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Minnesota Plan for National and Community Service (1994-1997)

Minnesota Commission on National and Community Services

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**Minnesota Plan
for
National and
Community
Service**

1994 - 1997

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**MINNESOTA PLAN
FOR
NATIONAL AND COMMUNITY SERVICE**

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June 1994

MN Commission on National and Community Services, Room 683, 550 Cedar Street,
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MINNESOTA PLAN FOR NATIONAL AND COMMUNITY SERVICE

A. VISION, PLAN AND PRIORITIES FOR MINNESOTA SERVICE

1. Vision and Plan: Expanding the Legacy of Leadership. Minnesota has a legacy of national leadership in fostering volunteerism and community service. The oldest surviving volunteer center in the United States was established in Minnesota in 1919. The state has generated service organizations such as the National Youth Leadership Council (NYLC), the Campus Outreach Opportunity League (COOL) and the National Retiree Volunteer Coalition (NRVC), now providing leadership as part of the national service movement. Minnesota's bipartisan ethic of civic commitment has stimulated governors and legislators to break new ground in state community service legislation from the creation of the Civilian Conservation Corps in the 1930s to the first commitment of substantial state resources to the National Senior Service Corps program in 1981, to the passage of the Minnesota Youth Works legislation in 1993. (See Appendix 1 for a history of service in Minnesota.) The service ethic has also been furthered by corporations in Minnesota such as Dayton-Hudson, Honeywell, Jostens, General Mills, 3M, Pillsbury/Grand Met and Lutheran Brotherhood, all of whom have supported community service efforts with their time and dollars for over a decade.

Now, with the creation of the Corporation for National and Community Service, Minnesota will expand this legacy of leadership by assisting the Corporation in revitalizing America, or, in the words of the President, seeing the "possibilities, not problems, building up, not tearing down, uniting, not dividing" the country.

Minnesotans believe that lifelong community service is the common responsibility and experience which binds all citizens across age, ethnic, racial and economic differences. As a young service advocate stated at one of the recent visioning sessions, "Our service projects will lead us toward a community where everyone is welcome. We need every person's abilities in building our communities." After a series of statewide meetings, members of the Minnesota Commission on National and Community Service (MN Commission) established the following vision statement at their meeting on June 1, 1994:

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By the year 2,000 Minnesotans will accept the ethic and the practice of community service as an essential part of learning and living, and citizen participation in community development will be an integral component of life in Minnesota.

According to a 1994 statewide survey by the Center for Survey Research at the University of Minnesota, 62% of Minnesotans were engaged in voluntary community service in the previous six months. Over the next three years, the MN Commission plans to increase participation to 75% and strengthen the ethic of community service among Minnesota children, youth and adults.

In May, 1993, the MN Youth Works Act committed additional state resources to work in support of community service--nearly \$4 million during the 1994-95 biennium. (See Appendix 2 for other state resources.) Although authorized nearly four months before the National and Community Service Trust Act (NCSTA), the MN Youth Works Act anticipated most of its features and will complement and strongly enhance AmeriCorps' impact in the state. Once the federal law was passed, the Youth Works Task Force began working immediately to determine what changes should be made to the Youth Works legislation in order to launch a "seamless" program of national and community service. Thus, the Minnesota legislature supported and the Governor approved amendments to the Youth Works Act during the 1994 legislative session, for example: changing the Youth Works Task Force to the MN Commission on National and Community Service (MN Commission), adding two required members and bringing other sections (such as those dealing with participant allowances and benefits) into conformity with the federal law.

Since **September** 1993, the Youth Works Task Force members have carried out all the responsibilities of the MN Commission beginning with intensive marketing efforts to inform Minnesotans of the potential of the new national and community service movement. An important part of the outreach efforts of the MN Commission involves the collaboration through the Education and Employment Transitions Council, which includes representatives from business and labor unions such as the AFL-CIO, the MN Education Association and the MN Federation of Teachers. Information including brochures on Learn/Serve America and AmeriCorps/Youth

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Works were sent to over 10,000 schools (Appendix 4), higher education institutions and community groups. In response to a pre-application form identifying needs, goals and strategies, 105 schools applied for the school-based Learn and Serve America grants, 77 nonprofit groups applied for community-based Learn and Serve America grants, and 120 groups applied for AmeriCorps/Youth Works grants. The Commissioner of Education has selected 25 school-based grantees. The MN Commission has pre-selected 15 community-based groups and 8 AmeriCorps/Youth Works sponsors.

Following an interactive teleconference that was downlinked to 29 sites around the state, AmeriCorps/Youth Works program and project sponsors met to form partnerships, resulting in the 8 attached proposals that include 60 partnerships. Youth in leadership roles helped to develop these proposals that fit all of the national priority areas. Among the three proposals under the formula allowance for Minnesota, one will emphasize rehabilitating and constructing housing for low-income families in the highest need areas of the Twin Cities. The other two will focus on all four national priority areas in inner city neighborhoods in St. Paul and Minneapolis. Among the five competitive proposals, participants will also address all four national priority areas including:

- (1) Education issues ranging from early childhood screening and development activities for preschool children to tutoring for young adolescents who are in danger of dropping out of school;
- (2) Human Needs issues from work in homeless shelters to assistance in independent living for elderly citizens and persons with disabilities;
- (3) Environmental equality and conservation issues in both rural and urban locations; and
- (4) Public Safety issues including projects to counter violence and gang activities.

All of the programs will be united through their connections with higher education institutions capable of enabling participants to link service-learning with potential careers and continuing education. These creative assets link the energy and idealism of young adults to the continuum of the "seasons of service" in Minnesota. Together, these 8 programs will offer a cross-section of types of programs in urban, rural, tribal and suburban areas of the state. They will reach a diverse group of participants who will serve as role models and mentors for youth

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throughout the state. Over half of the projects included in these 8 proposals are in high need in areas of unemployment or levels of poverty.

2. Priorities: Endorsing the National Priorities. The MN Commission endorsed the national priority areas and added special emphasis to some areas: for example, family literacy and educating youth for a high performance workforce under Education; reduction of arrest and incarceration rates for youth under the Public Safety area and raising environmental consciousness under Environmental Needs. The priorities were discussed in focus groups and hearings conducted to prepare plans for both Learn and Serve America and AmeriCorps/Youth Works, and they were endorsed by the MN Commission after input from citizens and groups throughout the state as described later in this paper.

Then, the MN Commission sought exemplary programs in each priority area while noting that education undergirds all priority areas. The commitment to service-learning demands that all programs expand participants' skills and abilities. The MN Commission also looked for programs that addressed the specific needs identified by youth in recent statewide hearings, such as:

- "Adult support and understanding in order to carry out tasks and be given the time and space to try new things."
- "More service-learning opportunities that don't take away from school--perhaps included in the curriculum."
- "Opportunities to develop and demonstrate leadership skills in order to carry out projects and generate support from the community."

B. STRATEGY

1. Background Information. Minnesota's experience and leadership at all levels demonstrates the state's readiness to help bring the community service movement to a higher level. For background on the Minnesota experience, see Appendix 1, on the history of Minnesota's service initiatives, and for a snapshot of community service provided in 1992-93 and some of the major state resources for service-learning in Minnesota, see Appendix 2. Minnesota offers a lifelong continuum of

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service opportunities for children, youth and adults. The MN Commission proposes the following key strategies and performance indicators.

2. State Goals and Strategies.

GOAL 1: Meld Minnesota's service traditions with the future of the national service movement.

To reach this goal, the Minnesota plan has four strategies:

a) Establish the new MN Commission as an organization representative of and committed to service for all age groups. The legislature recognized the importance of melding the past and future when it changed the Youth Works Task Force to the MN Commission on National and Community Service and amended the Youth Works Act to conform to the National and Community Service Trust Act. (See Appendix 3 for the members of the MN Commission.)

Performance Indicator: Officers, committee structure and work plan will be in place by September, 1994; bylaws and other procedures in place by December, 1994; ongoing appointments will follow the state Open Appointments' law over the next three years.

b) Enroll at least 400 service corps workers by fall, 1994, in a seamless AmeriCorps/Youth Works program supported by a combination of federal and state resources. Minnesota's formula allowance from AmeriCorps provides for a modest 65 participants. MN Youth Works authorizes \$3,898,000 to directly support service participants for the biennium that began July 1, 1993 and concludes June 30, 1995. The MN Commission decided to wait until AmeriCorps was launched in order to merge the resources of the two programs for the following reasons:

1. Effective cross-utilization of the resources of the two programs was the intent of the Minnesota legislature.

2. It was virtually impossible to launch Youth Works as a separate community service program before the process of identifying AmeriCorps-only sponsors began.

3. In order not to confuse the service community in the state by conducting two separate community service programs, each with a different match requirement and possibly competing identities, the merger enabled the service community to concentrate on one "national and community" service program called AmeriCorps/Youth Works.

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By merging the resources of the two programs, some of the most effective but smaller grass roots organizations are able to participate. Merging the two programs will also make those participants principally funded by Youth Works eligible for national education awards.

Therefore, AmeriCorps will fund 65 AmeriCorps/Youth Works participants for approximately \$900,000, plus the education awards, for Minnesota's formula sponsors. The competitive application from a total of 5 sponsors requests just over \$1 million to help support an additional 346 AmeriCorps/Youth Works participants. Because the AmeriCorps competitive funds also have reserved an additional 8,000 education awards beyond the approximately 3,700 education awards the competitive operating funds will support, this application requests education awards for the 346 participants funded principally from Youth Works funds.

The MN Commission believes it has met all established criteria for receiving these 346 education awards under the competitive allocation since it virtually requests only educational awards and it: (1) worked with the Minnesota legislature to amend the Youth Works Act to assure conformity to AmeriCorps requirements; (2) clearly demonstrated not only a significant "over-match" of resources, but more importantly demonstrated Minnesota's strong commitment to national and community service by allocating significant new state resources to further service goals and (3) helps AmeriCorps stretch its resources to support programs addressing national priorities, which for Minnesota are also state priorities, so not only 65 AmeriCorps participants can serve in Minnesota under formula sponsors but an additional 346 can serve for virtually the same amount of AmeriCorps funds as allowed under the formula.

Over the next three years, the MN Commission will continue to seek state and private funding as well as the anticipated federal funding through AmeriCorps.

Performance Indicator: Approximately 400 AmeriCorps/Youth Works participants will be in the field by September, 1994, under 3 formula and 5 competitive proposals attached to this plan. State evaluation of these programs will be conducted by the University of Minnesota. Results of state evaluation, along with any federal evaluations, will determine future growth of the program.

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c) Double the number of school-age youth engaged in both school-based and community-based settings over the next three years through state Youth Service programs and federal Learn and Serve America programs. Already 309 of the state's 392 school districts maintain service-learning programs. One task is to meld the 309 school district youth service programs with the Learn and Serve America programs funded by the national Corporation, and to expand both teacher and student participation in the resulting potpourri of choices. To make this goal realistic, the 1994 Legislature again increased the state Youth Service Revenue available to school districts to \$1.00 per capita beginning July, 1994, and continuing in successive years. This provides over \$3 million a year.

Performance Indicator: Involve over 30,000 youth in service-learning each year over the next three years. Annual community education reports provide baseline data indicating 100,000 youth currently involved. The goal by 1997 is over 200,000 youth.

d) Coordinate community service programs heretofore administered by ACTION and higher education service-learning programs administered by over 30 campuses with the programs and plans of the MN Commission.

Performance Indicator: MN Commission and Corporation plans for the coordination of ACTION programs and higher education programs connected with Higher Education Coordinating Board (HECB) and Campus Compact will be part of the MN Commission's annual updated plans over the next three years.

GOAL 2: Engage Minnesotans and Minnesota institutions in solving local community problems and promoting positive community and youth development through service and service-learning.

Three strategies to reach this goal are:

a) Include children, youth and adults along a lifelong service continuum in every area of the state. School-age youth will be involved in innovative approaches to building community partnerships and solving community problems through participation in Learn and Serve America school-based and community-based programs. Minnesota is proposing 25 school-based programs and 15

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community-based programs, which will serve as exemplary models for service-learning at the K-12 level.

Eight new community partnerships under AmeriCorps/Youth Works will involve more than 400 Minnesotans over the age of 17 in urban, rural, tribal and suburban areas of the state. These 8 proposals, chosen from a field of 120 applicants, draw together partnerships that will close the current gap in Minnesota's "seasons of service" by offering young adults the option for full- and part-time service in a service corps. In the area of higher education, 37 institutions have joined Minnesota Campus Compact and will be engaging college-age youth in service-learning. Close to 19,000 older adults are involved in volunteer and stipended positions through the National Senior Service Corps. The Minnesota Office on Volunteer Services and the Minnesota Conservation Corps will also expand the continuum of service in all areas of the state.

Performance Indicator: The 1994 statewide survey by the University of Minnesota Center for Survey Research will serve as a baseline measurement. Another survey will be conducted in 1997 to determine increases.

b) Implement a diverse group of AmeriCorps/Youth Works programs that accustom Minnesota institutions to apply citizen power to solve community problems. Included in the 8 attached proposals are programs diverse in terms of participants, geographic locations, and types.

Performance Indicator: The MN Commission will collect data and compare the effectiveness of various types of programs in terms of their impact on the community and on the participants.

c) Build the capacity of AmeriCorps participants to engage in productive careers and provide lifelong civic leadership. They will be guided toward helping others as mentors and coaches. This program will market the skills and wisdom of its participants so that communities will be receptive to their leadership for positive change.

Performance Indicator: All participants who lack a high school diploma or GED will complete their high school equivalency, as well as individualized career development plans. At least 70% will pursue further education or employment or continue their participation after the first year. The MN Commission will monitor reports on the above measures.

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GOAL 3: Link Minnesota's expanding service programs to create a total "seasons of service" system with effective training and support.

Minnesota's legacy of agency collaborations in community service drives this transformation. Providers of service programs as described in Chart 2 worked together on the Governor's Blue Ribbon Committee on Mentoring and Youth Community Service and on the Youth Works Task Force and are now involved in the MN Commission. Chart 2 also shows the breadth of technical assistance resources available.

Strategies to reach this goal will:

a) Link all of the community service leaders and providers in a statewide communications, technical assistance and training network. Make use of the education institutions in every community and their growing capacity for telecommunications. This approach again emphasizes that education and community partnerships undergird all service programs.

The MN Commission foresees four basic elements of a communications network: (1) phone/fax and voice mail for personal day-to-day communication; (2) on-site meetings, local, regional and statewide meetings based on the location of Learn and Serve and AmeriCorps/Youth Works programs; (3) interactive television for training and technical assistance, and (4) computer e-mail on the Gopher (University of Minnesota) system on the Internet. Peer consultation as well as youth involvement will be emphasized in building the communications networks. Students can provide leadership in linking service-learning providers with the current networks, including the Minnesota Extension Service satellite downlink sites in 91 cities in Minnesota, plus the University of Minnesota's interactive television network that connects its campuses and the Internet.

Performance Indicator: Access for community service providers will be available as follows: (1) orientation and initial training by September, 1994; (2) phone, fax and recorded voice by January, 1995; (3) ongoing training and technical assistance as determined by needs of grantees and (4) computer e-mail by end of 1997.

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b) Include participants from communities of color and from all areas of educational and economic need--in particular, seek participation from communities to help themselves.

Participant diversity and the empowerment of communities of color and local community groups were high priorities in the final selection of the AmeriCorps/Youth Works proposals and constant themes throughout the review process. The MN Commission hired young advocates representing African-Americans, Asian-Pacific Islanders, Native Americans, Hispanics and people with disabilities to encourage their communities to participate in AmeriCorps/Youth Works and Learn and Serve America grant programs. The success of this outreach is reflected in AmeriCorps and Learn and Serve America proposals that fund programs designed and implemented jointly by diverse participants and nonparticipant volunteers.

Performance Indicator: The MN Commission will require data to describe characteristics of participants and the degree of their involvement in the design and implementation of AmeriCorps and Learn and Serve America programs. This information will be provided for state and federal reports.

c) Assure well-qualified staff leaders who act as facilitators of experiential, community-based learning and assure continued training of current and future leaders from diverse groups.

While there are a significant number of trained service-learning leaders in the state of Minnesota at both the K-12 and higher education levels, many more coordinators, teachers and staff members who are knowledgeable about service-learning are needed. The goal is to cultivate leadership from within the community service network, with financial support for education and mentoring. Technical assistance will expand training both for K-12 teachers and staff as well as for the staff members of nonprofit community-based programs.

Performance Indicator: There will be an increase in training opportunities, improvements in qualifications of staff, mentor assignments, and participation in training programs for diverse groups of leaders. The first-year survey will identify the current status, and increases will be determined for succeeding years by the MN Commission in cooperation with the National Youth Leadership Council (NYLC), MN Department of Education and the University of Minnesota.

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d) Assure provision of technical assistance as needed by AmeriCorps service program sponsors. One advantage of Minnesota's broad-based collaborative lies in the diversity of resources that will be available to the Commission. Through the training on self-evaluation, for example, program sponsors will be able to recognize problems and request additional help where needed.

Performance Indicator: Technical assistance will be available, beginning with orientation and training, during August and September, 1994, provided by the University of Minnesota in cooperation with other groups. Program sponsors will rate the assistance to determine improvements needed over the three-year period.

GOAL 4: Demonstrate continuing leadership with innovative programs in community service and service-learning.

a) Take advantage of the potential for service-learning to act as catalyst for education reform by involving organizations that have expertise in this area, for example: the MN Department of Education, the Vocational and Technical Education Department at the University of Minnesota that houses the National Clearinghouse for Service-Learning; the Center for Citizenship and Democracy and the Center for School Change at the University of Minnesota; both public and private higher education institutions that incorporate service-learning into their own curriculum and are promoting service-learning as an effective methodology for education reform; NYLC and other community-based groups that promote the use of the community as a learning environment.

Performance Indicator: There will be an increase in the numbers of higher education institutions that provide assistance in the area of service-learning to schools and community-based groups involved in education reform. Baseline data in year one and information in succeeding years will be gathered in cooperation with Campus Compact.

b) Focus on training AmeriCorps staff and participants who will, in turn, demonstrate how experiential service-learning contributes to the education of younger students for whom they will serve as mentors or coaches.

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Performance Indicator: Results will include the educational advancement of AmeriCorps participants in year one and of school-age youth in subsequent years. The number of AmeriCorps participants who become mentors will be monitored by the MN Commission in cooperation with the statewide mentor network under the Minnesota Office of Volunteer Services (MOVS).

c) Expand the use of self-directed study for the evaluation of service-learning.

The process of developing "reflective practitioners" was introduced for Learn and Serve America participants in 1992. The current "Self-Evaluation Guide" will be adapted for the AmeriCorps programs and will be part of the orientation for program sponsors.

Performance Indicator: Every community service program sponsor will use the results of their self-evaluation each year to improve their programs and ensure that they are meeting their goals. Graduate students in the higher education consortium coordinated by the University of Minnesota will work with the community service organizations on these evaluations and report to the MN Commission.

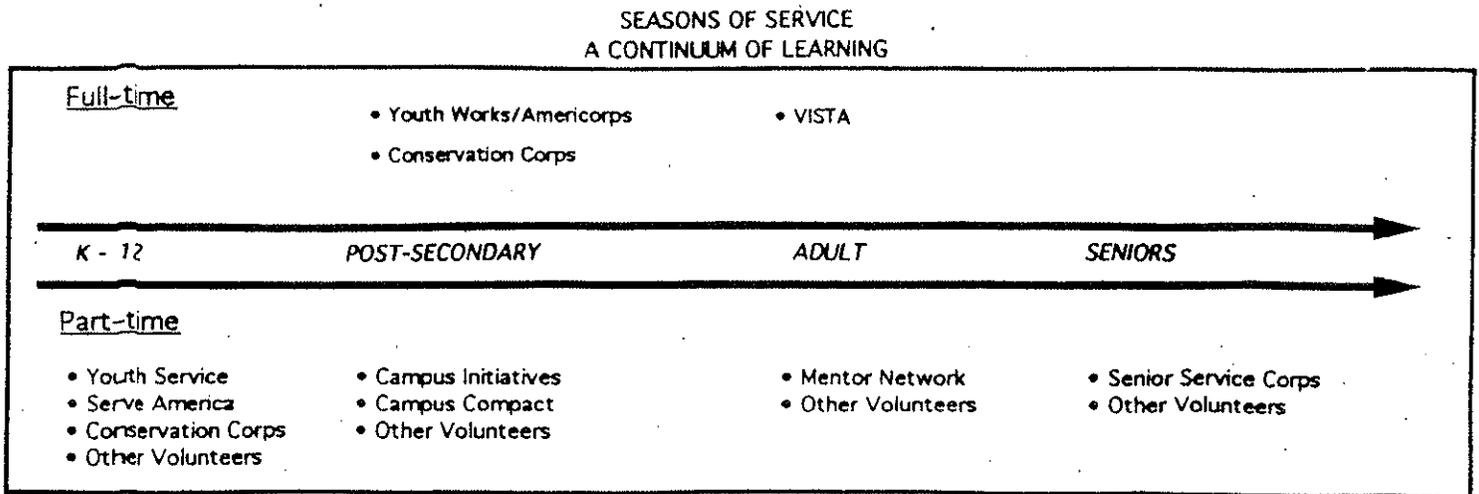
d) Design a longitudinal evaluation plan to show the impact of community service on an individual's educational achievement and future commitment to service. Work with the Corporation and the National Clearinghouse on Service-Learning to answer such questions as: (1) What is the effect of providing stipends for service on the long-term practice of volunteering? (2) What is the impact of performing community service upon an individual's educational goals and performance? and (3) What is the impact of having performed community service as a youth upon an adult's commitment to service? Given its range of volunteer and community service programs and resources, Minnesota provides an ideal location for research studies on these questions.

Performance Indicator: Design for a longitudinal study will be completed by the end of year one. The length of the study and resources needed will be determined at that time.

3. Coordination. Chart 1 shows how various service programs in Minnesota form a continuum of lifelong learning. Chart 2 describes the way in which the MN Commission will coordinate service efforts in the state and how the Commission will relate to the MN Department of Education, the Youth Advisory Council and other groups that are prepared to provide technical assistance.

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CHART 1. Continuum of Lifelong Service and Service-Learning



4. Support. Bipartisan political support has been provided throughout the development of Minnesota's service programs over the past decade. A Governor's Blue Ribbon Committee on Mentoring and Community Service was initiated by Democratic Governor Rudy Perpich and continued as the Task Force on Mentoring and Community Service under Republican Governor Arne Carlson. Both U.S. Senators--Republican David Durenberger and Democrat Paul Wellstone--have been personally involved in gaining endorsement for both state and federal community service legislation. The MN Youth Works Act has been supported by both political parties.

The state has provided close to \$4 million to support AmeriCorps/Youth Works, as well as funding for school-age service-learning programs, higher education, young adults and older

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adults. (See Appendix 2.) The state has provided much more than the required match for all areas of service. The MN Commission is also preparing proposals to seek private funding for a number of areas--such as evaluation and training--from foundations that have provided support for service-learning in the past. All of the proposed grantees from Learn and Serve America to AmeriCorps will also contribute local funding.

5. Plan Development Process. This comprehensive state plan builds on two previous plans prepared by the two governors' groups on mentoring and community service. During August, 1993, following the passage of the MN Youth Works Act, the MN Department of Education conducted 13 informational meetings throughout Minnesota to discuss both the state and federal national and community service programs. Over 500 persons representing schools, higher education institutions, cities, counties, businesses and community groups attended the sessions.

After the signing of the National and Community Service Trust Act, an additional four regional meetings were held to solicit ideas, including the overall vision and goals, for this plan. Close to 200 citizens representing a wide spectrum of groups and organizations attended these sessions. Focus groups specifically targeted at youth were conducted by Minnesota's Points of Light Ambassador in Greater Minnesota and in the Metropolitan area and included over 150 youth. Commission members and staff testified before the state House and Senate Education Committees regarding coordination on the state and federal Youth Works and AmeriCorps programs. Learn and Serve America grantees and members of the statewide Youth Development/Youth Service Committee also participated in special meetings. The MN Commission reviewed the first draft of this plan in April and finalized the goals and strategies at its June 1, 1994 meeting.

The AmeriCorps/Youth Works proposals were examined by a Peer Review Committee of 20 citizens, both youths and adults, who were knowledgeable about service-learning. The committee recommended 9 programs to the MN Commission, which designated the 3 formula proposals and 5 competitive proposals that are attached to this plan.

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C. INSTITUTIONAL CAPACITY INFORMATION

The MN Commission is housed in the MN Department of Education (MDE). The MN Commission director, who will be on leave of absence from MDE, has eight years of experience in coordinating service-learning programs at the state level. Expert MDE professional staff will participate in program areas, financial management, curriculum development, community relationships, and training and evaluation. In addition, agreements will be made with a number of statewide groups with extensive experience in the service-learning field, and continued technical support will be forthcoming from the state staff of the Corporation for National and Community Service. The institutional capacity of the following organizations has been demonstrated by their experience in the field of service-learning. These organizations include:

The Minnesota Department of Education (MDE) has administered the state's Youth Development/Youth Service Program since 1987. Through community education this program has grown to include 309 of Minnesota's 392 school districts. Through the leadership of the MDE and MN Community Education Association, a communication, planning, implementation and advocacy infrastructure for service-learning is in place and active. A new Council in MDE adds support for connecting service-learning with work-based learning, apprenticeships and other programs.

The Minnesota Office on Volunteer Services (MOVS) established in 1975, has staffed interagency efforts including the governors' mentoring and community service task forces, and has trained hundreds of volunteer organizations to work effectively with young people in community service. MOVS works closely with voluntary organizations throughout the state.

The Minnesota Conservation Corps (MCC), established in 1981 has a strong base in the Minnesota Department of Natural Resources. Its continuing commitment to youth development, natural resource conservation, and the ideals of public service place it in the vanguard of the corps

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movement. MCC operates a residential summer program for youth ages 15 to 18 and a year-round program for young adults ages 18 to 26.

The Higher Education Coordinating Board (HECB) administers student assistance and several other statewide programs. In 1992, HECB approved 12 federal grants to strengthen service learning. In 1993, HECB awarded seven grants with funds from the state Youth Works Act for higher education institutions supporting service learning. The Minnesota Campus Compact was formed in 1994 as a coalition of 37 university and college presidents representing all public higher education systems and 10 private colleges. Member schools all seek expansion of community service for their students and faculties.

The National Youth Leadership Council (NYLC), a nonprofit organization affiliated with the University of Minnesota, founded in 1983, offers training, curriculum and other resource materials, program development, policy information and advocacy in the area of service-learning and youth leadership.

The Minnesota Office of the Corporation for National and Community Service, formerly called ACTION, supports over 19,000 volunteers throughout the state in VISTA, Foster Grandparents, Senior Companions and Retired Senior Volunteers programs.

Other Statewide Organizations for Training, Recruitment and Technical Assistance, as shown in Chart 2, offer a variety of assistance. For example, the **Center for Service Learning** at the University of Minnesota provides research, evaluation and training support. The **Minnesota Extension Service** provides an interactive telecommunications networking capacity as well as program sponsorship through 4-H. The **Center for Citizenship and Democracy** at the University of Minnesota provides training for program leaders and youth in experiential learning.

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In conclusion, Minnesota is ready to implement AmeriCorps/Youth Works.

- The Minnesota State Legislature has made an extraordinary effort to add new resources, close to 4 million dollars in Youth Works funds, to initiate youth corps in the state. This effort on the part of the legislature and the Governor of the state of Minnesota shows strong bi-partisan support for the service-learning movement in the state.
- The Minnesota Commission on National and Community Service has made an all out effort to inform individuals and organizations about the process for applying for AmeriCorps/Youth Works grants and the positive results are reflected in the eight proposals included in this application. These proposals include over 60 partnerships that have been forged over the past five months in many sessions where youth and adults agreed on their mission, goals, strategies and performance indicators.
- The Minnesota Commission also made a special effort to be inclusive by hiring advocates from communities of color and a representative of persons with disabilities to make sure these groups were included in the whole process. Again results of these proposals demonstrate the effectiveness of this effort.
- The MN Commission, its staff, and the many groups with which it cooperates, are in a favorable position to implement AmeriCorps/Youth Works and to link this effort with all the other community service programs from K-12 to senior citizens to enhance the concept of "seasons of service."

In a metaphor suited to Minnesota, the land of over 10,000 lakes, we are ready to plunge in to "get things done", "strengthen the ties that bind us" and "promote active productive citizenship".

Background information: The Minnesota Experience

What follows is a timeline presenting a brief history of Minnesota's Service initiatives.

HISTORY OF MINNESOTA SERVICE INITIATIVES

1919	First volunteer center in the U.S. established in Minneapolis in 1919
1930s	Civilian Conservation Corps (CCC) put 84,000 Minnesotans to work
1970	Youth Conservation Corps (YCC) provided summer work for 15 to 18 years old
1971	ACTION established by Congress and opened a MN office
1975	Minnesota Office of Volunteer Service (MOVS) established, with outreach through volunteer centers and organizations of volunteer directors
1978	Young Adult Conservation Corps (YACC), year-round for 300 young adults each year, ages 16-23
1981	Minnesota Conservation Corps (MCC) founded by Legislature when YCC & YACC lost their federal funding
1981	RSVP, Senior Companion & Foster Grandparent Program funded by the state legislature
1983	National Office of National Youth Leadership Council (NYLC) located in St. Paul, sponsors service learning activities
1986	Campus Outreach Opportunity League (COOL) founded with national office in St. Paul & national network service activities
1986-87	Governor's Task Force on Youth Service and Work, co-chaired by Minneapolis Mayor Don Fraser and State Rep Kathleen Blatz, held hearings throughout the state and recommended a comprehensive youth service model including K-12, higher education, community-based programs and full-and part-time service
1987-93	Youth Development Act passed by Legislature authorized school districts to create youth development plans, including youth service, and provided a formula of local and state aid to implement programs. The original amount provided was 50 cents per capita; 1989 amendments increased the amount to 85 cents per capita; 1993 amendment increased the amount to \$1 per capita
1988	National Retiree Volunteer Coalition expanded from its Twin Cities base to other metro areas
1989	Legislature provided \$150,000 for matching grants for campus service through Higher Education Coordinating Board (HECB). MN Senator Durenberger convened a MN Task force to advise him on national Legislation.
1990-91	Governor's Blue Ribbon Committee on Mentoring and Community service held hearings around the state and recommended; integrating service learning into the curriculum of elementary and secondary schools and into post-secondary curriculum, including teacher training; expanding research on youth service; developing a youth mentoring network; heightening cultural sensitivity in service learning and sensitivity in service-learning and clarifying court-ordered "community service" terminology
1992	Minnesota's first comprehensive Plan for Community Service, coordinated by MOVS. MOVS launched the Minnesota Mentor Network
1992-93	Minnesota began receiving grants for both school age and higher education programs from the National and Community Service Act passed by Congress in 1990. Minnesota selected as 1 of 8 lead states for the Learn and Serve America program
1993	Legislature approved Youth Works Act; expanding K-12 youth service, service learning programs; restoring grant programs for higher education; creating a full and part-time service corps; ** expanding state funding for programs now part of the National Service Corps and creating the Youth Works Task Force, staffed by the MN Department of Education. The University of Minnesota was selected as the National center for Service Learning. Planning began of the MN Commission on National and Community service as a result of passage of the National and community service Trust Act. MN Senators were co-authors.
1994	Legislature adopts language of federal act, approves MCNCS and assigns MDE the responsibility of staffing the commission

**CITIZEN INVOLVEMENT IN MINNESOTA SERVICE
and STATE FINANCIAL RESOURCES, 1992-1993**

STATE FUNDING**SERVICE PROGRAMS**

\$3,500,000	<i>Minnesota Department of Education</i>	
	Minnesota Youth Development/Youth Service Program - School-Based	
	104,205	Students involved in school-based service programs in 309 of the state's 392 school districts
		Percentage of school districts report youth community service in these areas:
		Peer Tutoring 72%
		Peer Helpers 71%
		Service to Elderly 47%
		Hunger Relief 42%
		Environmental Projects 58%
\$230,000	<i>Higher Education Coordinating Board</i>	
	Higher Education Innovative Projects for Community Service	
	10,000	College students in 25 campus service-learning programs
\$3,580,000	<i>Minnesota Conservation Corps</i>	
	200	Full-time, ages 18-26, non-residential, in resource management, environmental ethics, career development, and youth in natural resources
\$480,000	Summer Youth Program	
	95	Summer, ages 15-18, residential, environmental, career education, life skills development, and youth in natural resources
\$1.4 million state \$852,000 local	ACTION	
	598	Foster Grandparents
	18,000	RSVP (Retired Senior Volunteers)
	250	Senior Companions
	43	VISTA Volunteers, full-time, year-around
	350	Student Community Service volunteers
	<u>19,241</u>	
\$257,100 state \$81,000 local	<i>Minnesota Office of Volunteer Services</i>	
	1.9 million	Over 18 years of age, 62% of the population, and ages 12-17, 71% of the population, at least one hour per week

APPENDIX III

<p align="center">MN COMMISSION ON NATIONAL & COMMUNITY SERVICE Voting Members</p>	<p align="center">PERSONS CURRENTLY IN THESE POSITIONS</p>
1. Commissioner of Education	John Mercer, Deputy Commissioner, designee of the Commissioner of Education
2. Representative of Children's Cabinet	Carolyn Bailey, Assistant Commissioner, Department of Public Safety
3. Executive Director of HECB	David Powers, Executive Director
4. Representative of public or private groups experienced in jobs & training	Keith Baker, Director Harry Davis Leadership Institute
5. Representative of Adult Service & Volunteer organizations promoting adult service volunteerism.	Cy Carpenter, Retiree, Chair Kids Inc.
6. Representative of community-based service agencies or organizations	Marlys Johnson, Executive Vice President Citizens' Scholarship Foundation of America
7. Representative of public or private sector labor unions	Harry Melander, MN Council of Carpenters
8. Representative of local governments	John Hustad, City Council, Falcon Heights
9. Representative of business	Ellen Albee, Lutheran Brotherhood
10. Representative of National Service Program	Thelma May, Representative of Summer of Service-Red Lake Tribal Council
11. Representative of Indian Tribes	Tony Looking Elk, Youth Coordinator, Specialist Anishinabe Council
12. Representative of individuals with expertise in the educational, training, and development need of youth, particularly disadvantaged youth	Mary Noble, Assistant Principal, Jefferson School, Minneapolis Public Schools
13. Representative of youth or young adult who is a participant in a higher education-based service-learning program	Tria Chang
14. Representative of persons with disabilities	Terri Keacher
15. Representative of youth from alternative education program	Corey Becker
16. Representative of an educator of primary or secondary education	Sue Callahan, Youth Development/Youth Service Coordinator, Albert Lea Schools
17. Representative of an educator from a higher education institution	Dr. Charles Anderson, President, Augsburg College
18. Representative of an individual between the ages of 16 and 25 who is a participant or supervisor in a youth service program	Casey Watts, Student at Blue Earth High School

LEGISLATORS

Senator Tracy Beckman	Box 37 PHONE: 296-5713 FAX: 296-6511	Bricelyn, MN 56014
Rep. Andy Dawkins	371 State Office Building PHONE: 296-5158 FAX: 296-1563	St. Paul, MN 55155
Senator Martha Robertson	2000 Indian Road West PHONE: 296-4314 FAX:	Minnetonka, MN 55305

EX. OFFICIO NON-VOTING

Paula Beugen	MN Office on Volunteer Services 3xx Ford Bldg., 117 University Ave. PHONE: 296-4738 FAX:	St. Paul, MN 55155
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Robert Jackson	State Director, ACTION 43150 South 7th St. #2480 PHONE: 334-4083 FAX: 334-4084	Minneapolis, MN 55415
Carmen Robles	Sr. Field Representative Department of Labor & Industry 443 Lafayette Rd. PHONE: 296-2371 FAX: 297-1953	St. Paul, MN 55155
Charles Williams	Fair Housing Director Department of Housing Finance 400 Sibley Street #300 PHONE: 296-9825 FAX: 296-8139	St. Paul, MN 55101
Byron Zuidema	Assistant Commissioner Department of Jobs & Training, 390 North Robert Street PHONE: 296-3700 FAX: 296-0994	St. Paul, MN 55101

ALTERNATES

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Patricia Johnston Alternate to Marlys Johnson	1910 Graydon Avenue PHONE: 218-828-4734 (H) 218-829-4606 (W) FAX:	Brainerd, MN 56401
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Vicki McKay Alternate to Cy Carpenter	P.O. Box 549 PHONE: 507-896-2081 (H) 507-864-7741 (W) FAX:	Rushford, MN 55971
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