger students. A teacher "trainer of trainers," in-class lessons, after-school clubs, and Saturday work projects combine to form a comprehensive program that integrates schools and their communities through projects that are tied to the curriculum. **Program Contact:** Joanna Lennon or Cathleen Micheals, EBCC, 1021 Third St., Oakland, CA 94607, (510) 891-3900.

## **South Bay/Peninsula Region**

### **Bridges Program, San Jose**

The Bridges Program is an early intervention, alternative education model that combines the best of public education and conservation corps practices. Twelve middle school students pilot the program, beginning with an intense summer of service and learning in 1993 that includes a four-hours-a-day curriculum of agricultural science, writing, reading, and mathematics, and a two-hours-a-day service component of conservation work either on school grounds or at a local park. During the school year, an after-school tutoring and weekend conservation service program will be implemented. **Program Contact:** Robert Hennessey, San Jose Conservation Corps, 2650-A Senter Rd., San Jose, CA 95111, (408) 283-7171.

### **Community-Based Learning Consortium, Mountain View, Los Altos**

The Freshmen English Program at restructuring Los Altos High School serves as a model for other departments and disciplines as 270 students develop individual, small group, or class community service projects within the English curriculum. Foothill College and Stanford University students assist teachers and students as mentors and facilitators. **Program Contact:** Ginger Beamon, Los Altos High School, 201 Almond Ave., Los Altos, CA 94022, (415) 960-8800.

**Haas Center for Public Service, Stanford**

The Haas Center for Public Service is the Stanford University campus focal point for local, national, and international voluntary students efforts. Through the Haas Center, more than 3,000 students are involved in over 40 student service organizations and University programs. Through the Center's "study-service connections" initiative, staff work with faculty and students to connect service across the curriculum in 40 different courses. In addition, the Haas Center collaborates on a local K-12 service initiative and serves as a west coast organization developing the Serve America Clearinghouse. In these functions, the Center assists educators in developing K-12 programming. **Program Contact:** Timothy K. Stanton, Director, Haas Center for Public Service, P.O. Box 5848, Stanford, CA 94309, (415) 723-0992.

**Salinas Serve/Work/Learn Project, Santa Clara**

A collaboration between the City of Salinas Public Works Department, the Salinas Adult School and the California Conservation Corps, SalServe recruits 40 local, non-residential corpsmembers, and allows participants to learn construction and trade skills, and to develop work-related and general educational goals. **Program Contact:** Joe Griffin, P.O. Box 4128, Santa Clara, CA 95056, (408) 277-1150.

**Santa Clara University, Santa Clara**

The Santa Clara Community Action program (SCCAP) is a student-run organization continuing the jesuit tradition of "Education through Service." Formed 28 years ago, SCCAP now involves 600 students annually who volunteer in a variety of programs within our surrounding community. SCCAP's programs work with youth and the aging, the mentally and physically challenged, AIDA patients, the homeless and unemployed, immigrants and illiterate. **Program Contact:** Avi Coon, Box 3222, Santa Clara University, Santa Clara, CA 95053, (408) 554-5544.

**Service Learning 2000, Stanford**

The Service Learning 2000 Teaching Initiative in the Stanford University School of Education has established a summer institute to train high school teachers, faculty, administrators, undergraduate and graduate students to develop and operate service learning programs. The curriculum development institute will evaluate and disseminate successful curriculum units, course designs, and models for community collaboration in service learning and experiential education. **Program Contact:** Don Hill, Professional Development Center, Stanford/Schools Collaborative, c/o 50 Embarcardo, Palo Alto, CA 94301, (415) 322-7271.

**S.T.Y.L.E., San Jose**

East Side Union High School District has expanded its S.T.Y.L.E. (Sharing by Teaching Youth Life Experiences) program to Andrew Hill High School, Oak Grove High School, Santa Teresa High School and Silver Creek High School. Approximately 250 adult volunteers receive cross-cultural training to increase effectiveness with underachieving students, and the STYLE Scholars program will place former STYLE students as tutors for other students in a cross-age tutoring/mentoring program. **Program Contact:** Dr. Ramon Martinez, East Side Union High School District, 830 North Capitol Ave., San Jose, CA 95133, (408) 272-6564.

**Youth Community Service, East Palo Alto/Palo Alto**

Youth Community Service (YCS) supports the involvement of teachers, college students, and youth in promoting community service and service learning for all students in the Ravenswood City and Palo Alto Unified School Districts. In addition to extensive after-school extracurricular service activities, YCS provides mechanisms for teachers in five middle schools (Costaño, Jane Lathrop Stanford, Jordan, Ronald McNair, and Ravenswood) to develop and implement service-learning curriculum in core academic areas that meet genuine community and student needs. **Program Contact:** Jill Addison, Youth Community Service, 25 Churchill Ave., Palo Alto, CA 94306, (415) 329-0519.



**Youth Serve, Santa Cruz**

Coordinated by the Volunteer Center of Santa Cruz, the service learning focus is on middle schools as approximately 750 students participate in projects that integrate service into core curricular subjects, or enroll in the *Volunteer Experience* course that provides focused individual placements or work on Youth Serve teams. UC Santa Cruz graduate students and faculty lead the design and implementation of the program evaluation and assist in curriculum development. **Program Contact:** Karen Delaney, Volunteer Center of Santa Cruz County, 1110 Emeline Ave., Santa Cruz, CA, 95060, (408) 423-0554.

**YouthServe Adult Volunteer, Capitola**

In conjunction with its funded service learning program and coordinated by the County's School Volunteer Program, the YOUTHSERVE Adult Volunteer program recruits, trains, and places approximately 40 adult volunteers. Volunteers assist teachers in preparing students prior to the service activity, as a supervisory "buddy" during the volunteer experience, or as a one-on-one mentor with at-risk youth. **Program Contact:** Marcia Meyer, Coordinator, Child Development Programs, Santa Cruz County Office of Education, 809-H Bay Ave., Capitola, CA 95010, (408) 479-5320.

## Central Coast Region

**Adventures in Caring, Santa Barbara**

In cooperation with Santa Barbara City Schools and other local districts, the K-6 program matches schools with nursing homes, allowing youth to meet senior citizens. The program builds self-esteem and social responsibility in children by giving them the opportunity to make a difference. Orientation incorporates skill-development with slides and discussions on how to develop meaningful relationships. Service performed includes letter writing, art work, performances, and visits. Manual to be completed June 1994. **Program Contact:** Simon Fox, P.O. Box 3859, Santa Barbara, CA, 93130, (805) 687-5803.

**Education Outreach Partnership, Santa Maria**

The Education Outreach program of Ernest Righetti High School (RHS) engages students and community adult volunteers in establishing an evening Learning Center at the school site to function as a library, computer lab, and tutorial/career center for students and other community members. The establishment of the Learning Center will achieve one of the restructuring goals of Righetti High School to meet the educational needs of the students and community and to support life-long learning. **Program Contact:** Susan Whitefield, Education Outreach Program, 941 East Foster Rd., Santa Maria, CA 93455, (805) 937-2051 x 251.

**Partners in Serving, San Luis Obispo**

A joint project of Cal Poly San Luis Obispo, Cuesta College, and the California Conservation Corps, Partners in Serving brings a diverse group of college students and corps members to serve together in enhancing low-income county housing units and providing services to residents, particularly to children. Volunteer centers will be established at all three sites to assist local community agencies serve disadvantaged children. **Program Contact:** Samantha Lutrin, Student Life and Activities, California Polytechnic State University, San Luis Obispo, CA 93407, (805) 756-2476.

**Westmont College, Santa Barbara**

The Community Service Program at Westmont College serves as a clearinghouse of opportunities and places students in non-profit organizations in Santa Barbara. Students can serve as interns, utilize their work-study funds, or volunteer through community placements. **Program Contact:** Tina Kistler, Director, 955 La Paz Rd., Santa Barbara, CA 93108, (805) 565-6031.

## Central Valley Region

### **CHALLENGE, Delano**

CHALLENGE (Children and Adults Living, Learning, Nurturing and Growing through Experience), a program of the Delano Union School District and Delano Joint Union High School District, is a comprehensive effort to train teachers to integrate service learning into their core curriculum, to expand work experience learning units to support volunteer placements, and to implement a peer mentor program between Delano Community College Center and local K-12 students. **Program Contact:** Veronica Falcinella, Delano Joint Union High School District, 1747 Princeton St., Delano, CA 93215, (805) 849-2792.

### **Developing Leadership for Service, Fresno**

The Fresno County Office of Education's Leadership Academy has been expanded to develop a service-learning program that enables out-of-school youth to re-enter the school system. Leadership Academy students participate in ongoing service projects and receive training as they work in small support groups to mentor and assist out-of-school recruits to return to school. **Program Contact:** Jim Coiner, Leadership Academy Coordinator, Fresno County Office of Education, 1111 Van Ness Ave., Fresno, CA 93721, (209) 265-3063.

### **Edison Service Corps, Fresno**

The Edison Service Corps of restructuring Edison High School in Fresno Unified School District provides 1,715 K-12 and 30 university students community service-learning opportunities in each grade level and will gradually institute a graduation requirement for service. Students are expected to provide service at the school site through the ninth grade advisory program; to participate in cross-age service activities with older and/or younger learners; and to complete a community-based service-learning activity, related to an academic course taken during junior or senior year. **Program Contact:** Jeanine Werner, Instructional Specialist, Fresno Unified School District, Tulare and M Sts., Fresno, CA 93721, (209) 441-3773.

### **Fresno Local Conservation Corps, Fresno**

The Fresno County Economic Opportunities Commission (EOC) and its partners have developed the Fresno Local Conservation Corps, a new community-based, non-residential local corps program with 36 members in the first year. The corps operates within EOC's existing Employment Training Program and Fresno Unified School District's ReStart Program provides educational programming. Fee-for-service work projects are generated cooperatively from a number of city departments and with technical assistance from California Conservation Corps local Fresno satellite center. **Program Contact:** Alma Kowlski, 1920 Mariposa Mall, Fresno, CA 93721, (209) 263-1110.

### **Human Corps, Bakersfield**

California State University, Bakersfield is committed to the principle that its students should be assisted and encouraged to perform community service. Budget realities have prevented the realization of this goal. Yet the university continues to work to fulfill it through the Human Corp. It connects CSUB students with service opportunities in Bakersfield. For the service, students receive college credit. In some departments the credit can be used to satisfy major requirements. **Program Contact:** Dr. Carol Raupp, CSUB, 9001 Stockdale Highway, Bakersfield, CA 93309, (805) 664-2370.

### **Kern High School District Service Learning, Bakersfield**

With a strong emphasis on student learning and leadership development, Kern High School District Service Learning Project involves restructuring West High School and the three continuation schools of Vista, Vista East and Vista West in bringing schools and the community together to better meet the educational needs of young people. Over 350 students have the option to enroll in independent study experiences; or in classes with over 40 teachers who will incorporate service-learning into their elective and core academic curricula.

**Program Contact:** Ron Fontaine, Kern High School District, 2000 24th St., Bakersfield, CA 93301, (805) 631-3109.

### **Tulare County Conservation Corps--Teen City, Visalia**

The Tulare program recruits out-of-school youth into the corps and as participants with in-school youth on community service project teams. With help from senior corpsmembers who design and coordinate community service projects and training, younger corpsmembers earn credits toward a high school diploma or prepare for the GED certificate. The district's dropout recovery program and the 26 corpsmembers share the C-SET Learning Center, Teen City, and enrollees of the two programs intermingle while doing academic work. **Program Contact:** Carolyn Rose, Tulare CCC, C-Set, 2150 S. Mooney Blvd., Visalia, CA 93227, (209) 732-4194.

## **Los Angeles/Orange Counties Region**

### **Achievement and Commitment to Excellence (ACE), Calabasas**

The ACE program is a non-profit educational organization serving thousands of youth in schools and agencies nationwide since 1987. ACE provides students, teachers, and families with a comprehensive series of self-esteem, life skills, leadership and community service programs which have been successfully field-tested. A year-long curriculum, staff developments, and family and community involvement are instrumental to the program's success. ACE's focus on bringing youth from diverse backgrounds together to build understanding and compassion through impactful community service. **Program Contact:** Stu Semigran, 26500 W. Agoura Rd., Suite 549, Agoura, CA 91302, (805) 371-2289.

### **California Campus Compact, Los Angeles**

California Campus Compact is a collaboration of colleges and universities statewide that promotes service as part of higher education. It develops regional collaborations to establish campus community service programs related to the needs of disadvantaged youth. Collaborations will apply for funds to integrate service into the curriculum, to train teachers in developing and supervising community service activities, and to develop student tutoring programs. **Program Contact:** Jeannie Kim, California Campus Compact, A239 Murphy Hall, 405 Hilgard Ave., UCLA, Los Angeles, CA 90024-1422, (310) 206-3346.

### **California State University, Dominguez Hills**

CSU Dominguez Hills through its faculty and staff is committed to extensive volunteer activity in the greater Los Angeles area. Several partnership programs involving schools, churches, and businesses are sponsored by the University. The California Academic for Math and Science on the Dominguez Hills Campus has a model mentoring program using volunteer community members as mentors. Community members may volunteer to contribute to the campus through the Office of the Associate Vice President for Student Affairs. **Program Contact:** Dr. Jame S. Hartman, CSU Dominguez Hills, 1000 E. Victoria St., Carson, CA 90747, (310) 516-4009.

### **CityYouth, LA, Los Angeles**

A program of the Constitutional Rights Foundation and Los Angeles Unified School District Middle School Unit, CityYouth, LA includes the Clean and Green middle school program of the Los Angeles Conservation Corps in its program to integrate service learning throughout the core content area of social studies, english, math, and science in four restructuring middle schools. **Program Contact:** Keri Doggett, Constitutional Rights Foundation, 601 S. Kingsley Dr., Los Angeles, CA, 90005, (213) 487-5590.

**Cornelia Connelly School Community Service, Anaheim**

Cornelia Connelly students are introduced to their 20 hour service requirement during October of their freshman year. Students focus on four different topics during the first four semesters: the Poor, Children, Elderly, and Ecology. During the last four semesters each student chooses her own focus. Each participant keeps a cumulative journal, making at least three entries each semester, and meets twice each term with a reflection group to share a significant experience. Students use community service as a topic for an English assignment each semester. All written material is returned to participants their senior year so each can witness cumulative growth and experience. Service activities include: monthly trips to Tijuana, Mexico to work with children and construction projects; weekly convalescent home visits and sandwich collections for the homeless; tutoring at a local elementary school; and volunteering with Special Olympics. **Program Contact:** Sister Beth Muir, Cornelia Connelly School, 2323 W. Broadway, Anaheim, CA, 92804, (714) 776-1717.

**EDUTRAIN, Los Angeles**

Approved as a California Charter School in May 1993, EDUTRAIN offers a multi-faceted response to the needs of 800 youth in the Los Angeles Unified School District who have dropped out or are at-risk of dropping out. The program includes an academic component that emphasizes the use of computers; counseling and mentoring for the participants; family outreach; social services; and community service activities that move youth beyond the status of social wards to that of social contributors. **Program Contact:** Keith Turnage, Edutrain, 222 South Hill St., 4th Floor, Los Angeles, CA 90012, (213) 687-9771.

**La Quinta Ethnic Relations Council, Westminster**

With enthusiastic administrative support, a voluntary group of 40 students coordinates all-school activities to reduce prejudice and expand appreciation for a changing Orange County community composite. Projects focus on emotional and intellectual understanding and include: race relations workshops, symposiums with speakers from a variety of ethnic organizations, International Week, and "Treasure Chest" cultural exhibits. Students also volunteer with off-campus ethnic events. **Program Contact:** Myrth Buckley, La Quinta High School, 10372 McFadden, Westminster, CA, 92683, (714) 663-6315.

**Hands Across the Campus, Irvine**

A program of the American Jewish Committee, Hands Across the Campus has developed programs for high school students to address the issues of cultural and racial diversity before they approach a crisis level. Through its classroom component, students learn about the development of cultures and societies and embrace an understanding of a multi-ethnic society. Outside the classroom, Hands Across the Campus clubs provide activities which bring the diverse groups in a student body together through discussions, retreats, and community activities. **Program Contact:** Gayle Byrne, Program Director, American Jewish Committee, 2222 Martin, Suite 150, Irvine, CA 92715, (714) 660-8525.

**Harvard-Westlake School Community Service, Los Angeles**

The purpose of Harvard-Westlake's community service program is to involve every student in a service project appropriate to their age and maturity. By the end of the 10th grade, it is hoped that each participant has a basic understanding of problems and tasks related to service to the community in which he/she lives. Students in grades 7-10 are required to perform 12 hours of volunteer service per year, this increases to 15 hours for grades 11-12. Completion is recorded on transcripts. Each grade level is given a theme for the year and works with a faculty advisor to develop appropriate service projects. In the 11th and 12th grades, students develop individual projects. **Program Contact:** Dr. Josephine Barry, Director of Community Service, 3700 Coldwater Canyon, N. Hollywood, CA 91604, (818) 980-6692.

**Los Angeles Conservation Corps, Los Angeles**

The Los Angeles Conservation Corps employs young people, ages 18-23, to perform community improvement and conservation work, and human services. Corpsmembers have cleared brush, built trails, painted out graffiti, assisted in homeless shelters with AIDS patients, helped construct a community garden, planted trees, begun renovation of low-income housing, and more. Through their work and continuing education, corpsmembers gain a sense of community and their civic responsibility; they learn academic skills as well as career and personal development skills and they gain a meaningful environmental awareness. The Urban Naturalists in Training (UNIT) program recruits six young adult apprentices to acquire environmental job skills, to provide positive role models for inner-city children, and to build community spirit by involving both children and apprentices in neighborhood improvement projects. **Program Contact:** Martha Diepenbrock, Los Angeles Conservation Corps, 2824 South Main St., Los Angeles, CA 90007, (213) 749-3601.

**Marymount College, Palos Verdes**

Outreach into one's community allows the individual the unique experience of environmental awareness along with personal discovery. M.O.V.E. (Marymount Opportunities for Volunteer Experience) provides individual placement and group projects for students in community service with children, adults, and seniors in a variety of programs. **Program Contact:** Carolyn Wolf, MOVE, Marymount College, Rancho Palos Verdes, CA 90274-6299, (310) 377-5501 x295.

**Mount St. Mary's College, Los Angeles**

Mount St. Mary's College has a number of service and volunteer programs involving the College's students in community outreach. Students on the Doheny Campus take a required one-semester seminar/volunteer program, *Social Action*, which deals with societal problems and issues and requires students to volunteer 1-3 hours a week in community agencies dealing with these same issues. Another outreach program is the Student Ambassador Program; College students mentor inner city youth, encouraging them to continue their schooling and assisting them in completing admissions and financial aid forms. **Program Contact:** Sister Kathleen Kelly, Vice President for the Doheny Campus, Mount St. Mary's College, 10 Chester Place, Los Angeles, CA 90007, (213) 746-0450 X2100.

**Occidental College Oxy Volunteer Programs, Los Angeles**

The Oxy Volunteer Programs Center is a nonprofit, equal opportunity organization established to bring the Occidental College and the Los Angeles communities together through volunteer service and experiential education. The Volunteer Programs Center (VPC) mission is to serve the needs of the immediate Los Angeles community, giving Occidental College students the opportunity for leadership and personal development, while promoting thoughtful community service to facilitate social change. We consist of 17 volunteer projects directed by student "project directors." The projects range from serving food to the homeless to art and other programmed therapy with acutely ill children to building gardens in urban schools. **Program Contact:** Don Simmons, Director, Volunteer Programs Center, Occidental College, 1600 Campus Rd., Los Angeles, CA 90041, (213) 259-2904.

**Orange County Conservation Corps, Anaheim**

The City of Anaheim and the Anaheim Family YMCA have joined to start the Orange County Conservation Corps, a new community-based, non-residential local conservation corps program with a first year goal of 24 members. The program has developed public/private fee-for-service projects, including graffiti removal, public building recycling, and low-income senior citizen housing repair assistance. The educational component of the program is provided by the Anaheim Union High School District. **Program Contact:** Steven Swaim, 200 South Anaheim Blvd., Suite 433, Anaheim, CA 92805, (714) 254-5176.

**PS-1 Community Service, Santa Monica**

An active Parent Guild Community Service Committee and staff involve the whole family in K-6 community service opportunities. Innovative projects include donating unpicked food from neighborhood trees to food banks, taking extra sack lunches weekly to a homeless shelter, running a health and hygiene clinic for a local shelter, and participating in all-school

recycling. Other activities include: grandparent teas, community clean-ups, and convalescent home visits. 4-week electives (one-hour per week) such as sewing "Save the Earth" bags provide opportunities for learning with mixed groups representing all grade levels. **Program Contact:** Joel Pelcyger, 1454 Euclid Ave., Santa Monica, CA, 90404, (310) 394-1313.

**Teen Outreach Partnership Panorama City**

The Teen Outreach Partnership of San Fernando Valley is focused on youth who attend Los Angeles Unified School District's Senior High Options Schools and provides 200 youth in eleven schools with classroom instruction and community service opportunities which promote self-esteem, life management skills, educational achievement, civic responsibility, and prosocial behavior. **Program Contact:** Sandy Doerschlag, Executive Director, Volunteer Center of San Fernando Valley, 8134 Van Nuys Blvd., #200, Panorama City, CA 91402, (818) 908-5066.

### **USC Student Volunteer Center, Los Angeles**

The University of Southern California Student Volunteer Center (SVC) is a student-run program under the Division of Student Affairs that offers public and community service opportunities off-campus. The SVC identifies volunteer opportunities for graduate and undergraduate students. Students in the USC Volunteer Corps volunteer their time in local service agencies in a variety of areas, carpooling together one-three times per weeks. Graduate students placed in internships through the USC Grad Corps volunteer their time using skills specific to their fields of study and students involved in the Alternative Spring Break program participate in intensive week-long community service projects. The SVC also works in conjunction with the class "Community Service" offered by the Division of Social Sciences. Finally, the SVC houses an extensive database with over 200 volunteer opportunities and publishes a weekly service newsletter with volunteer opportunities and news. **Program Contact:** Martin Gonzalez or Lee Wallach, USC Student Volunteer Center, University of Southern California, Student Union 202, Los Angeles, CA 90089-0890, (213) 740-9116.

### **Vital Link, Anaheim**

The Vital Link program of the Anaheim Union High School District creates opportunities in nine high schools for groups of 15 students per high school per year to be involved in an ongoing community project with minimum of ten hours of community service each semester; to participate in leadership and citizenship training; and to be mentored by a community/business member. Students are selected to work in small groups with a VITAL LINK teacher-facilitator and their own teacher-sponsor. **Program Contact:** Jan Billings or Miles Brakke, Vital Link, 501 Crescent Way, Anaheim, CA 92803-3520, (714) 999-3510.

### **Youth Leaders For A World of Difference, Los Angeles**

80 youth leaders impacting 500 additional youth participate in A World of Difference (AWOD) prejudices reduction programs and service projects. A coalition of teens representing 10 different Los Angeles youth agencies such as girl scouts, 4-H, and the YMCA meet regularly to deal with issues of prejudice, diversity, conflict resolution, and leadership development. Student projects include: designing conferences and workshops, and writing dramatic presentations. A video and selected prejudice-reduction activities are available. **Program Contact:** Education Director, Anti-Defamation League, 10495 Santa Monica Blvd., Los Angeles, CA, 90025, (310) 446-8000.

### **Youth Task Force LA, Los Angeles**

Youth Task Force LA, a program of the Constitutional Rights Foundation, involves high school age youth in learning leadership and organizational skills which enable them to identify and address local community problems. Community projects focus on urban education, police and community relations, economic development and race relations. Youth Task Force LA is organized around 30 neighborhood action teams spread throughout the Los Angeles area. Each team involves an adult sponsor and a college fellow who facilitates meetings and coordinates events. Projects include neighborhood clean-ups, park restoration events, race relations workshops, gang peace treaties and mentoring programs for younger children. **Program Contact:** Al Rios, Director of Community Outreach, Youth Task Force LA, Constitutional Rights Foundation, 601 S. Kingsley Dr., Los Angeles, CA, 90005, (213) 487-5590.

## **Inland LA Region**

### **Suzanne Middle School Community Relations Program, Walnut**

From 1986-90, Alan Kaskvitz has developed a "We Care" component for his regular eight grade social studies curriculum. The community service addition improved test scores from 22nd to 94th percentile and enabled the school's largely minority students the opportunity to make a difference in their community, state, and country. Activities include: writing, lobbying for and passing State legislation requiring drought tolerant landscape for all state-funded buildings, rewriting Los Angeles County voter instructions, fingerprinting youth, translating city documents, revising school fire drill procedures, hosting City Council Candidates nights, and becoming official community historians. **Program Contact:** Alan Haskvitz, Suzanne Middle School, 525 Suzanne Rd., Walnut, CA, 91789, (714) 595-1261.

**Project UPSCALE, San Bernardino**

PROJECT UPSCALE (United Peers Serving the Community and Local Education) unites San Bernadino High School (SBHS), the SBHS "Teachers for the Dream" volunteer tutor program and the Volunteer Center of the Inland Empire in actively involving youth in their community. The program is developing curriculum and integrating community service experiences into two elective courses, *Environmental Science* and *Community-Based Studies*, with the eventual goal of providing core curricular service learning experiences for over 1000 students. **Program Contact:** Bobbi Houtchens, Project UPSCALE, San Bernardino High School, 1850 North E St., San Bernardino, CA 92405, (909) 881-8238.

**Teen Outreach Program, Riverside**

Involving approximately 200 young people, the Teen Outreach Program strengthens the existing drop-out retrieval program of Riverside Unified School District by including classroom-based discussions on a variety of personal development and community issues, and placements in local service agencies. Students receive credit in Government and Economics, Psychology, and/or Community Service courses. **Program Contact:** Kathy Olson, Instructional Services Specialist, Riverside Unified School District, P.O. Box 2800, Riverside, CA 92516-2800, (714) 788-7518.

**University of Redlands, Redlands**

The University of Redlands requires all freshpersons to complete 80 hours of community service by the time they graduate. This requirement is fulfilled during one of the four Interims (January sessions). Students are allowed to choose any non-profit agency to complete their service hours. Many students choose to work with youth-oriented services and these experiences have been most educational for our participants, as well as beneficial for schools or agencies involved. **Program Contact:** Tony D. Mueller, Office of Community Service Learning, University of Redlands, 1200 East Colton Ave., P.O. Box 3080, Redlands, CA, 92373-0999, (714) 335-4011.

## San Diego Region

**PRIMER, San Diego**

Project PRIMER, a collaborative community service program and research project with Headstart, trains students as tutors to work with pre-schoolers and their parents to improve the children's reading skills. Emphasis is placed on recruiting students from the same cultural background as the families. Careful research and evaluation will examine possible replication with other Headstart programs. **Program Contact:** Dr. Theresa Cronan, Psychology Department, San Diego State University, San Diego, CA 92182, (619) 594-5793.

**Project Share, San Diego**

Restructuring Roosevelt Junior High School in the San Diego Unified School District is committed to teacher training and curriculum development through their PROJECT SHARE program. Four components of the program include the Balboa Park Revitalization project with the City of San Diego; SHARE elective classes emphasizing cultural diversity and the student's role in the community; individual service projects; and classroom projects. **Program Contact:** Lauriann Stanley, Project SHARE Coordinator, Roosevelt Junior High School, 3366 Park Boulevard, San Diego, CA, 92103-5299, (619) 298-0295.

**Service Learning as a Degree Requirement, San Marcos**

Service Learning as a Degree Requirement Setting a Life Pattern for Giving Back to the Community is planning a service-learning component for all honors students, and will explore the feasibility of requiring service for all undergraduates. **Program Contact:** Richard S. Millman, California State University, San Marcos, San Marcos, CA 92096, (619) 752-4050.



## State and National Organizations

### **Association of Junior Leagues, International (AJLI)**

The Teen Outreach Program sponsored by AJLI is a youth development which combines a classroom-based life skills curriculum with community service. The program has been evaluated to significantly reduce teen pregnancy and drop-out rates. A state model for replication and institutionalization of the program is currently being developed in California. Programs will be implemented in the following districts in the 1993-94 school year: Tuolumne County Schools, Sacramento Unified School District, Jefferson Union High School District, Cabrillo Unified School District, Fresno County Schools, Los Angeles Unified School District, Fullerton Union High School District, Whittier Union High School District, And Riverside Unified School District. Six additional districts will be selected to participate in the 1994-95 school year. **Program Contact:** Suzane Henderson, (916) 961-5549 or Jan Kern (310) 454-1831.

### **California Campus Compact**

California Campus Compact is a collaboration of colleges and universities statewide that promotes service as part of higher education. It develops regional collaborations to establish campus community service programs related to the needs of disadvantaged youth. Collaborations will apply for funds to integrate service into the curriculum, to train teachers in developing and supervising community service activities, and to develop student tutoring programs. **Program Contact:** Jeannie Kim, California Campus Compact, A239 Murphy Hall, 405 Hilgard Ave., UCLA, Los Angeles, CA 90024-1422, (310) 206-3346.

### **CalServe**

CalServe is California's state government initiative developed in response to the National and Community Service Act of 1990. In 1992, CalServe distributed grants to 35 school-based and 9 corps partnerships throughout the state. The multi-agency collaboration includes the California Conservation Corps, the Department of Education, the Department of Aging, California Campus Compact, and Youth Service California. Advised by the CalServe Council, CalServe seeks to expand the ethic of civic responsibility among youth and adults, help bridge the gap between classroom and community learning, offer real-life contexts for students to apply and test classroom learning, and organize youth to provide valuable services to their communities. **Program Contact:** Patrick Couch, California Conservation Corps (916) 323-6595 or Linda Forsyth, California Department of Education (916) 657-3115.

### **Communities as Places of Learning, Points of Light Foundation**

Communities as Places of Learning, a program of the Points of Light Foundation, seeks to build a strong link between youth service and education reform. The Foundation is funding four local community and school partnerships in California which will serve as models of schools integrating service into the curriculum and communities involving students in its nonprofit and public agencies. Technical assistance on general youth service and service learning issues is available. **Program Contact:** Linda Nazemian, 51 Eagle Point, Irvine, CA 92714, (714) 651-1678.

### **Community Service Learning Center (CSLC)**

CSLC helps develop ways to integrate service into the K-12 educational process and involve youth in useful and meaningful experiences. CSLC responds to requests nationally, but operates primarily in the Northeast. CSLC offers:

- K-12 curriculum guides
- training sessions to integrate service and learning
- phone referrals to successful service learning teachers or field site visits
- bibliography for Community Service Learning
- *Whole Learning Through Service: A Guide for Integrating Service into the Curriculum (K-8)*, published by the Springfield Public School, Massachusetts

**Program Contact:** Carol W. Kinsley, Executive Director, 258 Washington Blvd., Springfield, MA 01108. (413) 747-5368.

### **Compass Institute**

The Compass Institute is a California non-profit organization, now based in Minnesota, whose mission is "to turn good ideas into wise practice to benefit youth, families, and schools." Co-directors James and Pamela Toole have provided staff development and youth workshop for 18 years throughout California in service learning, peer helping, youth development, drug prevention, and parent education. **Program Contact:** Jim and Pam Toole, P.O. Box 8007, St. Paul, MN, 55108, (612) 571-2041.

### **Constitutional Rights Foundation (CRF)**

CRF educates young people to become active and responsible community participants. In addition to law-related educational programs and materials, CRF promotes empathy for community concerns, skills in organizing service projects, an understanding of the function of a community and the government, and opportunities for students to develop confidence in creating positive change. CRF provides:

- technical assistance for youth-initiated community service programs
- conference and workshop coordination for schools and community-based organizations
- student community service curriculum and leadership activities
- database with descriptions of model youth service programs
- student descriptions of youth-initiated service projects
- *School Youth Service NETWORK*, free quarterly national newsletter

**Program Contact:** Todd Clark, Executive Director, 601 S. Kingsley Dr., Los Angeles, CA 90005, (213) 487-5590.

### **The Giraffe Project**

This international organization inspires people to "stick their necks out for the common good" by finding real, credible heroes and getting their stories told through national and local media. Low-cost materials for teachers include:

- *Giraffes in Schools Teaching Kits*, grades K-5, 6-12
- *The Giraffe Project Handbook: A Guide to Effective Community Service and Social Action*
- *Every Day Heroes*, short stories about Giraffes
- *Media Savvy*, a how-to booklet
- *The Giraffe Gazette*, a quarterly journal
- *It's Up to Us*, a 25-minute video

Lectures, workshops, and memberships are available. Write for price list and free sample pages. **Program Contact:** Jean Gaznier, Director, Education Department, P.O. Box 759, Langley, WA 98260, (206) 321-0757.

### **The Hitachi Foundation**

The Hitachi Foundation offers The Yoshiyama Award for Exemplary Service to the Community, presented annually to 8-10 high school seniors nationwide. Based on a teen's community service, rather than academics or extra-curricular activities, the award includes a gift of \$5000 unrestricted funds, given over two years. Students are nominated each spring by organization leaders, teachers, and others familiar with youth service. Awards are announced each fall. **Program Contact:** Laurie Regelbrugge, Program Officer, 1509 22nd St. NW, Washington, DC 20037, (202) 457-0588.

### **Intercultural Development Research Association (IDRA)**

IDRA is dedicated to the principle that all children are entitled to an equal educational opportunity. It works to eliminate obstacles that minority, economically disadvantaged and limited-English-speaking students encounter in schools. Services provided nationwide, with focus in Texas, New Mexico, Oklahoma, Florida, Arkansas, Louisiana, California, and New York. IDRA's Valued Youth Program model is one of the best school programs for dropout prevention. "At-risk" students are placed in responsible positions as tutors of younger children, while receiving minimum-wage stipends and class credit. The model, developed with support from Coca-Cola USA, incorporates instructional and support strategies for students, teachers, and families. **Program Contact:** Karla Fisher, 5835 Callaghan Rd., Suite 350, San Antonio, TX 78228, (210) 684-8180.

### **Maryland Student Service Alliance (MSSA)**

Launched by the State Department of Education to create community service opportunities for students, Maryland is the only state that requires public schools to grant course credit to students who perform community service. MSSA helps schools create opportunities for all students to serve through courses and clubs and by infusing service across the curriculum.

MSSA offers:

- *Community Service Curriculum K-12, Teachers Manual, Service Learning Project Plan, Administrator's Handbook*, and other books
- *Community Service Curriculum for Special Education Students*, a 158-page curriculum with developed project plans for special education teachers and administrators
- Bi-monthly newsletter
- teacher-training video, *The Courage to Care, the Strength to Serve*
- workshops and summer seminars for teachers and administrators
- annual conference for students and teachers

**Program Contact:** Kathleen Kennedy Townsend, Executive Director, 200 W. Baltimore St., Baltimore, MD 21201-2595, (410) 333-2427.

### **Massachusetts Youth Service Alliance (MYSA)**

A statewide network of organizations that involve over 20,000 young people, MYSA is dedicated to fostering an ethic of service among Massachusetts youth. MYSA members envision a society in which young people aged 5-25 are valued as resources and engaged in providing solutions to pressing community needs through voluntary community service. MYSA supports school, community, campus-based and full-time service corps, and offers a forum for organization and school representatives to exchange ideas and information, solve common problems and generate public recognition and support. **Program Contact:** Joe Madison, Executive Director, 77 Franklin, 10th Floor, Boston, MA 02110, (617) 542-2544.

### **Minnesota Office on Volunteer Services (MOVS)**

MOVS staffs the Governor's Advisory Task Force on Mentoring and Community Service and provides leadership through partnerships with state agencies, non-profit organizations, youth and others. Currently, 324 out of 420 Minnesota school districts have service learning programs. Minnesota's comprehensive plan for community service offers a continuum of developmentally appropriate service opportunities for youth. An annual Governor's Youth Service Recognition program honors exemplary youth community service programs and projects. MOVS offers training, *Gearing Up for Youth Community Service*, which is designed to help organizations effectively involve youth in community service. **Program Contact:** Laura Lee M. Geraghty, Director, Department of Administration, 117 University Ave., St. Paul, MN 55155, 1(800) 652-9747, (612) 296-473.

### **National Association of Service and Conservation Corps (NASCC)**

NASCC is the membership organization for youth corps programs. Since its founding in 1985, NASCC has served as an advocate, central reference point and source of assistance for the growing number of state and local youth corps around the country. In 1993, almost 80 youth corps are operating in 19 states and more than 60 cities and counties, serving more than 17,500 young people in both year-round and summer programs. NASCC's primary mission is to strengthen the quality of existing youth corps programs and to promote the development of new ones. To accomplish this NASCC:

- maintains an Information Clearinghouse on youth corps policies, programs and practices, as well as the overall status of the youth corps field
- provides written and on-site technical assistance to new, operating corps and planned corps
- sponsors an annual conference for youth corps staff and corpsmembers
- organizes professional development workshops for corps program directors and staff on a range of policy, program, and management topics
- publishes an annual Youth Corps Profile- **Youth Can!**

**Program Contact:** Leslie Wilkoff, Director, Membership Services, 666 11th St. NW, Suite 500, Washington, DC 20001, (202) 737-6272.

### **National Community Education Association (NCEA)**

NCEA helps educators and other interested in connecting community involvement with education by offering:

- *Community Education Today* newsletter
- quarterly *Community Education Journal*
- annual national conference
- regional training workshops
- publications on community and parent involvement in education
- information of NCEA's Nat'l Community Education Day during American Education Week

**Program Contact:** Starla Jewell-Kelly, Executive Director, 3929 Old Lee Highway, Suite 91A, Fairfax, VA 22030, (703) 683-6232.

### **National Crime Prevention Council (NCPC)**

NCPC forges a nationwide commitment by people acting individually and together to prevent crime and build safer, more caring communities. Programs encourage youth to lead, design and perform meaningful service to their community, including:

- Youth as Resources allows youth to design and run community service projects.
- Teens, Crime, and Community combines education and action by helping teens learn how crime affects their family, community, and themselves, and how they can run crime prevention/community improvement programs.

• Teens as Resources Against Drugs, a teen-led drug prevention project, creates practical, effective models to encourage long-term effort.

Call for information about numerous publications relating to drug-prevention programs, using youth as resources, and curriculum. **Program Contact:** John A. Calhoun, Executive Director, 1700 K St., NW, 2nd Floor, Washington, DC 20006, (202) 466-6272.

### **National Society for Experiential Education (NSEE)**

NSEE supports learning through experience- for civic and social responsibility, intellectual and ethical development, career exploration, cross-cultural awareness and personal growth. NSEE offers:

- a resource center and opportunities for professional development
- a network of educators and others who combine service and learning
- publications, such as *Combining Service and Learning: A Resource Book for Community and Public Service* (1990), 1,200 plus pages in three volumes
- consultants for program development

**Program Contact:** Sally Migliore, Associate Executive Director, 3509 Hayworth Dr., Suite 207, Raleigh, NC 27609, (919) 787-3263.

### **National Youth Leadership Council (NYLC)**

NYLC develops service-oriented youth leaders by supporting individuals, organizations, and communities that encourage youth service and leadership. NYLC provides teachers, students, administrators, youth workers and others interested in service learning with regional and national training events and conferences, curriculum guides and publications, program development and research, and policy consultation. NYLC's work includes:

- K-8 Service Learning Curriculum Guide for teachers
- Generator School Project, developing school models that integrate service learning as a catalyst for overall school improvement
- National Training Program for teachers, school administrators, and community educators
- National and regional conferences on K-12 service learning

**Program Contact:** James Kielsmeier, President, 1910 W. Country Rd. , St. Paul, MN 55113, 1(800) 366-6952, (612) 631-3672.

**Partners for Youth Leadership (PYL)**

PYL was established in 1988 with the support of Partners in Prevention and the Solvent Abuse Foundation for Education. Managed by the Prevention Center in Boulder, PYL promotes and supports youth leadership programs throughout the country by providing:

- resources and information, with an extensive library and national database with examples of successful youth leadership programs
- publications, including a quarterly newsletter, in-service bulletins and how-to-booklet, *Youth Involvement: Developing Leaders and Strengthening Communities*
- technical assistance through telephone consultation on toll free line

**Program Contact:** Bob D'Allesandro, Executive Director, 4760 Walnut St., Suite 106, Boulder, CO 80301, 1(800) 972-4636, (303) 443-5696.

**PennSERVE: The Governor's Office of Citizen Service**

PennSERVE supports community service and volunteer programs that include conservation and service corps, college literacy corps and school-aged service learning programs.

PennSERVE, in cooperation with the Pennsylvania Institute for Service Learning and the Volunteer Youth Training and Leadership Program:

- provides competitively awarded grants to support the development of service learning programs in school and community-based organizations. Grants range from \$1,000 (planning) to \$7,500 (mini) to \$25,000 (disseminator)
- provides in-service training and workshops for teachers, administrators, and students
- offers technical assistance, curricular materials, and how-to manuals for schools and community-based organizations
- works closely with state and local school reform initiatives to encourage the use of service learning as a strategy for school improvement
- encourages and supports research and evaluation initiatives exploring the impact and effectiveness of service learning strategies

**Program Contact:** John Briscoe, Director, 1304 Labor and Industry Bldg., Harrisburg, PA 17120, (717) 787-1971.

**Prevention Center (PC), Florida Department of Education**

PC encourages innovative and outstanding ideas for student community and volunteer service by establishing a grant program to promote student service in Florida, and by offering technical assistance and research-based information to assist any school implementing or expanding its student service efforts. PC also assists school and communities in providing youth with skills for responsible decision-making and in promoting positive self-concepts and healthy, substance-free lifestyles. PC strives to improve the quality of educational policy and practice through application of the best available knowledge from research, development, and experience. **Program Contact:** 325 W. Gaines St., Suite 414 FEC, Tallahassee, FL 32399-0400, (904) 488-6304.

**Project Service Leadership (PSL), Washington**

PSL assists Washington and Oregon schools and communities implementing service learning programs and policies K-12. PSL conducts institutes and conferences for teachers and student programs. A service learning resource lending library is available to Washington residents. Materials and phone assistance can be requested nationally. Publications include:

- *Enriched Learning Through Service*
- *Developing Caring Children*
- *Parenting for Caring*
- *Infusing Service into Schools*
- *Service-Line Newsletter*, three times yearly with paid subscription

**Program Contact:** Kate McPherson, Director, 12703 Northwest 20th Ave., Vancouver, WA 98685, (206) 576-5070.

### **SerVermont**

SerVermont's initiatives and programs integrate voluntary community service with school coursework. SerVermont encourages the inclusion of service that meets critical community needs in the teaching of civic responsibility. SerVermont offers:

- how-to books: *Service Learning from A to Z* and *The Co-op Bridge*
- workshops: (a) integrate service and learning through learning to serve and serving to learn; (b) how to mentor student internship experiences; (c) how to build on a kinetic method of learning
- mini-grant program that links community improvement and academics with funds to defray expenses of service projects
- consulting services

**Program Contact:** Cynthia Parsons, Coordinator, P.O. Box 516, Chester, VT 05143, (802) 875-2278.

### **Sterling Community Service Foundation, Oakland**

The Sterling Community Service Foundation (SCSF) is a nonprofit charitable organization which coordinates volunteer work projects in communities throughout North America. Their purpose is "to rekindle the spirit of old-fashioned barn raisings." Through planning and producing community service projects, persons young and old receive the opportunity to give back to their communities while they experience a renewed sense of hope and pride for themselves. **Program Contact:** Gwen Tillman, Executive Director, 695 Rand Ave., Suite 101, Oakland, CA 94610, (510) 832-7273.

### **Thomas Jefferson Forum**

To engage youth in high school-based service, the Forum assists faculty coordinators at participating schools with recruitment, placement, supervision and assessment of student volunteers, while developing student leadership skills through service. Staff also present at workshops nationally. The Forum offers:

- advice to schools and agencies initiating high school programs and assistance with service learning as part of the curriculum
- coordinator's handbook on high school-based community service programs
- newsletter on the Boston-area program
- computer bulletin board

**Program Contact:** Patricia Barnicle, President, Lincoln Philene Center, Tufts University, Medford, MA 02155, (617) 627-3401.

### **Washington Coalition for Community Service (WCCS)**

WCCS brings together organizations to promote and coordinate citizen-service initiatives in the state. The Coalition works with populations involved in service full time and through university and college-based, public and private initiatives and school-based programs. WCCS offers information on:

- young adults participating in outreach to disadvantaged youth
- literacy component for students in grades 1-8
- young adults in the field of education

Service corp members are available to assist private, non-profit organizations, local governments and educational institutions with development of service projects. WCCS works primarily in Washington state; limited materials are available to non-residents. **Program**

**Contact:** Bill Basl, Director, Washington Service Corps, Employment and Security Dept., P.O. Box 9046, Mail Stop 6000, Olympia, WA 98507-9046, (206) 438-4072.

### **Youth Service America (YSA)**

YSA's mission is to build an ethic of service in America by helping develop and sustain a national network of quality service programs. YSA programs include:

- *Youth Development and Leadership*. YSA's Youth Action Council and New Generation Training Program foster leadership and management skills in young people and young professionals in the youth service field.
- *Building an Ethic of Service*. YSA works to broaden awareness of the power of youth service through National Youth Service Day. The Professional Affiliates Program for schools and local, state, and national programs brings together the different streams of service and offers opportunities for networking, technical assistance, and policy development.

YSA's publications and materials include:

- *Streams*, bi-monthly newsletter about the youth service field
- YSA Occasional Papers on youth service issues
- YSA Working Group on Youth Service Statement of Principles
- *Everybody Can Be Great Because Everybody Can Serve*, a 13-minute video

**Program Contact:** Roger Landrum, Executive Director, 1319 F St. NW, Suite 900, Washington, DC 20004, (202) 783-8855.

### **Youth Volunteer Corps of America (YVCA)**

Working in collaboration with local non-profit sponsoring organizations, YVCA increases opportunities for youth to participate in organized service projects that address community needs and develop a lifetime service ethic. YVCA programs exist in an increasing number of communities throughout the country. Each YVCA program has a local program director who recruits middle and senior high students to participate in worthwhile service projects that often relate to the school curriculum. National staff provide technical assistance, marketing, recruitment information and networking opportunities to prospective sponsoring organizations. The program operates full-time during the summer months, but only part-time during the year. **Program Contact:** David Battey, President, 6310 Lamar Ave., Suite 145, Overland Park, KS 66202; (913) 432-9822.

### **Youth Service California (YSCal)**

YSCal is a statewide advocacy and technical assistance organization co-managed by the Haas Center for Public Service at Stanford University and the Constitutional Rights Foundation in Los Angeles. Governed by a 25-person Steering Committee, the collaboration of public and private organizations works to further the development of a multi-cultural, statewide movement to increase and integrate youth service in the kindergarten through twelfth grades, colleges and universities, conservation and service corps, and throughout the community.

Service include:

- Sponsorship of Youth CAN, the State Youth Service Council
- Phone or on-site technical assistance and consultation to emerging programs.
- An affiliates program
- *Currents* newsletter and other materials on policy and program development.
- Conferences and regional trainings

**Program Contact:** Megan Swezey, Director, Haas Center for Public Service, P.O. Box 5848, Stanford, CA 94309, (415) 723-3803.

# READINGS AND BIBLIOGRAPHY



## NATIONAL POLICY UPDATE

Legislation creating the National and Community Service Trust was signed into law by President Clinton at a moving ceremony on the South lawn of the White House on September 21, 1993. The signing was witnessed by the Cabinet, Congressional leadership and supporters from nearly every state including many young people who will benefit from the provisions of the legislation.

For educators and representatives of the voluntary sector, the legislation provides the incentive to continue the creation of a National Service infrastructure. The bill establishes the Corporation for National Service, extends and improves on the provisions of the 1990 legislation, supports the civilian community corps to provide service opportunities for areas effected by defense cutbacks, provides support for the Points of Light Foundation to support volunteerism, extends and improves VISTA and other existing programs involving volunteers, and accelerates the implementation of the Stafford Loan Forgiveness program.

The legislation authorizes \$300 million for fiscal year 1994, \$500 million for fiscal year 1995 and \$700 million for fiscal year 1996; \$40 million for administration of corporate and state commissions and \$45 million for Serve America. The appropriation for FY '94 increases funding substantially beyond present levels. Serve America K-12 programs for example may receive as much as \$40,000,000 nationally, an increase of over 300%.

The challenge to corporation staff is to develop the regulations that will be required to implement this complicated new legislation. It now appears that regulations pertaining to the creation of state commissions which are required before the distribution of money to the states will be developed first. If present target dates are met, these regulations should be completed in the next few weeks. Additional sections of regulations will be completed by the Spring of 1994 and it is hoped that these will be ready in time to allow program funds to flow to the states by the Summer of 1994.

The challenge to California lies in our need to develop a state commission to be appointed by the Governor in time to qualify for funds from the commission. Our state is eligible for up to \$750,000 to establish the commission, develop a three-year strategic plan and select proposals for programs from submissions made by organizations throughout the state.

Overall the new legislation presents us with a great opportunity. If we are able to rise to the occasion through hard work and creative planning California will be building on a strong existing program core and will quickly become the focus of national attention.

#### The K-12 Serve-America Clearinghouse Funded

The Commission on National and Community Service has funded the National Service-Learning Cooperative. The Cooperative, hosted by the National Youth Leadership Council and the University of Minnesota will operate through regional groups. The Southwest regional effort will be lead by the Eastbay Conservation Corps and will include the Constitutional Rights Foundation and the Haas Center for Public Service at Stanford University.

Plans for the cooperative are now being developed so that the regional clearinghouse will be able to provide technical assistance and training as well as access to information on all aspects of program development and implementation.

More information on the services available from the Regional Technical Assistance Center will be available soon from the Eastbay Conservation Corps, 1021 Third St. Oakland, CA 94607; (510) 891-3900, fax (510) 272-9001.

**National and Community Service Trust Act  
Summary**

August 10, 1993

## OUTLINE OF LEGISLATION

**NATIONAL AND COMMUNITY SERVICE TRUST ACT**

The national service initiative is designed to tackle the nation's problems by mobilizing Americans of every background, and particularly young people, in service to our communities and country. The program extends support for service from the youngest elementary students to our oldest citizens, and includes everything from part-time volunteer activities to full-time public service jobs. The centerpiece of the effort to support service is a new program to offer educational awards to Americans who make a substantial commitment to service. In addition to this program, which builds on the youth corps and demonstration programs of the National and Community Service Act of 1990, the National Service Trust Act includes:

- Extension and improvement of programs in the National and Community Service Act of 1990 that enhance elementary and secondary education through community service in schools, support after-school and summer programs for school-age youth, and fund service programs on college campuses.
- Support for the Civilian Community Corps, to provide service opportunities in areas adversely affected by defense cutbacks.
- Support for the Points of Light Foundation, to support volunteerism.
- Extension and improvement of VISTA and the Older American Volunteer Programs authorized by the Domestic Volunteer Service Act.
- Acceleration of implementation for the Stafford Loan Forgiveness program.

## NATIONAL SERVICE TRUST ACT

### Focus of Service

- National service must address unmet educational, environmental, human, or public safety needs.
- The Corporation and State Commissions must establish priorities among these needs that programs must address.
- National service must improve the life of the participants, through citizenship education and training.
- Participants may not displace or duplicate the functions of existing workers.

### Corporation for National Service

#### *Structure*

- The national service program will be administered by a government Corporation for National Service, created by combining two existing independent federal agencies, the Commission on National and Community Service and ACTION.
- The Corporation will be responsible for administering all programs authorized under the National and Community Service Act and Domestic Volunteer Service Act, including VISTA and the Older American Volunteer Programs. The Corporation will also fund training and technical assistance, service clearinghouses and other activities.
- The Corporation will have authority to combine the functions of the two sets of programs in order to reduce bureaucracy, but will maintain the distinct operational features of the VISTA and Older American Volunteer programs.
- Current ACTION employees will transfer into the Corporation within the civil service system, but other employees will be governed by a more flexible, merit-based, competitive personnel system exempt from certain civil service requirements.
- In order to build private and non-government support, the Corporation may solicit and accept private funds.

#### *Governance*

- The Corporation will have a fifteen-member volunteer Board of Directors appointed by the President and confirmed by the Senate. It will be bipartisan, representing a broad range of viewpoints, and include persons experienced in national service and similar programs; experts in providing educational, environmental, human, or public safety service; and at least one person between the ages of 16 and 25. Board members will serve for a term of 5 years.

- Eleven Cabinet secretaries will serve as non-voting ex-officio members.
- The President of the United States will appoint the first Chairperson of the Board. The Board will appoint subsequent Chairpersons.
- The Board will review and approve the Corporation strategic plan, grantmaking decisions, regulations and policies, and evaluation plan. It will also review and advise the Corporation President concerning overall policies of the Corporation, receive and act on reports of the Inspector General, make recommendations regarding research, ensure the effective dissemination of information, and advise the President of the United States concerning service.
- The President of the United States will appoint the President of the Corporation.
- The President of the Corporation will have control over personnel, prepare the strategic plan, prepare grant decisions, make grants, prepare regulations and implement them, prepare an evaluation plan, establish measurable performance goals for programs, consult with agencies, suspend payments in certain instances, prepare the annual report, and submit to Congress such reports as are required.

#### *Oversight*

- An Inspector General will oversee programs to guard against fraud and abuse.
- Programs must arrange for independent audits and evaluations, and may also be required to participate in national or State evaluations.
- The President will establish measurable performance goals for all programs.

#### State Commissions

#### *Structure*

- In order to receive a grant, each State must establish a commission on national service or comparable entity. The Corporation will provide funding for the State commission on a sliding matching scale, declining from 85 percent in year one to no more than 50 percent in year 4. The Corporation will provide to State Commissions not less than \$125,000 in the first year, and not less than \$175,000 in subsequent years. The Corporation will provide to State Commissions not more than \$750,000.
- With the approval of the Corporation, States may utilize alternative administrative entities, as long as they involve diverse participation in policymaking.
- Commissions will have 15 to 25 members appointed by the governors on a bipartisan basis. There must be at least one individual with expertise in training youth, one individual with experience promoting volunteerism among older adults, one representative of community-based agencies, the head of the State educational agency, a representative of local

governments, a representative of local labor organizations, a representative of business, a youth, and a representative of a national service program. Other members may include local educators, experts in the delivery of certain services, representatives of Indian tribes, and out-of-school youths.

- A representative of the Corporation will sit on each commission as an *ex officio* member (unless the State chooses otherwise) and act as liaison between the commission and the Corporation.
- State commissions will be responsible for States' strategic plans, State applications for funding, assistance providing health and child care, State recruiting and information systems, grant administration, and projects and training methods. State Commissions may not operate programs, though they may fund State agencies that do.
- State commissions must allocate at least 60 percent of their funds to non-State entities.

#### **Allocation of Funds**

- States submitting plans approved by the Corporation will receive one-third of funds according to a population-based formula and one-third on a competitive basis.
- One-third of funds will be allocated directly by the Corporation. Programs eligible for priority consideration include federal programs, national nonprofit organizations operating multiple programs or competitive grant programs, national service initiatives in more than one State and meeting priority needs, proposals to replicate successful programs in more than one State, professional corps, and innovative national service programs. In cases of programs of comparable quality, there is a general priority for non-profit organizations. States may also receive certain of these funds.

#### **Programs**

##### *Goals*

- The Corporation will establish measurable goals regarding the impact of the service on the community and on participants. Programs will also develop their own goals particular to their situation.

##### *Eligibility*

- Programs eligible for national service designation include diverse community corps, youth corps, specialized service programs focusing on a specific community need, individual placement programs, campus-based service programs, programs that train and place service-learning coordinators in schools or team leaders in corps programs, intergenerational programs, national service entrepreneurship programs, professional corps, youthbuild programs, and Communities in Action Programs.

- Programs may be run by non-profit organizations, institutions of higher education, local governments, school districts, States, or federal agencies.
- Programs may not provide direct benefits to for-profit businesses, labor unions, or partisan political organizations, or use program assistance for religious activities. Programs must comply with restrictions in section 501(c)(3) of the Internal Revenue Code.

### *Selection*

- Selection criteria include quality (based on criteria developed in consultation with experts in the field), innovation, sustainability, and replicability of programs.
- Past experience and management skills of program leadership, extent of building on existing programs, and recruitment from communities served and their involvement in program design, leadership and operation will also be taken into account.
- Programs serving communities of greatest need will receive special priority. These include communities designated as economically disadvantaged, environmentally distressed, adversely affected by reductions in defense spending, adversely affected by Federal land management practices, or areas of high unemployment. Fifty percent of assistance should be distributed to these areas, with a priority for recruitment from such areas.

### *Funding*

- All participants will receive educational awards.
- To develop programs, one-year planning grants will be available. To support national service participants, three-year renewable grants will be available for program expansion or replication.
- Administrative costs will be limited to five percent of all grants other than planning grants.
- Programs must pay 15 percent of the stipend and health care benefits in cash and 25 percent of other program costs receiving federal support. The 25 percent match may be in cash or in kind from any source other than programs funded under the National and Community Service or Domestic Volunteer Service Acts.
- Federal funds must supplement, not supplant, State and local dollars.

## Participants

### *Eligibility*

- Individuals may serve before, during, or after post-secondary education.



- In general, participants may be age 17 or older. Youth corps participants may be age 16 or older.
- Participants must be high school graduates or in most cases agree to achieve their GED.

### *Selection*

- Participants will be recruited and selected on a nondiscriminatory basis and without regard to political affiliation by local programs designated by States or the federal government.
- National and State recruitment system will help interested individuals locate placements in local programs. Information about available positions will be widely disseminated through high schools, colleges and other placement offices. Recruitment efforts must pay special attention to the needs of disadvantaged youths. A special leadership corps may be recruited, trained, and placed to assist in the development of new national service programs.

### *Term of Service*

- To earn an educational award, a participant in a designated program may serve a term of service full-time over one-year or part-time over two years (three years in the case of students). The term of service is 1700 hours for full-time service and 900 hours for part-time service (with a correspondingly smaller award). An individual may serve up to two terms and earn up to two educational awards. The Corporation has authority to develop provisions to offer smaller awards for shorter periods of service.

### *Educational Awards*

- Educational awards of \$4,725 will be provided for a term of full-time service. Educational awards may be used to repay loans for higher education or to pay for higher education or training.
- Educational awards will be federally funded and deposited into a national service trust on behalf of all participants accepted into the program. Organizations and individuals may donate funds to support national service participants in the donor's community.
- Payments will be made directly to qualified post-secondary educational institutions, including two- and four-year colleges, training programs, and graduate or professional programs.
- In the case of participants with outstanding loan obligations for qualified educational activities, awards will be paid directly to lenders.
- Awards must be used within seven years of completion of a term of service.

*Stipends*

- Programs will set stipends within guidelines. Programs may provide stipends no less than the amount received by VISTA volunteers and no greater than twice that amount. Federal support will be limited to a match of 85 percent of the VISTA allowance, with programs paying any stipend costs above that amount.
- In the limited case of designated professional corps in areas of great need, such as teaching and public safety in underserved areas, participants may be paid a salary in excess of the guidelines and receive an educational award. However, no federal support will be available for a stipend, and professional corps will be selected on a case-by-case basis directly by the Corporation.

*Health and Child Care*

- All participants without access to health insurance will receive health coverage. Federal dollars will pay up to 85 percent of the cost of these benefits.
- Participants will receive child care assistance, if needed.

## Serve-America

The proposal extends and expands the existing Serve-America program for school-age youth and Higher Education Innovative Projects for Community Service. Modifications to these programs are described below.

### Service-Learning Program

#### *Program Goals*

- To build a foundation for service among the nation's youth, inspiring them to serve and instilling in them the values and attitude to serve effectively after graduation.
- To create opportunities for all American children to serve our country.

#### *Types of Programs*

- Programs may be partnerships of local education agencies and community-based organizations.
- Local educational agencies may receive planning grants to hire service-learning coordinators.

#### *Types of Funding*

- School-based programs will be eligible for funding through State educational agencies, partly based on formula and partly through competition.
- State educational agencies must develop State plans that indicate programs to be funded and detail 3-year strategies for service-learning in their States. The Corporation must approve State plans.
- Programs may receive one-year planning grants for school-based programs. Subgranting to experienced institutions for school-based programs will also be allowed.
- All local programs will be required to provide at least 10 percent of total program costs in the first year of funding, increasing to 50 percent in the fourth. Local programs may utilize other federal education funds to meet the match requirement.

#### *Training and Technical Assistance*

- Clearinghouses will be expanded to further enable them to disseminate information and curriculum materials; train teachers, service sponsors and participants; and provide needs assessments or technical assistance.
- States will also receive additional resources to train and educate State educational personnel.

### Community-based Program for School-Age Youth

- Community-based organizations working with school-age youth may receive grants from the State Commission for programs to involve such youth in community service.
- National non-profit organizations may apply to the Corporation to make subgrants or run multi-state community-service programs for this population.

### Higher Education Innovative Projects

- Higher Education institutions, consortia of such institutions, or partnerships of higher education institutions and non-profit institutions may receive grants from the Corporation for student community-service programs or programs to train teachers in service-learning methods.
- Funds may supplement College Work-Study funds being used for community service placements.

### **Extension of the Domestic Volunteer Service Act of 1973**

The proposal extends and expands VISTA and Older American Volunteer Programs authorized by the Domestic Volunteer Service Act. Following a transition period, these programs will be administered by the Corporation for national service.

### VISTA

- Extends authority for the VISTA program and increases number of VISTA volunteers.
- Authorizes new VISTA Summer Associate program.
- Authorizes a University Year for VISTA program to encourage student volunteer efforts addressing the needs of low-income communities.
- Removes restrictions limiting the flexibility to manage VISTA, while reaffirming commitment to recruiting a diverse group of VISTA volunteers including young and older adults.
- ... Increases post-service stipends by \$30 for each month of service. Such stipends are not available if VISTA volunteer accepts an educational award under the national service trust.
- Continues support for VISTA Literacy Corps.

### Special Volunteer Programs

- Provides broadened authority under the Special Volunteer Programs to supporting demonstrations and innovations, provide technical assistance, and promote other entrepreneurial activities. Eliminates specific authority for student community service and drug programs, which are covered under the broadened demonstration authority and under the National and Community Service Act.

### Older American Volunteer Programs

- Renames the Older American Volunteer Programs as National Senior Volunteer Corps and the Retired Senior Volunteer Program as the Retired and Senior Volunteer Program (RSVP).
- Lowers eligibility age for participation in the RSVP program to 55.
- Clarifies that Foster Grandparents may work with children with special and exceptional needs in Head Start programs, schools, and day care centers.
- Provides for a new demonstration authority to enrich and strengthen older American volunteer programs across the country.
- Eliminates restrictions that limit the flexibility to administer the program.
- Increases the stipend for low-income Foster Grandparents and Senior Companions once over the next five years to account for inflation.

### Administration

- Encourages relationships between ACTION and other federal agencies where ACTION volunteers might help further the purposes of other Federal programs.
- Authorizes a Center for Research and Training on Volunteerism to strengthen volunteer programs across the country.
- Provides a technical amendment to restore the crediting of VISTA service for federal pensions.

# 'Ask Not'—'90s Style

**National Service:** NEWSWEEK went behind the scenes for 10 months as Clinton's dream smashed against the politics of race, class and selfishness

BY STEVEN WALDMAN

**W**HEN BILL CLINTON THINKS OF NATIONAL SERVICE, this is what he sees: A roomful of earnest young people talking about how, as part of a program called City Year, they have cleaned the apartments of frail seniors, tutored in inner-city schools and fixed up community playgrounds. As Clinton campaigned for the New Hampshire primary in December 1991 and listened to these stories, he was struck by the racial and social mix of the young workers. Yes, there was a former drug dealer from Boston, but alongside him was a prep-school student from Texas and a working-class white from South Boston. One by one they talked about how serving together had forced them to shed prejudices and opened up new worlds. Visibly moved, Clinton told them, "You make a statement every day that there is an American community."

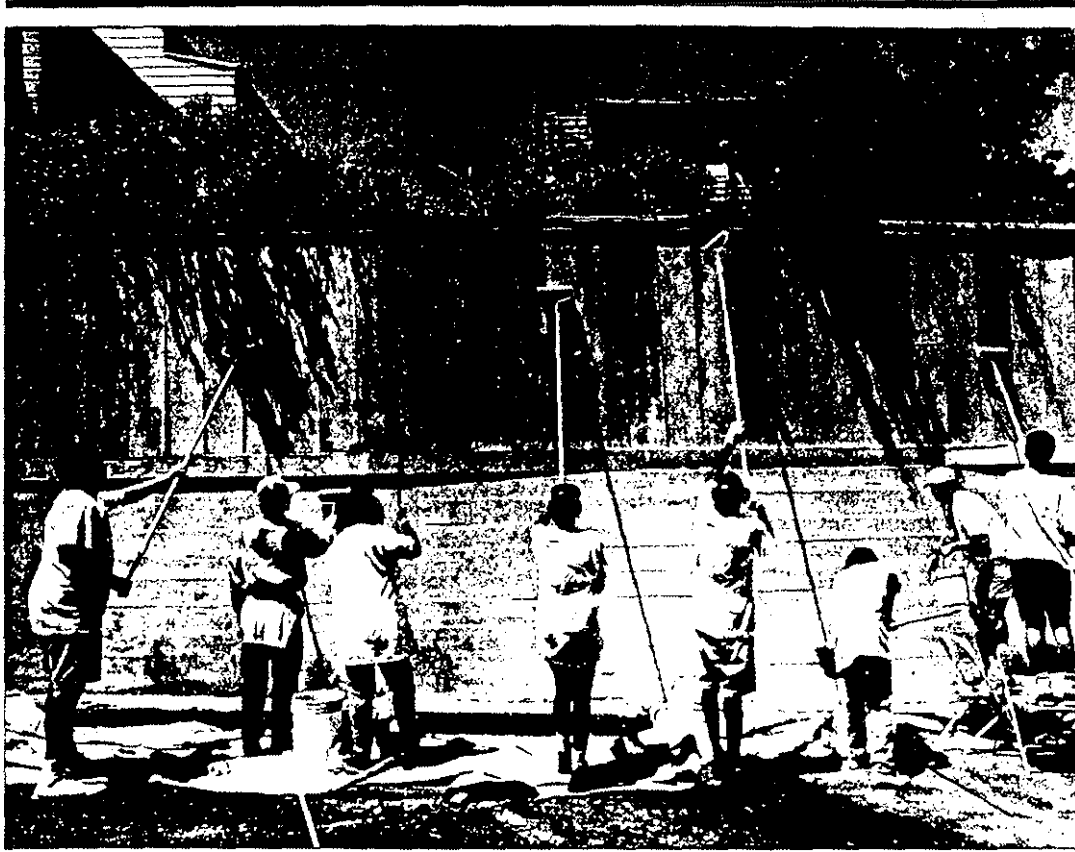
Here is a reality Clinton must deal with: Last June the White House launched the Summer of Service to demonstrate what service could do. Seventy-five percent of participants at the training retreat near San Francisco were minorities. By the third day the 1,500 young people from around the country had split into black, Hispanic, Native American and gay/lesbian/bisexual caucuses. Some of the African-American groups debated whether whites should even be allowed to attend their meetings. Vegetarians complained that organizers hadn't attended to their needs. Students berated Eli Segal, the head of the White House Office of National Service, about gays in the military, the failures of the federal government and the need for the program to politically organize poor people to demand benefits. "I almost thought we were going to have a riot," said one official who helped organize the retreat.

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Last June the White House launched the Summer of Service to demonstrate what service could do. Seventy-five percent of participants at the training retreat near San Francisco were minorities. By the third day the 1,500 young people from around the country had split into black, Hispanic, Native American and gay/lesbian/bisexual caucuses. Some of the African-American groups debated whether whites should even be allowed to attend their meetings. Vegetarians complained that organizers hadn't attended to their needs. Students berated Eli Segal, the head of the White House Office of National Service, about gays in the military, the failures of the federal government and the need for the program to politically organize poor people to demand benefits. "I almost thought we were going to have a riot," said one official who helped organize the retreat.

In Bill Clinton's ideal world, all things are possible: we can help the middle class and uplift the poor, convince blacks and whites to serve side by side, and make government work without wasting the taxpayers' money. But the political reality is that the great liberal ideals of the Democratic Party have been soured by the persistent divisions of race and class. In many precincts, hope and idealism have been replaced with cynicism and isolationism. Clinton tried to

replace Washington's prevailing "got mine" attitude with the message he took from John F. Kennedy's "ask not what your country can do for you." But the demands of class and race kept intruding into his plans. A compromiser at heart, Clinton in the end had to settle for less. Last week Congress passed Clinton's national service plan. Even after all the dealmaking and ducking, the president achieved something significant: a plan that will ask thousands of



young Americans to perform some national service in exchange for help with their college education. And his program will rely on a burgeoning collection of successful local service corps. But the program is far from what Clinton once promised. Many have noted its modest size. More important, it is not the engine for social and racial integration that he envisaged as he listened to the young work mates of City Year.

Ten months ago NEWSWEEK launched a special project designed to track the national service initiative's dramatic but barely reported journey from campaign applause line to law. The obstacles Clinton faced along the way show how difficult it will be for "New Democrats" to "reinvent government" and restore the idealism that moved Clinton as a young high-school student shaking JFK's hand 30 years ago.

During the early months of the campaign, Clinton's political advisers rolled their eyes whenever the candidate started talking about a national program to encourage young people to serve their country. "Every candidate has one of these things," James Carville said later, speaking as if it were a bad habit, like bingeing on Big Macs. "You humor him and you move on."

The joking stopped once the aides heard the applause. Clinton's plan—to reward service with a college scholarship—was the most consistent crowd-pleaser in his stump speeches. Clinton had melded two controversial ideas into a proposal designed to please everyone. Just asking for service would have appealed to a narrow sliver of do-gooders. On the other hand, just offering bundles in college aid would have seemed like profligate "tax and spend" liberalism. But put the two together and Clinton sounded like a New Democrat who preserved the best of his party's past while junking the worst. Yes, Clinton was saying, government *does* have a role to play in improving society. But people can't just ask for handouts. They should have to give something back.

but hardly the scholarships-for-all he had initially promised. So before Clinton's plan was even introduced to Congress, it had been radically scaled back. And the real fight, over the true mission of national service, had not yet begun.

**A**t its core, Clinton's proposal changed the government's approach to helping people go to college. For the past 30 years Congress has given out financial aid based almost entirely on who needs it most. Income, not ability, has been the criterion. Attempts to tie aid to academic merit were viewed as anti-democratic. Clinton's national service program contained a new message: the government will still give aid according to need but will give *more* money to those who serve their country.

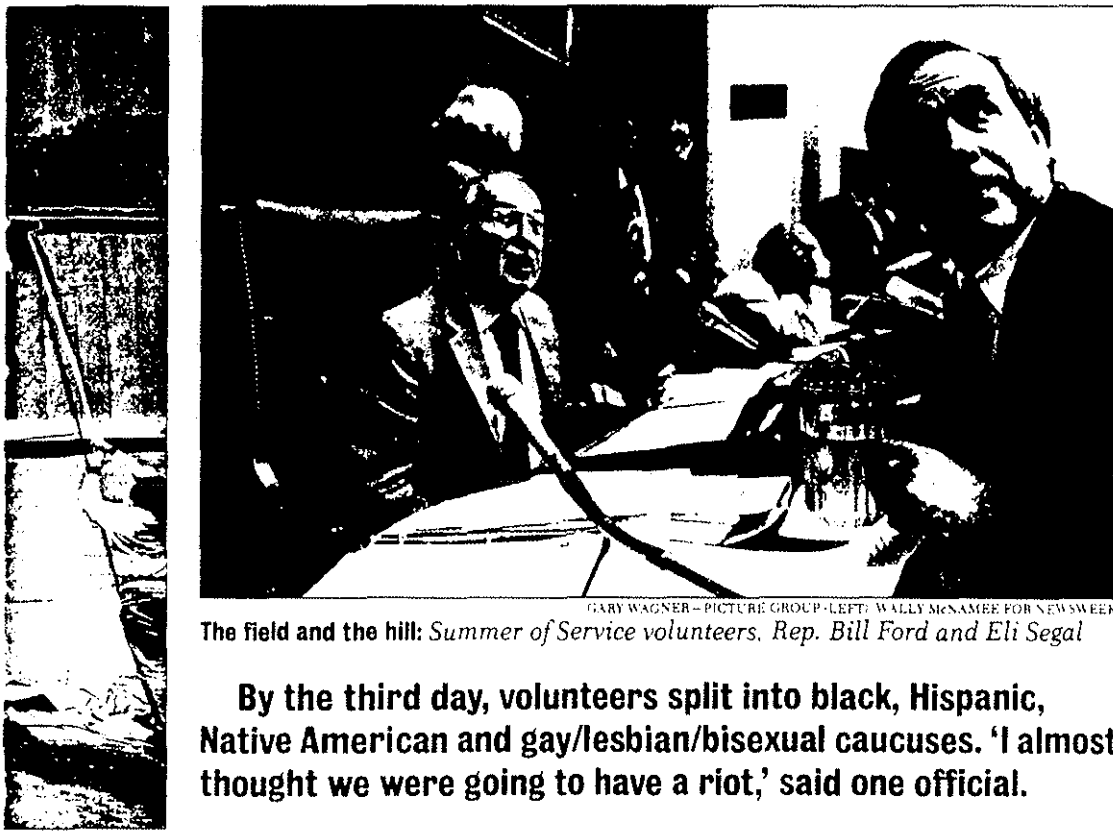
A seemingly worthy ideal, but it was deeply worrisome to the colleges and universities that rely on—and lobby for—federal education aid. The significance of Clinton's shift was not lost on former congressman William Gray III, the president of the United Negro

College Fund. Gray believed the approach seriously threatened his schools and their students, many of whom survive on Pell grants, the no-strings-attached scholarships for the needy. On March 25, Gray summoned other leaders of higher education to a summit at the American Council on Education offices. "It's American pie, you know, national service," he said dismissively, "doing something for the country, shades JFK, the whole bit. Wonder images of Americana et cetera." But the ultimate goal of national service, he warned, was to replace Pell grants, which aid 4.4 million low-income students, in order to give a nice experience to 100,000 middle-class kids.

A practicing Baptist minister, Gray pounded the table, warning that when members of Congress have to decide between a middle-class program like national service or one for the poor like Pell grants, "I can tell you right away which they're going to pick. They're going to pick the one for the people who vote! Middle-class Americans. Middle class vote! Poor folks don't!"

In a private meeting the next day with officials from the American Council on Education, Bud Blakey, the counsel for the United Negro College Fund, turned up the heat. "If we end up trading the interests of upper-income whites for low-income blacks and Latinos..." He didn't finish that sentence, adding, "If the race card has to get played to stop this bull--- from happening, then the race card is going to be played here!"

By making "service" a criterion for aid, the White House had backed into the dangerous arena of racial politics. In times of scarcity, giving money to white middle-class kids—even those who earned it through good works—can mean taking money away from poor kids. The White House tried to reassure colleges that it would support Pell grants but undermined its credibility by simultaneously cutting millions of dollars from other student-aid programs.



*The field and the hill: Summer of Service volunteers, Rep. Bill Ford and Eli Segal*

**By the third day, volunteers split into black, Hispanic, Native American and gay/lesbian/bisexual caucuses. 'I almost thought we were going to have a riot,' said one official.**

Crowds loved Clinton's stock speech line about his "domestic GI Bill." There was only one problem: it was wildly expensive. If he really allowed *all* students to wipe out *all* of their loans, the program could cost as much as \$40 billion. Of course, not everybody would want to serve, but even if just 3 percent of those with loans did—as the campaign predicted—it would still cost \$8 billion, more than the government now spends on the entire student-loan program.

During the campaign, reality did not intrude. Aides who gingerly asked about the true cost of the program were told to be quiet. But when Clinton as president had to produce his first federal budget, he shrank his promise considerably: \$3.4 billion by 1997. That would fund 70,000 students—four times as many. Clinton liked to point out, as were enrolled by the Peace Corps during its heyday—

Until Summer of Service awakened them, White House negotiators were oblivious to the fact that their notions of race were deemed by some to be naive, antiquated and condescending. Clinton wants to solve racial troubles through aggressive integration—an approach admired when he was memorizing Martin Luther King's "I Have a Dream" speech but out of touch with sentiment in the streets today. King and busing to achieve school integration are out; Malcolm X and Afrocentric curricula are in. Clinton implicitly assumes that low-income blacks will benefit more from exposure to affluent whites than from working in their own communities. And affluent whites are more likely to drop their prejudices if forced to work on an equal footing with blacks than if they watch "In the Heat of the Night" in their homogeneous suburbs. National service "is one of the things we have to do," Clinton says, "to re-establish the ability to talk to one another."

**B**ut some groups that work with minorities view these assumptions with contempt. Kathleen Selz represents local service corps mostly comprising low-income blacks and Hispanics and believes that race-mixing proponents overstate the magical ability of Yuppie whites to transform the lives of the underclass. "These girls from [affluent] Bethesda at the D.C. Service Corps are always saying things like, 'Oh, it opened our horizons!'" says Selz, mimicking the syrupy voice of an earnest suburbanite. "Well, you notice the welfare mother doesn't say much like that."

If money were unlimited, Clinton could give aid to programs that celebrate unifying ethnic groups and minority self-help programs that emphasize separateness. But the White House had to decide: should the legislation favor local programs that share the same vision as Clinton? Early on, as White House negotiators worked with congressional staff, they considered listing "diversity" as a criterion when giving out money: programs that sought to mix whites and blacks would be more likely to get funding than those that didn't. But the staff of the House Education and Labor Committee feared that such a preference might sink the all-minority programs popular with black and Hispanic members of the committee. After all, if the government funds a program with 50 blacks and 50 whites, it has less money to fund the program with 100 blacks. "Every time 'diversity' would come up [in legislative negotiations, the committee's staff] would say, 'Well, the House is going to have some problems with that' and we'd say, 'OK, OK, we'll take it out,'" one White House official said. The White House did not put

## The New Program at a Glance

**Service Jobs:** The government will create 20,000 full-time service slots by fall 1994. High-school graduates or anyone working toward an equivalency diploma can apply through local programs.

**College Loan Forgiveness:** For each year of full-time service, participants will earn a \$4,725 scholarship. They can use it for future schooling, including job training, or to pay off past loans. They will receive a stipend (probably minimum wage) and health care.

**Flexible Loan Repayment:** As of the 1994-95 school year, students can repay loans as a percentage of future income, instead of in fixed payments. The goal: to spur people to take low-paying public-service jobs by easing burden of debt.

up much of a fight, severely underestimating how hard it will be to produce mixed programs. They even casually agreed to set aside at least one third of the money for programs that recruit mostly "disadvantaged" youths, further reducing the pot of money that will go to truly diverse programs.

There were other ways of encouraging race- and class-mixing without requiring it—but these methods threatened to alienate key interest groups. Clinton believed that if he offered to wipe out large chunks of college-loan debt, the service program could attract white middle-class kids. In a Feb. 24 meeting, he argued that college graduates had genuinely greater skills and could therefore contribute more than a 17-year-old just out of high school. And, he told aides, the college grad would be making a sacrifice by taking two years to teach, "a real gift to society." Seventeen-year-olds, on the other hand, have fewer skills and expenses, since many live at home. Clinton decided to offer a \$10,000 benefit

to college graduates and \$5,000 in aid to those who serve before college or don't intend to go to college.

But advocates for the non-college-bound hated Clinton's idea. "The whole message is we value people who go to college more than those who don't," longtime low-income advocate Sam Halperin told White House officials at a private meeting sponsored by the umbrella group Youth Service America. Clinton couldn't bear undervaluing the non-college-bound. He agreed to have one smaller benefit of \$6,500, which seemed to settle the issue. What other group could possibly object? April 28, two days before they were scheduled to unveil their plan, they found out who.

Veterans. These were the men who *did* serve in Vietnam, who really don't much like this gays-in-the-military idea—the last group

in America with which Clinton could pick a fight just then. The veterans argued, using some slightly deceptive arithmetic, that the \$6,500 benefit was more than GIs get as college aid. White House staff at first debated how hard to fight, but the debate came to an abrupt close when top adviser George Stephanopoulos entered the discussion, incredulous at the political naivete of his colleagues. He knew the veterans could sink the entire bill, shaky statistics or not. Segal's staff cut the benefit to \$5,000 faster than you can say "political viability." Clinton lost what he considered a key tool for luring a broad range of young people into service, but at least he seemed to have cleared the remaining obstacles to swift legislative passage.

Republicans in Congress were not about to make it that easy. As the legislation journeyed through Congress, they



IRA WYMAN FOR NEWSWEEK

**No race-mixing:** YouthBuild in Boston preaches self-help

**Black colleges feared national service. 'If the race card has to get played to stop this bull---- from happening, then the race card is going to be played!' one lobbyist fumed.**



proposed a series of changes that struck the Democratic Party's exposed nerves. In both the Senate and the House they offered killer "trigger" amendments forbidding the government to spend a penny on national service until it had first boosted Pell grants. One by one, Republicans rose to accuse Clinton of insensitivity to the poor. "You want to help young kids, then double and triple the Pell grants. Reach out to millions!" Sen. Al D'Amato shrieked on the floor of the Senate. "This bill is a turkey; we should shoot, kill it, now!" This Republican righteousness was too much for Sen. Edward M. Kennedy, a key national service advocate. "Tonight at 8 o'clock we hear how some are absolutely indignant about what is happening to these programs. Where were they when the appropriations were coming out over the last 12 years? Where were they?"

Behind the scenes, though, Kennedy himself was furious about the administration's other student-aid cuts. "This is crazy!" he wrote in thick marker atop a memo from a staffer. Although much of the Republican attack was cynical posturing, critics had a legitimate point: national service did pose a threat to Pell grants and need-based financial aid. If national service continues to grow, it will be very difficult to increase grant aid.

Clinton was partly to blame for the Republican attack. For all his criticism of the "politics of entitlement," he could not resist pitching the reward—college benefits—more than the sacrifice. Casting national service as a student-aid program inevitably forced the comparison with Pell grants. And viewed as a student-aid program, national service is laughably inefficient—roughly \$1,300 per person for Pell grants; \$15,000 to \$22,000 per person for service. Longtime supporters of national service such as Sen. Harris Wofford privately pleaded with Clinton to stress the benefits to communities of service. Sen. David Durenberger, a Republican who strongly supported Clinton's legislation, feared that the president's hyperbole would jeopardize the entire bill. "Everything the president has done and said is an exaggeration," he complained as other Senate Republicans mounted a brief but aggressive filibuster in July. "The rhetoric is destroying the reality—and the Republicans took advantage of it."

But Clinton's political advisers such as Mandy Grunwald and pollster Stan Greenberg still believed that lofty service rhetoric wouldn't win over middle-class voters—and Clinton sided with them. "I want my national service plan to pass; that will open the doors of college education to millions of Americans," Clinton said in a staggeringly misleading statement on "Larry King Live" the same week the Senate was considering his legislation.

The White House was able to defeat the lethal "trigger" amendments by restoring some of the money that had been cut from student aid and promising future generosity to Pell grants. It

avoided a rift the old-fashioned way—papering it over with mo-

But the Republicans weren't done. They launched another attack from the left, this time proposing to forbid rich kids from receiving national service benefits. Again, they were trying to drive a wedge through the Democratic coalition with an argument designed to appeal to liberals: shouldn't money for national service scholarships be given according to need? The notion had some immediate appeal—particularly to members of the House Education and Labor Committee, which is, in the words of one staff member, so far to the political left it "would pass the Communist Manifesto if it had jurisdiction." The committee's chairman, Bill Ford of Michigan, was a Lyndon Johnson protégé who had disliked national service in past years and always fought hard for targeting aid to the poor.

This time was different. Ford had decided to help Clinton out. In part, it was out of personal affection. Clinton had helped Ford win re-election narrowly by campaigning in his suburban Detroit

district six times in 1992. Ford also rediscovered his own political inner child—values not from the 1960s but from the 1940s. He had gone into the navy during World War II, met people of many different backgrounds, gone to college on the GI Bill and discovered, "Christ, I'm just as smart as these rich guys. It changed my whole life." Ford, in essence, saw Clinton's New Democratic approach as a return to '40s FDR/Truman Democratic identity, the party of old World War II movies in which Joey Brooklyn learns to love Tex Hayseed because he throws himself on a grenade.



Raw nerves: Segal confers with Wofford staffer John Gomperts

**What other group could possibly object? Two days before they unveiled their plan, they found out: veterans, the last group in America with which Clinton could pick a fight.**

On June 16 Segal called Clinton to tell him that the House committee had voted with the president—that is, against targeting the money toward the poor. Clinton—the man attacked by Republicans as a Carter-Mondale-Dukakis liberal—clenched his fist and pumped it in the air. Next time Clinton saw Ford, the president of the United States went over to the gruff, authoritarian committee chairman... and gave him a hug. "Damn good victory," Clinton said, lifting Ford off the floor with his embrace. "The guy is a really enthusiastic young man," Ford says.

In the end, the White House did win a key test—allowing middle-class and rich kids to get the same benefit as the poor. They won a partial victory on the size of the scholarship; the final amount was \$4,725 per year, a far cry from the \$10,000 they originally sought, but probably generous enough to attract a variety of kids into the program. As a result, Clinton may get middle-class families to feel invested—literally financially invested—in improving their communities and under-standing people who are different from them. The White House also succeeded in structuring a highly flexible program that can subsidize existing charities like the Red Cross or Habitat for Humanity; urban and environmental corps; professional corps

like Teach for America, which sends recent college graduates to teach in disadvantaged communities; and even "service learning" efforts that incorporate service into high-school curricula. By August, the Summer of Service had illustrated the tremendous potential of the approach: volunteers in Atlanta set up an after-school program for 250 poor kids; 87 volunteers in south Texas went door to door and brought 100,000 school kids in for immunizations.

But the White House lost, without even fighting, on the critical issue of whether to favor local programs that mix races. As Summer of Service showed, racial and economic diversity won't happen unless organizers make it a prominent goal. The administration

passed the legislation swiftly, but merely postponed the day when Clinton will have to decide: does he want racial progress to be central to his national service program, and is he willing to take the heat from those who disagree?

For all his inspiring rhetoric, John F. Kennedy attracted to his Peace Corps a narrow group of mostly white, well-educated Americans. Clinton's plan is far more ambitious, seeking to regenerate fragmented American communities and break down rock-hard barriers of the heart. Because Clinton must confront the emotional issues of race and class, he is more likely to fail. But should he succeed, Clinton will have accomplished something far more significant than his hero ever did. ■

## Give Up the 'Self-Centered' Life

President Clinton discussed service last month in the Oval Office with NEWSWEEK's Steven Waldman:

**NEWSWEEK:** Looking back on your own life, what made you interested in service?

**CLINTON:** When I became governor I saw all kinds of unmet needs in every community that, hell, we simply couldn't raise the taxes to pay for. I also became convinced that a lot of problems in this country were highly personal in nature—that the culture had changed in ways that broke down the traditional bonds of community. They suffered internally—not just economically, but emotionally from having insufficient order and emotional support and role models.

**You really think [a national service program] can address that?**

I think it can make a huge difference... I watched how the systematic attempt to affect people individually was making a difference in [schools] far beyond what could otherwise be predicted. Then I started seeing the same sort of potential happening in service projects.

**The Summer of Service program had about 75 percent minorities. Would you be disappointed if that was the makeup of the rest of the program?**

I would be disappointed if we didn't have a lot of white kids, middle-class white kids, in there, too. And I think we will. I fought very hard to keep the means testing [which targets aid toward the needy] out of the program because I want all kinds of people.

**In a time of scarce resources, you're giving educational benefits, potentially, to the son of a millionaire.**



WALLY McNAMEE FOR NEWSWEEK

**Clinton's legacy? He wants service to cure personal suffering**

Only if they really do something for their country. You know, wealthy people may go into the military, but if they do they're entitled to the GI Bill.

**Some Republicans attacked comparisons between domestic service and military service. I'm curious about your reaction. On a personal level, if there had been a civilian-service option available during Vietnam, would you have chosen that?**

Probably.

**Why?**

I mean, who knows what I would have done? I always thought I was going to be drafted. But I think that most people would like the feeling of serving their country.

I think all these kids doing drugs, shooting guns, dropping out of school, going to jail, changing the culture of life in a destructive way and losing their opportunity to have a good life—I see that as a national-security issue.

**You often speak about the plan as opening access to college. Yet the loan forgiveness will affect a very, very small**

**percentage of people with loans. Isn't it misleading to talk about it that way?**

No, because when I was in the campaign I always... saw reformation of the student-loan program as an important part of this, too. This income-contingent loan business [in which people can repay loans in small installments as a percentage of their income] is, I think, very important. It is my belief that if you know that the burden of repaying your loans is not a problem, then you are free to take a job that might pay somewhat less but be somewhat more rewarding. I talked to a young couple that had a combined college-loan repayment schedule of \$1,000 a month. Both of them said they would like to have

been doing something a little bit more community oriented than what they were doing. But it's all they could do to scramble and put together \$1,000 a month.

**During the campaign, you promised that anyone could wipe out their loans with service. Obviously the [law] is far from that. Wasn't that really a pretty unrealistic campaign promise to make?**

Well, I don't think you can do it overnight. There was a limit to how fast you could start and expand a program effectively.

**How do you respond to the argument that you're not asking much of young people if you're offering them a stipend and a generous college benefit—that it's almost like bribing people to serve?**

I just don't agree with that. You're still asking people... to give up what in almost every case will be an easier life and a more self-centered one to devote a significant period of their lives to primarily helping other people with their problems. You're rewarding them for serving their country, for doing something that most people their age won't do, don't do.

## CHANGING TOMORROW

### THE PROBLEM

Sixty years ago, America collapsed into the worst economic depression in its history. The nation responded with the New Deal. Thirty years later, America discovered, amidst growing prosperity, deepening pockets of poverty in its cities and rural areas. The nation responded with the Great Society. Today, once again, America finds itself faced with a social crisis--but a crisis for which our past has not prepared us.

Today's crisis did not happen suddenly or shock us into awareness like the crises of 30 and 60 years ago. It has been with us for some time. We have knowingly watched it grow and worsen. Its manifestations are as familiar as the evening news: inner cities wracked by family breakdown, health epidemics, homelessness, crime--schools that no longer educate the young--drug dealing and abuse on an unprecedented scale--older people cast off and forgotten--rural families living in stark desolation.

Today's social ills reflect a crisis of the will and of the spirit, of failed and failing institutions, of a persistently and distressingly divided nation. A crisis that is quietly, slowly, stealthily ruining lives and shortening futures, like a subtle disease rather than a violent cataclysm, and because it is quite, slow, and stealthy rather than cataclysmic, seems somehow tolerable. A seemingly tolerable crisis that is, nonetheless, jeopardizing America's ability to thrive, economically and politically, now and in the long-run. Unless we turn the corner on the path down which it is sending us, a gradual but unstoppable fall into national mediocrity may be our inevitable fate.

Fortunately, we have it within our power as a nation to do otherwise. We can--with collaborative effort, good will, and common sense--turn the corner on the present crisis and move with due speed toward a greater destiny of common well-being for all of America.

### THE RESPONSE

The response to America's social challenge this time around must acknowledge, but then build upon and, in a critical way, depart from the solutions of the past. Put simply, the nation as a whole must be called to respond, not just one or a few parts of it, not just one or the other political party, not just the public or the private sector--but all, together.

Government, of course, must play a crucial role, as it has when America has been confronted by social breakdowns before. It must use its resources intelligently and fairly to fight the

systemic causes of social ills and its leadership to spur the creative energies of society. We will not and cannot overcome the present social deficit without our government--at all its levels and in all its branches--pointing the way with sound laws, resources, and vision.

However, we must also realize that systemic solutions can have only a limited impact on problems that are often local, particular, and behavioral. Thus, citizens--as the workers, club members, faith-observers, and neighbors in their communities--must take responsibility to act, as well. Citizens must act not as a substitute for government but as an essential partner in the effort to restore hope in lives and communities. Everyone must be asked to pitch in and do his or her part to reverse the forces of social decay. The current crisis will be overcome in no other way.

The mobilization of the American people does not start from scratch. The cherished tradition of voluntarily serving one's community, so important a part of the nation's past, remains a strong current flowing through American society. People selflessly giving their time and talents can be found making a difference every day in communities across the country.

More, much more of this kind of caring and helping is needed to renew the hope for a brighter future. Every individual, every group who reaches out to help, inspires others with their hope. Service, thus, builds on itself, drawing ever more citizens into its conduct--enlarging and deepening its effect on people and neighborhoods. This is what makes the mobilization of the American people an essential ingredient in a national strategy for renewal.

#### A Call for Leadership

Numbers alone, of course, are not the answer. Citizens want to know where they are needed and how they can help. They want to be sustained in their service efforts by the organizations to which they belong and by the communities of which they are a part. In short, they want, and they need, good leaders.

Citizens will respond to community service leaders:

- . Who are people of hope and vision--who believe that a better America is within our grasp if we but reach out and draw in the hurting, the angry, the excluded in our midst.
- . Who can motivate others toward that hopeful vision--who believe that each and every person has a gift for helping someone else in need.
- . Who can join people in practical, cooperative action--who believe that community service means what it says.

While leaders from all walks of life should be called to this indispensable task, the early initiative must lie with two private groups especially well-positioned to influence citizen service: **business leaders and leaders of nonprofit community organizations.** The first heads the most significant untapped source of volunteers (i.e., workers), the second knows the most significant source of opportunities for volunteer impact. The successful mobilization of these two groups can set an abiding precedent for all of society.

Business leaders, including and especially chief executives, must be challenged to make volunteer service by workers an integral part of what they do as a business, rather than a sideline. They must see that community service by workers is key to addressing the social problems now impairing competitiveness.

Nonprofit leaders must be challenged to maximize the willingness and ability of their organizations to tap fully the many talents of community members. They must find ways to blend professional and volunteered resources into greater effectiveness in helping others.

#### A Call for National and Local Action

To mobilize business and nonprofit leaders, and other groups of leaders over time--such as senior citizens, disabled Americans, and public employers--attention must be directed to organized forces at both the national and the local levels.

At the national level, the associations to which leaders belong represent an indispensable channel of access and a meeting ground for stimulating nationwide action. These national entities must be galvanized to make mobilization for community service a high priority in work with their members. National bodies have special strengths in generating credibility and visibility for national causes. These strengths should now be used in the cause of citizen service directed at building healthy, safe, and just communities.

Ideally, the national level also represents a formal opportunity for business and nonprofit leaders, along with those in government from both political parties, to come together in stimulating citizen initiative aimed at redressing community problems. A coalition or consortium of national leadership from all sectors can galvanize public attention, establish common ends, and marshal the resources for a nationwide undertaking.

While national action is important, the most critical connections must be made locally. This is the level at which social problems are not abstractions but concrete realities affecting particular lives. It is also the level at which citizens have the greatest opportunity to shape their society.

Local diversity is the natural genius of American volunteerism. Perhaps in no other country are the people as free or as likely to volunteer for such an endless variety of causes and good deeds. At the same time, however, this treasured variety is a delicate thing. Differences can too easily become reasons for envy and dissension among groups, rather than a source of vitality and flexibility.

The tendency to divisiveness must be overcome by establishing a focal point in every locality for stimulating volunteer service by community members--a neutral meeting ground, sanctioned by leaders (public, as well as private) who represent all parts of the community and supported with the expertise required to be a catalyst for effective citizen service.

The makings of these pivotal institutions already exist in more than 400 cities and towns throughout the nation. They are called volunteer centers. In many places, these centers join with corporate volunteer councils, representing the business community, to give volunteerism a strong and active voice in local affairs.

While some volunteer centers and corporate volunteer councils have long histories, most have emerged in recent years as communities have increasingly recognized the need for formal means of nurturing volunteer involvement. This network of local institutions is the foundation on which America can erect the infrastructure for organizing and supporting social-problem-solving initiative by citizen volunteers. The impetus that volunteer centers and corporate volunteer councils can provide to "people-raising" will complement the already well-established community systems for "fund-raising" to address serious social needs.

In addition, the volunteer centers are well-positioned to provide a local linkage for national service by young Americans, as this idea is developed and expanded by the new federal Administration and as attention focuses on ways to instill a lifetime commitment to the service ethic. The involvement of young people, as well as all other age groups, in community-building, on both a full-time and part-time basis, must be considered among the highest priorities in the overall effort to mobilize the nation and to create a legacy of service for future generations.

Mobilizing national leaders to action with the nationwide network of volunteer centers and corporate volunteer councils brings key elements together in a new strategy for drawing citizens into direct and consequential community service.

#### CONCLUSION

The social deficit now weighing on the nation's conscience did not emerge overnight, and it will not be lifted quickly or easily. The voluntary efforts of community members--when motivated and

informed--can have a powerful impact on amelioration of the threats to community well-being. In many places, they already do. But turning back the tide of social distress will require, more than anything else, sustained attention. The true test of leadership--at both the national and local levels--is not what it does today. The true test is what it makes possible tomorrow.

August 31, 1993  
POLF

10/26/92

## California's Serve America Plan and the Landscape of Reform

by  
Linda Forsyth and Wade Brynelson

The California Department of Education has received \$1,600,000 under the Serve America subtitle of the National and Community Service Act to award to local partnerships for 1991-92. Considering that California serves some 6 million public and private K-12 students, this is a modest sum. What do we hope to achieve? How realistic are our hopes? This paper discusses Service Learning in the context of a broad landscape of reforms in education and society. These reforms have much to do with our capacity to fulfill our hopes and sustain the service movement.

The Department has been working as one of several partners in an effort to develop California's comprehensive application for funding under the Act. The overall goal is to develop and strengthen the service ethic among children, youth and adults, and to apply that service to specific problems of children, families and communities. Serve America, the K-12 education part of the plan, intends to attack school failure and dropout problems and integrate Serve America partnership schools with key state education reforms, including School Restructuring (Senate Bill 1274) and the Governor's Healthy Start initiative (Senate Bill 620) as well as other initiatives and educational categorical programs. Additionally, it hopes to promote Service Learning as a legitimate instructional strategy that offers educators an efficient means to accomplish several key goals of education at once: develop personal empowerment and self-confidence in the student, cultivate a sense of responsibility for the condition of one's community and for others, and gain a greater, deeper understanding of the abstract concepts contained in the curricular subject areas. Finally, it hopes to institutionalize Service Learning as an effective option for all students, including those who receive special services from State and Federal categorical programs.

Many reforms we will discuss here emphasize partnerships and prevention. Indeed, they might be called partnerships to prevent failure and ensure student success. Why do we have such high hopes that the "time is right" for the institutionalization of Service Learning and school-community partnerships? We believe that the convergence of several "reform" ideas will support the larger service movement and our service-learning goals, in particular. First, let's look at what we mean by Service Learning. Then, we can view the landscape of current educational and social reforms in California, of which this is a part.



## What do we mean by Service Learning?

Service Learning is defined through each of its parts. Service is the highest form of citizenship development. The goal is to develop service to others and to one's community as a commonly shared value. In this movement, service is offered based on the identified needs of the community, and all parties---those who serve and those who are served---help identify those needs. The goal is to strengthen each participant; ideally, at another time, the roles of server and recipient may be reversed.

Learning occurs when the actions and observations, the perceptions and the skills are combined in reflection that utilizes what educators call "higher order thinking." Through Service Learning, the student has an opportunity to apply particular skills and learnings from school to the real-life service situation. For example, high school students participating in the Los Angeles community service projects coordinated through the Constitutional Rights Foundation will be combining studies on policymaking and social issues with their service in private and publically funded centers for child care, the aged, health care, food distribution, and shelters for the homeless. As part of reflection, students will analyze the situations, events, causes and effects of the social situations in which they participated. The student is also asked to evaluate: Were my service goals met? Did I meet my coursework goals? What would I do differently? What have I learned about myself and my community?

Historically, learning occurred through hands-on experience at the side of one's father or mother, certainly within the context of one's community of friends and neighbors. Society, as James Coleman put it, was "information-poor" but "experience-rich" in the 1870s when the common school was developed in this country. Today, with multi-media and computer technology, with lonely children and absent adults, and with the exponential growth of information, we might say that our society is "information-rich", but "experience-poor".

Service Learning restores the balance between experience and information, and allows the student to create his or her knowledge. If society is to maintain its balance---to develop its humanity and its intellectual potential---then promoting Service Learning in the schools makes sense. However, it is unlikely to become an institutionalized strategy without an understanding and willingness to take advantage of a number of other reform ideas on the landscape. Those ideas allow schools to adapt better to the changed needs of their students and communities, and to achieve success with their students. Achieving success is one side of the coin. Preventing hopelessness and failure is the other. The reform ideas will be discussed,

therefore, under the key headings of "restructuring", "prevention", and "program integration".

## I. RESTRUCTURING

"Restructuring" education to ensure that all students learn a thinking, meaning-centered curriculum requires everyone involved in education to be willing to make systemic changes when multiple indicators tell us students are not succeeding. California's 1990 "restructuring schools" legislation, SB 1274, highlighted the idea and created the vehicle for making these changes in a limited number of schools. In 1991, \$6 million was distributed through competitive grants to 212 schools to support a year of intensive reflection and planning---no "tinkering around the edges." Mainline examination, analysis, and planning were sought. This year, schools have again competed for restructuring money---this time, to serve as demonstration sites for new ideas in action. One hundred thirty-eight schools have received half-year funding through the state allocation of \$12,000,000 for 1992-93. It is expected that these schools will receive full-year funding for an additional four years.

Service-Learning could be used as a theme in "restructuring" schools, as an instructional strategy that may require organizational shifts---perhaps in scheduling, perhaps assuring time for teachers to effectively integrate the students' service experiences into the day's academic objectives, or perhaps assuring that different groups of students have the time (and transportation) to work together on their service projects.

"Restructuring" has many dimensions. Some are curricular; others are organizational. Systemic restructuring, however, consists of finding ways to integrate several change ideas that are needed in response to a changed environment. The following reforms that have emerged on the landscape over the last decade influence the direction and extent of a school's restructuring, and are conceptual "matches" with Service Learning.

### Meaning Centered, Thematic Curriculum and Instruction

California's curriculum reforms emphasize learning as deriving meaning from information and events. People retain what makes sense to them. Ideas, events, actions---these are never isolated in the real world and are not well learned when isolated in the classroom. The curriculum frameworks and subject matter projects are resources available to educators that help identify powerful instructional strategies designed to connect students to curriculum and curriculum to real life.

Service Learning is an instructional strategy that connects curriculum to the community, revealing pressing issues, identifying discrepancies, and illuminating common themes. Service Learning students tell us about their personal transformations as they realize such common needs as purposefulness and responsiveness. They consider societal needs for security and order. They weigh and question discrepancies. Applying learning to real-life problems through service has proven a powerful strategy for increasing student achievement and decreasing student dropout rates in such programs as the Community Studies and Service Program for high school students in San Francisco.

### New visions of school organization

New visions of school organization are evident in the Department of Education task force reports: Here They Come, Ready or Not! (preschool-kindergarten), It's Elementary! (elementary grades), Caught in the Middle (middle and junior high school), and Second to None (high school). These publications focus on the issues of delivering a rigorous curriculum for a wide diversity of students, establishing a comprehensive student assessment and accountability system, developing support systems to help students succeed in school, new ways to effectively organize schools, and professional development. As schools respond to the pressing needs of a dynamic and complex environment by engaging issues of how students learn and what kinds of organizations can best assure that learning, the agenda is open to the important findings on school-based community service as an instructional tool. How can we implement Service-Learning, if that strategy is truly the most promising for connecting students with their curriculum, their communities, and the underlying value of serving others?

### Site-based Management, Frontline Professional Empowerment, and Changing Authority Relationships

Important changes in organizational design for making decisions and empowering those who deliver the organization's services have been taking place for several years. The general public is becoming more aware of W. E. Deming's views of organizational change and Total Quality Management with its democratic principles of respect for the worker-as-expert. With schools, this has been operationalized as "site-based management." The idea that schools should include parents, educators, and partners to help design the school's overall plan for educating its students is one that is spreading rapidly. This is an important change in the way schools and American businesses have operated, and it fits extremely well with the idea that the student, the service provider and the recipient should plan the service experiences together. Implicit in this are the understandings that all persons participating in decision-making in the school setting should be informed and focused; that is, training for effective service learning participation is

needed, and a focus on what students should know and be able to do is essential.

### Alternative Learning Environments

We know that we learn much outside of the classroom. Alternative education specialists and Conservation Corps members also know that. Sadly, the unhappy conditions of an increasing number of our children tell us about the impact of their environment, as well. Humans learn something everywhere and nearly all of the time. How do we capitalize on that? Why not promote the idea that what is learned in school is so directly applicable to one's daily experience that school-learning is reinforced and expanded? Good Service Learning experiences can develop students' teamwork skills, communication skills, and knowledge about such subjects as conservation and environmental awareness, in addition to the basic academic curricula. Recent evaluations from two alternative middle-school programs for inner city youth (1991), Project YES (Youth Engaged in Service) in Oakland and the East Bay, and MPP (Maple Park Project) in Los Angeles, report these successes. The studies also note that the primary purpose of these service-learning programs is to develop student skills in those areas that the literature identifies as pre-requisites to school success, such as teamwork, communication, leadership, and self-confidence with regard to academics. In these areas, students showed significant improvement after their participation in these programs.

## II. PREVENTION

The notion that it is wiser to prevent ills than to fix them later is a premise supporting several of the reforms. For example, the Governor's Healthy Start Initiative and the State Superintendent's and State Board's Every Student Succeeds (ESS) Initiative are both premised on the value of intervening before a bad situation becomes destructive.

### Healthy Start

If early intervention is the goal, then the Healthy Start legislation, SB 620, is a promising strategy that received \$20 million in 1991-92 to award 110 planning grants and 40 operational grants. These grants will assist schools in developing partnerships with government agencies, higher education, and private organizations to provide an array of social, health, and educational services on the school campus, where they can be easily accessed by families in need. One early trend noted by educators involved with the New Beginnings program at Hamilton Elementary School in San Diego is a reduction in the transiency rate. As the immigrant families are more conveniently obtaining the array of family services that they need, they are

less likely to move out of the neighborhood. This gives the school more time with these new students, thus providing continuity in the student's educational program. The close proximity of several service agencies opens the door for campus-based student and adult service opportunities, and particularly for service-learning programs that can combine assignments in the core curricular subjects such as science, mathematics, or social studies with service activities by the same students whose families are receiving services through one or several of the agencies.

### Every Student Succeeds

The Every Student Succeeds (ESS) Initiative is an outgrowth of the California Educational Summit of 1989. ESS is a commitment made by California educators to dramatically improve the educational, psychological, and social outcomes of students who are failing or at risk of failure in school. In coordination with the competitive process for identifying the California restructuring schools, 41 ESS schools in 11 districts were identified and formed a network for mutual support. ESS helps participating schools and districts organize their entire local school community to take responsibility for every student's successful education. It's a philosophy of zero tolerance for failure; this is a "quality" orientation. It can drive the search for new ways to connect kids with the abstract ideas embedded in a meaning-centered curriculum. It argues for relevancy, cultural alignment between the school and its clientele, capacity to respond to diversity, and willingness to change when change is warranted. Service-Learning, again, fits with the ESS concept --- that is, the success of each individual student--- for in addition to enriching the curriculum by strengthening its relationship to the student's life, Service-Learning can be a vehicle, through personal transformation, for connecting students to school and laying the groundwork for academic success and positive self-esteem.

### Partnerships

For years, there have been efforts to bring businesses into the schools, to ask foundations for help, to receive resources in time or money, but seldom to create decisionmaking partnerships. The reforms today are emphasizing the idea of participatory partnerships---in a broad, community sense. Parents are partners in the education of their children. Business is a partner. But increasingly, partnerships include the community and its volunteers, churches, organizations for youth and adults, California Conservation and local Corps, senior citizens, labor, police and courts systems, park districts and institutions of higher education. Strong local partnerships strengthen communities and families. These, in turn, support the ethos of school achievement and civic responsibility. For example, Dr. James Comer, a physician and psychiatrist from Yale University, emphasizes the social context of teaching and learning, and every child's need

for stable family and community support and positive role models as critical elements to school restructuring. At the state level, California's application for funding under the National and Community Service Act was developed by a partnership of youth service specialists, and representatives from the Department of Aging, the California Conservation Corps, the Governor's Office of Child Development and Education, and the Department of Education. These partnerships should be replicated at the local level to develop successful Service Learning programs.

### III. SUCCESSFUL PROGRAM INTEGRATION

Because of the large number of categorically funded programs and special grants and initiatives that are on the reform landscape today, it is especially important for schools to develop comprehensive school plans to avoid fragmentation of services and to assure the most effective use of all resources. Successful integration of Service-Learning and other community service program models with the school's regular and categorical programs for special-needs students requires thought and careful planning. We recommend that school advisory committees follow these steps:

- (1) Develop the school's vision statement; that is, what do you want the school to be like and what should it accomplish?
- (2) Conduct a thorough analysis to determine where the school is in relation to where it should be;
- (3) Identify the obstacles and challenges the school must meet and overcome in order to achieve its goals;
- (4) Identify all of the school's resources. Include its students, parents, community leaders, public and non-profit agencies, service organizations, and others who might work in partnership with the school;
- (5) Write a comprehensive school plan---a picture of what will be done at the school, by whom, with what resources and with what intended outcomes;
- (6) Check, adjust, and check again. Conduct ongoing evaluations. Make necessary adjustments. And keep records for a summative evaluation and for reporting purposes.

The State's Subtitle B-1 Request for Proposal refers to several programs and initiatives that should be effectively coordinated with the school's total program. The list is intended to raise awareness about the need to coordinate programs and funds that currently exist on any school campus, not just add yet another special program that appears unrelated to the many other programs on campus. In addition to School Restructuring, Healthy Start, and Every Student Succeeds, there are many other existing categorical programs

that should be integrated into the school's existing school improvement and categorical program planning and development efforts.

### California's School-Based Coordinated Programs (SBCP)

SBCP encourages ongoing improvements in and coordination of the following State categorical programs: the School Improvement Program, Economic Impact Aid, the Miller-Unruh Reading Specialist Programs, the Professional Development Program, and the Special Education Program. More than 5,000 of the State's 7,500 schools take advantage of the legally-allowed flexibilities and may take up to 8 optional staff development days to ensure that teachers employ powerful instructional strategies. Resources may be used flexibly to tailor program delivery to the school's pupils to improve learning. The school plan developed by the school site council must address the instructional needs of limited-English proficient, disadvantaged, handicapped and gifted students in the school. Collaborative educator-parent decisionmaking and planning become the means to identify school goals, particular challenges, and overall program design. If the school determines that civic responsibility and caring for others are high priorities, then building community partnerships that provide students meaningful service-learning opportunities, and using staff development days to help teachers develop ways to use the service activities as departures for basic skill development and activities that require higher level thinking, become targets for the school's resources.

### Federally and State-funded programs for disadvantaged youth

Programs for disadvantaged youth, such as ESEA Chapter 1 Compensatory Education, are the subject of reform efforts that focus on student performance outcomes and flexibilities that promote program effectiveness. Chapter 1 has been testing increased program flexibility in schools with over 75% of their students in poverty, in exchange for improved student outcomes in its Schoolwide Projects. This makes the expenditure of Chapter 1 funds for service-learning much easier for schools with this focus.

### Special Education

Special Education, too, has moved in new directions, with increased flexibilities in special education pupil assignment (i.e., through "mainstreaming" special education students in the regular education program) and ways that special educators' expertise can be utilized as a tool for prevention. Peer tutoring and cross-age student service programs have paired regular education pupils (and sometimes gifted pupils) with students who have disabilities or other special educational needs. The strongest models create opportunities for reciprocal service activities that empower all of the student participants.

### Bilingual and Migrant Education Programs

Services for students who are non- or limited-English proficient should be integrated into the school program and should be supported through several funding sources. The intent of Bilingual and Migrant Education programs is to assist students develop mastery of the English language, learn the same rigorous core curriculum that all students are expected to learn, and be assured access to the same opportunities as all other students. The Valued Youth Partnership Program in San Antonio, Texas, has clearly demonstrated the positive impact of youth service on the community and the school. As Hispanic middle school students tutored Hispanic elementary school students, the middle school students transformed their views of themselves and their futures, while dramatically improving the learning of their younger classmates. The cycle of self-help takes on a life of its own, as participants recognize their power to improve their own lives.

### Gifted and Talented Education

One of the earliest special-needs programs to legislate flexibilities was the California Gifted and Talented Education (GATE) program. The GATE program leaves it to the district and school to design appropriate ways to assure that unusually advanced learners can continue to progress. One of the program's services, mentorships, is easily adaptable to a Service-Learning placement, where the student's advanced curriculum may be enriched by, or take place through, a community service project. For example, mentorships with university researchers, social services agencies, or environmental organizations may allow the gifted student to operate at the boundaries of his or her abilities while performing valuable community service. Other examples include using student volunteers to conduct demographic and mathematical studies in their communities to help plan future needs for schools, roads, water, and electricity.

### Federal ESEA Chapter 2

These funds represent a block grant for seven targeted assistance areas based on a school needs assessment, including student dropout services, instructional materials, schoolwide improvements, training and professional development, innovative programs and programs for advanced learners and personal excellence. Participation in community service projects is specifically covered under auspices of target area #5, "Personel Excellence." Also, target area #6, "Innovative Projects" specifically covers community education programs.



## Healthy Kids, Healthy California

Healthy Kids, Healthy California is a state "prevention" program that focuses on the urgent health needs of children in California. Among the comprehensive health initiatives associated with this initiative are Drug and Tobacco Education programs (DATE); Healthy Generations Healthy Learners (a grade 7-12 program focusing on the effects of dangerous substances on prenatal development); and such innovative and promising projects to reduce tobacco use among in-school youth as Options for Pre-Teens (OPT). OPT uses six components to develop a comprehensive approach: academic skill improvement, family involvement, community service, student and family advocacy, school climate improvement, and life planning. An ongoing theme in the Healthy Kids programs is that of collaborations between schools and their communities.

## Programs for pregnant teens and teens with children

Several programs are geared to help pregnant minors care for themselves and the developing fetus, learn infant care and good parenting habits, complete their own education, and prepare for employment. These State-funded categorical programs can be coordinated well with teenage pregnancy prevention programs that contain a community service component to provide a comprehensive approach to one of the most confounding social problems affecting schooling today.

## Permitting Flexible Compliance Strategies if Schools and Districts Achieve Outcomes for Special-Needs Students

In June 1991, California's Superintendent of Public Instruction, Bill Honig, appointed a 23-member advisory committee to examine how well categorical programs and their compliance strategies are improving academic outcomes for participating students. The Committee used this sentence to express its premise: "Compliance that does not result in producing educated students cannot be considered a successful use of categorical money." This drives our questions about how we monitor schools for compliance with State and Federal special program laws. Moving from procedural concerns, that is, the doing of mandated actions, to concern for outcomes leads us to ask whether our actions in response to categorical program mandates are yielding the intended good, an unintended harm, or nothing. This premise also drives some important assessment questions: What can categorically funded students actually do? How can they apply their learning? How can we know that they have internalized learning? Questions such as these are well answered in the real-life application of learning through community service. For example, student benefits reported for Service-Learning in Conrad and Hedin's Summary of Research (1989) include: greater mastery of content related to participants' experiences, more complex patterns of thought,

heightened sense of personal and social responsibility, more positive attitudes towards adults and others, enhanced self esteem, and growth in moral and ego development. Thus, developing and implementing powerful Service-Learning programs as part of increasingly flexible state and federal categorical services are likely to result in desirable outcomes.

### Implications for CalServe Applicants

Program sustainability is sufficiently important that all applications for funding under CalServe Subtitle B-1 will be read with an eye toward the sophistication with which Service-Learning and other community service programs are integrated with the whole school's plan---its regular program, special-subject grants, categorical programs for special-needs students, and key initiatives. The degree to which schools understand what their students and communities need and are able to pull together the totality of their resources in a coherent way is the degree to which they will make the strongest case for their capacity to implement sustainable community service and Service-Learning programs.

### Conclusion: The Importance of Service and Civic Responsibility

If responsibility for something larger than ourselves is to remain an American ethic, it must be inculcated into our educational institutions and our communities. It must not become yet another fad with short-term hope and long-term disappointment.

Thirty years ago, President John F. Kennedy challenged Americans to: "Ask not what your country can do for you. Ask what you can do for your country!" Today that challenge is a warning that lessons forgotten are lessons that must be relearned. Thus, we conclude with lines from the eighteenth century English historian and author, Edward Gibbon, as they appear in the 1992 National Youth Service publication, A Global Perspective:

*When the Athenians finally wanted not to give to society  
but for society to give to them,  
when the freedom they wished for most  
was freedom from responsibility,  
then Athens ceased to be free.*

## About the Authors

Wade S. Brynelson is the California Department of Education Assistant Superintendent of the Compliance and Consolidated Programs Management Division, which oversees school district compliance with legal requirements for State and Federally funded special programs. His Division is also responsible for the Every Student Succeeds Initiative and the CalServe programs. Wade has a Ph.D. in educational policy planning and administration from the University of California, Berkeley.

Linda Forsyth is the Special Assistant to Dr. Brynelson and is coordinator of the CalServe programs. She was hired to the Department to conduct research on critical thinking and the curriculum and coordinate the Gifted and Talented Education program. She has coordinated the Every Student Succeeds Initiative, served as primary writer for the CalServe application, the Coordinated Compliance Review Streamlining Committee's issue paper and this paper on reform and Service-Learning. She is a Ph.D. candidate in educational administration and political science at the University of California, Berkeley.

If you have questions or wish additional copies of this paper, please call Wade or Linda at (916) 657-3115.

## California's Serve America Programs and the Landscape of Reform: 1993 Addendum

Since 1992, the California Department of Education has received more than \$3.2 million under the Serve America subtitle of the National and Community Service Act of 1990. The major part of that funding assists schools in the development of Service Learning, a powerful instructional methodology that helps students hone skills, acquire deeper understandings, and develop knowledge through their experiences serving others in their communities.

CalServe's leader grantees, PROJECT Y.E.S. and LINKING SAN FRANCISCO, provide excellent examples of Service-Learning as a catalyst for educational reform.

PROJECT Y.E.S. (Youth Engaged in Service) is centered in Oakland's East Bay Conservation Corps (EBCC) and the Oakland Unified School District. PROJECT Y.E.S. is characterized by its "cascading leadership" model for engaging students in interactive classroom lessons and community service projects and providing mentoring and leadership by older to younger youth. The project has a Service-Learning curriculum coordinator, a teacher on special assignment from the Oakland School District, and Y.E.S. Fellows, young adults who assist teachers in coordinating the program at each school. Particularly interesting is the organizational adaptation required to work out an acceptable method to hire a "teacher-on-special-assignment." Additionally, PROJECT Y.E.S. implements Service-Learning training for teachers in the Oakland Unified School District, as part of its planned expansion to 24 elementary, middle, and high schools by 1995. Finally, because PROJECT Y.E.S. combines a strong urban conservation corps program with a strong educational component (guided by professional educators on EBCC staff), it is truly the prototype for the "corps-school". As such, PROJECT Y.E.S. is presently developing its Charter School proposal. Project Y.E.S. works compatibly with the full range of students receiving categorical program services. (PROJECT Y.E.S. also was a component of the EBCC Summer of Service program, one of 16 projects funded to pilot national service in 1993.)

LINKING SAN FRANCISCO has not only "linked" schools and numerous community partners, but it has also linked Service Learning to educational reforms such as School Restructuring and Healthy Start, (both are described in our 1992 paper). The 20 participating schools for year one of the

grant contain several examples: Hawthorne Elementary is in Phase III of the district's restructuring plan; the International Studies Academy is seeking ways to develop service that matches the global education focus in its curriculum; and Washington High is in Phase II of the district's restructuring plan. These schools tell us that Service Learning gives teachers added purpose for designing interdisciplinary projects, in addition to connecting the community to the schools. LINKING SAN FRANCISCO is working closely with the San Francisco Unified School District to integrate Service-Learning into the strategic reform plans for the district. This means that the trainings for teachers, the strategies tested in the schools by district teachers and student teachers from San Francisco State University, informs the district's professional development programs and the teacher preparation program at the university.

In less than one full year of operation, new CalServe programs have already demonstrated that they can be catalysts for change in the way schools do business. For example, a CalServe grant was awarded to the alternative EDUTRAIN school in Los Angeles. EDUTRAIN became a California Charter School on May 6, 1993. This school provides child-care services for its students, offers small-group instruction at times that are convenient for its students, and receives services from UCLA through the university's K-14 Education Task Force (services are from UCLA's schools of Social Welfare, Education, Public Health, Law, Nursing, Library and Information Science, Architecture and Urban Planning, Dentistry, and Management). Additionally, EDUTRAIN has been cooperating with the Los Angeles Conservation Corps, collaborating on numerous art projects and graffiti paintouts.

EDISON SERVICE CORPS is an integral part of the high school reform at Edison High School in Fresno (see the Department's publication, Second to None, a report of the California High School Task Force). Edison, by the year 2005, will be graduating students on the basis of their demonstrated knowledge rather than by the number of classes they have completed. In addition to its CalServe grant, Edison received a Healthy Start planning grant, which brings physical and mental health resources to the school. Edison has added service to others as a critical component to its plans for "promoting self-efficacy" and the disposition and skills to plan for the future in its students.

PROJECT M.E.S.H. in San Juan Unified was designed to assist severely emotionally disabled students in their transition from student to community life. Service-Learning was demonstrated through carefully planned projects that helped achieve the objectives of the special education program for participating students. For example, students' social and nurturing skills were taught in the school classroom, but demonstrated through service projects for the local residence club for seniors and the Serve Our Seniors, Inc.

"meals on wheels" program. Students made gifts for seniors and built a horseshoe pit for their use. The school reports less absenteeism and improved social behavior and class performance on days that pupils were scheduled for visits to the senior centers and on meals-on-wheels delivery days. Thus, we see here an illustration of the power of human service to help Special Education, one of California's 100 categorical programs, meet the intent of its law.

As we evolve with the youth service movement, and learn from the many models now being tested in California, we will improve our capacity to meet the academic, social, and personal development goals of our students. As the CalServe Initiative continues to develop, we will learn how to better adapt our organizational systems to meet the needs of the rapidly changing and intensely challenging environment of our schools and communities, and to integrate Service-Learning into our state's education reform efforts.

The following discussion paper was adapted from the 1990 Service Conference:

**DISCUSSION PAPER**  
**URBAN AND CONSERVATION CORPS**  
by Rob Swigart

## **PART I. Abstract**

The movement of youth service in urban, regional and state-sponsored conservation corps has been growing over the past fifteen years. In California there are now eleven urban or county corps, and a state corps with fourteen regional districts. The combined corps programs involve some 3,000 young adults in full-time work, a total of approximately six million work hours per year. This does not include summer programs. Studies have indicated that for each dollar invested in youth service society gets \$1.67 back.

The Programs are funded from a number of sources, including tax money, Bottle Bill funds, private contributions and non-profit foundation grants. Some corps take on paid labor for specific clients to fill out the workload and generate further revenue.

Urban and conservation corps are not designed to benefit only the client - the parks, recreational areas, senior centers, schools - or to simply provide low-cost labor for relief in case of disasters like floods, earthquakes or forest fires. These programs give young people an opportunity to learn a skill or trade, and, more importantly, to learn the value to themselves and others of hard work and cooperative effort. Youth leadership development. English as a Second Language, blood drives, General Equivalency Diploma preparation, voter registration and other conscious acts of citizenship are woven into the fabric of corps life. California has provided a model for the nation in design and implementation of conservation corps programs. The ultimate benefit to our country is the return in skilled and dedicated young people who come out of them.

This paper presents an overview of the California corps - their funding sources, the pool of recruits, and the kinds of programs they offer. We print some letters from former members or relatives of corpsmembers that give an insight into the benefits and reactions of specific people to their corps. These perspectives speak eloquently for themselves.

We conclude with some questions and issues for discussion, gathered from professionals and politicians interested in youth service and conservation.

Finally there is an appendix with a partial bibliography of books and papers for further reading and a second appendix listing the California Conservation and Service Corps.



## **PART II. California Programs - Overview**

Most people trace the origins of modern youth service corps to the seminal William James essay, "The Moral Equivalent of War," delivered at Stanford University in 1906. In this essay James proposes a "blood tax" a national service that would replace military conscription, "a conscription," James said, "of the whole youthful population." He suggests that "the injustices would tend to be evened out, and the numerous other goods to the commonwealth would follow."

Franklin Delano Roosevelt was the first politician to implement James' ideas in the Civilian Conservation Corps, 1933- 1942, in which four million men (and a few women) planted trees, and developed national parks.

In 1976 Edmund G. Brown, Jr. , brought the idea of a civilian conservation corps to the state level and created the California Conservation Corps. The San Francisco Bay Area spawned several local and regional corps in the early 1980s, modeled on the state corps. Recent CalServe funding has increased the local corps total to eleven.

California has a state Conservation Corps with fourteen service districts, headquarters and over 25 satellites. The CCC has a budget of \$36 million in state appropriations and is administered as a department of the California Resources Agency. It contracts its approximately 2200 year-round 18-23 year old corpsmembers to federal, state and local government agencies and non-profit organizations to do conservation, community service and disaster relief in urban and rural areas.

Corpsmembers receive minimum wage and can qualify for a 10% performance-based raise after four months. After one year those who qualify can receive a \$400 bonus and an \$800 scholarship for educational expenses. Several evenings a week are devoted to education, career development and conservation awareness activities.

Each service district offers a 14-day training program to new corpsmembers per session. Training is in safe tool usage, first aid, water safety, basic fire-fighting, flood control, and other skills. The Corps' newly created Training Institute also operates a Certified Leadership Program for corpsmembers among its numerous course offerings.

While most of the district centers offer general public service conservation work, some provide specific programs.

### CCC Special Programs (A Brief Overview)

- The Butte Fire Center and La Cima Fire Center, for example, specialize in fire protection. The Butte Center also raises more than one million trees annually.
- The Placer Energy Center oversees the CCC's Energy Program, in which corpsmembers monitor energy use, install energy saving devices in office buildings and low-income homes throughout the state.
- The Central Coast District houses the Training Institute that offers a year-round training for staff, corpsmembers and non-CCC guests.
- The International Work Exchange Program for the CCC is also a vital special program.
- The Delta District in Stockton, CA oversees 54 corpsmembers as part of the CCC Helitack program for air attack of forest fires in eight location throughout the state in addition to general conservation and flood control.
- California also has eleven local or regional Conservation Corps. These corps are funded from a variety of sources, including federal, state and local public agency funds, fees-for-service, foundation grants and the Bottle Bill. Some of the programs are also funded in summer through the federal Job Training Partnership Act.

### LOCAL CORPS (A Brief Overview)

- The East Bay Conservation Corps runs both year-round and summer programs for junior high and high school students. It is administered as a private, non-profit corporation, and contracts for work with public agencies and community-based nonprofit organizations. The EBCC operates a four-day work week with a fifth unpaid education day. The Corps operates an after-school program in addition to its elderly services and recycling and litterabatement programs and was instrumental in the implementation of last summer's National Summer of Service program.
- The Long Beach Conservation Corps is a program funded primarily through the Bottle Bill, doing recycling and other conservation-related projects.

- The Los Angeles Conservation Corps operates on public lands and with non-profit organizations, and has a 4 1 /2 day week that includes learning, work and physical fitness. The LACC has a large junior high program with integrated educational and experiential components, devoted to cleaning up the city. LACC was also very active in the Summer of Service program.
- The Marin Conservation Corps gets its budget primarily from foundation grants and fee-for-service work, and contracts for work with public agencies. It is administered as a private, non-profit, organization, and operates a four-day week, with a fifth unpaid education day. Corpsmembers volunteer for many projects aside from routine weekly work.
- The Sacramento Local Conservation Corps operates out of state appropriations, grants, and fees for service and donations. All work is done for government entities or non-profit organizations. It too has a four-day week with a fifth unpaid education day.
- The San Diego Urban Corps is funded by the Bottle Bill and self generated reimbursement projects, doing recycling and other conservation-related projects.
- The San Francisco Conservation Corps has a budget funded through philanthropy, government projects and fees-for-service. It runs a four-day week with a fifth, unpaid education day.
- The San Jose Conservation Corps is funded through foundation grants, the California Conservation Corps, the Department of Conservation and fees-for-service. It also operates a four-day work week with a fifth mandatory education day.
- The Tulare County Conservation Corps is a project of Community Service and Employment Training, a non-profit corporation that provides employment, training and other services to low-income people in Tulare County. Its fifth unpaid education day is a cooperative project of TCCC, and the Tulare Adult School.
- The Fresno Local Conservation Corps was newly created through National Service funds and currently operates a variety of projects utilizing its certification as a Bottle Bill corps program to augment its budget
- The Orange County Conservation Corps was also created through the National Service Commission funding and is currently operating its 24 corpsmember program through a collaboration of many local Anaheim, CA organizations.

### **PART III. Perspectives of Participants and Beneficiaries**

"The success of urban conservation corps turns on whether they can make a fee-for-service system work... Prop 13 and shrinking budgets have forced local governments to reduce essential services...Conservation Corps can provide those services abandoned by local government...Government is too strapped and foundations spread too thin to fund them completely, though... They are going to have to develop entrepreneurial skills--- go out and identify needs like low cost housing rehabilitation, even construction, brickwork, all kinds of semi-skilled or unskilled jobs that need doing - and go out and either recruit or hire the people with those entrepreneurial skills to help get contracts to do those jobs. They aren't just leaf-raking jobs. The most successful non-profit service organization in San Francisco takes no government money at all --- Delancey Street. Graffiti removal is one job. Recycling is taking off. The critical need is to recruit those people with business skills. A successful corps must be run as a non-profit business.

----- Tony Kline, Former President of the Board of San Francisco Conservation Corps

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A survey of 1,086 former corpsmembers (24 percent returned) showed that 77 percent of the respondents have been employed since leaving the CCC. Eighty-one percent of those responding were currently working and/or attending school. The majority of those who enrolled in school, 78 percent, credited the CCC as a major influence in their decision to continue their education. Six percent of the respondents earned a GED (high school equivalency diploma) while in the Corps. Eighty-two percent of those responding ranked CCC the highest in developing their skills and confidence.

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The following contain samples of unsolicited letters received from corpsmembers, a parent, and a teacher attesting to the benefits gained while in Corps programs.

#### **"A Real Success"**

"I am a former corpsmember/crewleader from Tehama Fire Center and am writing about my own CCC success. When I joined the CCC, I had been fired from my previous 17 jobs because of absenteeism. In addition, I had failed to complete any classes at Ventura College for 8 semesters because I never made it to class. I was rapidly becoming one of the best bad check artists around -- it was easier than work. When I finally ran out of dishwashing jobs, I joined the CCC. My plan was to stay about two months and get out. I wound up staying two years.

"Today I am a Groundworker II for the Oxnard City Parks Department where I've worked since leaving the CCC. Last month I was promoted from Parks Trainee to Groundworker II skipping the "I" step. I have a 3.0 GPA at Oxnard College and will graduate in June, and I don't write bad checks anymore.

"Something happened during two years in the CCC. I learned the benefit of hard work and how to apply my energy toward a positive goal. My CCC experience taught me new skills which have proved useful in landscape work. I got my first driver's license in the CCC at age 22. Living day to day with men and women of different ethnic, economic, and educational backgrounds destroyed a lot of old prejudices."

"Most important for me and all CCC graduates, we learned we can do it. If we are willing to work, pay our dues and sacrifice, positive life goals are attainable. I believe the CCC is worthwhile and should be continued. Most won't make it, but those who do will be better citizens. It costs the taxpayers about \$15,000 to have me in the CCC for two years. If the CCC had not been there, I would be in jail, on welfare, unemployment or a constant burden to the public due to alcoholism. Multiplied over many CCC graduates, the Corps is a moneysaver. "

---- Robert G.

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#### "Before and After"

"A year ago today, I dreaded going to work. It was just something to get over with, get my check and go party. Often, I would call in sick just because of laziness. If I was good at a job, it would get too boring for me so I would quit. No sooner would I find a job that challenged me than I would take it for granted and end up losing it. This was very frustrating because I was always starting over. Then my mom told me about the CCC and it sounded crazy. After a few months though, I decided this was the best way to get the experience I need for a decent job.

"At first it was extremely tiring. I had little interest in what I was doing, getting in shape really tested my strength of will and those people wearing red hats (crewleaders) really got on my nerves. I decided to stick with it, it could only get better, right? Wrong. When I got to San Gabriel, conflicts arose and I was on the edge. What I needed was a little straightening out. After a few spikes, my attitude was much better." "Now I enjoy my job, the people I'm with, and feel much better mentally and physically. The confidence the Corps has instilled in me has given me a stable outlook on life and a new sense of independence..."

"Keeping your body in shape with physical training in the morning and hard work during the day increases your stamina, helps prevent injury and sickness and enables you to withstand the miserable conditions the Corps is known for...Writing every day forces you to use your mind. Eventually, my memory began to improve and my vocabulary increased. Finally realizing the need to be able to write well was the last stage of getting my act together.

"The CCC is a wonderful opportunity, but in the end, it's your life, so it's up to you to get the most you can out of everything you do. though the pay is the lowest, the lessons I have been taught I will value the rest of my life...

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### CCC - Her Most Valued Experience

"I am a twenty-three-year-old woman crewleader at San Luis Obispo Center, about to embark on a new job adventure. Beginning June 12, I will be Director of Women at Hidden Villa Summer Camp in Los Altos, CA.... I have acquired a great deal of valuable experience, especially in my position as crewleader. I found that the Corps greatly increased my confidence about my own capabilities of competing on the same level as men in my age group, doing physical labor and learning skills I had never been exposed to previously. I find the friendships I have made in eighteen months to be among the best in my life, as people are drawn so close by the intensity of the CCC Life.

"I'm sure my 65 college credits and my camping, counseling and teaching experience helped me to land my new position, but I feel my CCC experience helped me most. These eighteen months of living the corpsmember life and learning the strengths of my leadership skills will be forever invaluable to me."

--- Judy B.

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### "Do All That You Can Do - in the C's"

"It's been two months since I left the C's and began working for the National Park Service. I guess I've proved that there is 'Life After the Corps', but I also wanted to tell you a few things about my life 'During the Corps'.

"I believe I've learned more about hard work, people and life in my 20 months in the Corps than I did with 4 years in Army life.

"I've learned perseverance, integrity, honesty, and a little about love too. I learned how to admit to myself that I made mistakes but that can learn from them as well...I've felt tired, blisters, heat and sweat and the good feeling one gets from hugging someone for no particular reason at all. I even learned how to open myself up a little and let other people in. . . .

"I learned how to tune an engine, and listen to it . . . how to do brakes, change wheel bearings, timing chains and clutches. I learned how to weld (arc and gas) sweat pipe and how to lay a panel for a solar system so it would give a camper a good hot shower.

"I could keep going on, I know; but I feel I've said enough."

"Except perhaps thank you. And thanks to all the people who've put together such a wonderful program and keep it working.

"It's been a wonderful experience. I will always cherish it."

--- Lawrence A. Wiggins

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#### A Letter From A Corpsmember's Father

"Just four months ago, my son was a confused boy on probation, just out of county jail with few options for the future. He had no high school diploma, no real skills, a very brief employment history and a criminal record. It was obvious that he was headed for an unhappy life, yet clearly he had the potential for being a responsible and caring human being. It was very difficult to give up on him, for he wasn't really a 'bad kid', despite his record.

"The CCC gave my son a chance, despite the fact that he was on probation. I certainly don't pretend to understand the reasons, but the kid who was feeling hopeless and helpless four months ago seems to have blossomed, turned himself around. The CCC took a chance on him and it worked. My son was placed in a rural center where he is far from the pleasures of the city and close to the pleasures of hard physical labor and the rewards of doing a good job.

I can't begin to tell you how it makes me feel to get his letters telling me how different he feels about himself and about life in general. These are having new feelings for him; for once, he is in an environment that reinforces the positive side of him, not the negative one. He and I are having telephone conversations that I never thought were possible.

"As a parent who suffers the pain of a troubled child for many years, I am grateful to the CCC for giving my son a chance. If the next four months hold as much growth for him as the last four, I believe that he will be able to spend the rest of his life as working citizen -- not as a felon behind bars. And if it weren't for the CCC, I'm afraid that's exactly what would have been my son's fate.

Thank you for taking a chance on him.

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#### A Letter From A Corpsmember To the Governor

"I am an ex-CCC member and ex-E-Con (Energy conservation) specialist too...I want to extend my thanks and appreciation to you for making the whole fantastic experience possible! I know you've taken some raps in your time for some of the things you have or have not done, but I want you to know that even if you accomplish nothing else in your time, you have helped thousands of young people help the environment, help others, and help themselves!...It's such a tremendous feeling of self-worth knowing that the work we've done might save a baby fish, a whole forest, or even a few barrels of oil.

"I feel very fortunate. Near the end of my second year in the program, February of this year, I and four other present and former E-Con specialists were hired by Cal-Trans to do basically the same job for them as we had been doing with the Corps; that is to perform energy audits and retrofits with the goal of cutting energy consumption and to Save Bucks!!

--- Stuart M.

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### A Corpsmember's Log Excerpt

"Until recently I was seriously concerned about this generation's seemingly boundless capacity for avoiding work or responsibility. I wondered what source or organization we could possibly draw our future civilian leaders from. High School? No. College? Perhaps. But, there are people who can't afford college who have valuable leadership that we need if we are to stop our society's downward trend. Also, college doesn't teach the work ethic that we must somehow mold into ourselves, since ours is apparently the first generation in American history that hasn't had this ethic borne into it. Now that I've joined and seen the CCC in action, I can see where at least some of our leaders will come from.

"In the Corps, a person must either conform to the guidelines of traditional hard work or hit the road. It's not for a person who simply needs a job and is unwilling to advance. It teaches people not only to work for themselves, but for the good of their community and environment and something besides a big check which they don't get... I really believe that the CCC will be a source for future leaders."

--- Jeff Gilkison

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### A Letter from a Teacher

"The California Conservation Corps gave ten corpsmembers at Central Los Angeles CCC Center an opportunity to be "special" individuals ---high school graduates. Al Hunt, a corpsmember and graduate of our school gave the following speech which I wanted to share with you.

"Success. What is success? Several months ago, we, the graduating class, set upon a goal --- a goal to recapture an award that has long since passed us by. The goal was to achieve our high school diploma.

"We stand before you today, but this time we are the victors. By achieving this goal, we once again prove that what can be done, will be done. To some of us the goal became a challenge, a challenge which some of us found to be simple; but to others the challenge seemed like a nightmare, a nightmare that we thought would never end. Has it ended?

"Today, we feel as if the last race has just been run and for myself and my fellow classmates at Central High, we have just crossed the finish line. But is the race really over? What will the world be like for us? Now we know that we can handle any opposition that the future has in store for us. We now know that we have what it takes to make it in this world of the more experienced and knowledgeable workers. We know by making these dreams a reality that a whole new world of interesting and even more challenging tasks lie before us. Some of us will take on more challenges than others. but whatever the task, whatever the dreams, we'll do it because we believe in ourselves.

"It has been said by many that a dream is only what you make of it. Our dreams are never set. Let no man rob us of them. Our goals are high. Let no man push us from the mountain of dreams and ideas we've planned for ourselves.

"And, if by chance several of us make it, let us not forget the people, Miss Wilson and staff, and the place Central High CCC, that called out to us and gave us that 'second chance'. A second chance was given not to see if we would fail or succeed; but rather to push us into a better and stronger class of Americans...Americans who know how to solve the problems of the world without the use of force. Instead, we'll use our minds.

"In closing, if I may speak for the class, when I say, a dream is only what you make of it. Keep those dreams. With the mind, you have unlimited power, use it wisely."

--- Jacqueline Wilson, Los Angeles Unified  
School District

## **PART IV. Questions and Issues for Discussion**

### **Starting Up:**

- Starting up : Is idealism enough?
- What information do you need to start an urban or conservation corps?
- What material things besides facilities, vehicles, and educational talent do you need to start and develop a corps?
- How can you adapt to new social and demographic forces? What assumptions about the workforce, funding and demographics need scrutiny?
- How do you develop a good, responsive, dedicated board?
- Where do you find the right kind of people to serve on a corps board?
- How careful should your hiring practices be, where do you find qualified people, and how do you know they are good?

### **Staying Alive:**

- Should a Corps depend on a limited number of funding sources? If not, what alternate sources are there, and how do you find them?
- What kind of financial management, accountability and reporting do you need?
- How do you build and maintain a good local constituency, including government, mayor's office, local or regional departments, corporations?
- How can you build bridges to cooperation with other corps and educational institutions for effective political planning and action?
- How can you capitalize a corps over time by building up a 'war chest'?
- Should you treat the corps as an independent non-profit agency or a business? Or both? Why?
- What problems are associated with growth?
- How can you best evaluate the effectiveness of a corps?
- How do you integrate work production with youth development?
- How do you deal with retention problems, sometimes called the problem of structure vs. nurture?