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Box 1 of 1 Corp. for National Service

Notes:

THE CORPORATION FOR NATIONAL SERVICE

INTRODUCTION

National service has been part of American society for decades, beginning with the Depression-era Civilian Conservation Corps, the Peace Corps, VISTA, and National Senior Corps programs (Senior Companions, Foster Grandparents and RSVP) founded in the 1960s, and the Youth Conservation Corps and Young Adult Conservation Corps piloted in the 1970s. Until the late 1980s, however, national service was a minor, and maybe even marginal, part of the society. For many Americans, national service still meant military service; the Peace Corps was a romanticized program that only a select few could join; and VISTA was one of the "War on Poverty" programs that the Reagan Administration targeted for elimination.

In the late 1980s, a coincidence of factors began to change the way Americans viewed themselves and their communities, making comprehensive national service legislation possible for the first time in 50 years. After a decade of declining government involvement in tackling social and environmental problems, the need for services had become greater than ever. But the "me generation" of the 1970s and early 1980s had taken its toll, and Americans of all ages felt disconnected from their communities. Young people, in particular, were turned off from public life - appreciative of America's freedoms, but ignorant of what it takes to preserve them.

But young people themselves pointed the way out of this "crisis of citizenship" by their own example: by organizing service projects in their communities and asking for more opportunities to become involved. In the 1980s, service program models were developed, including City Year (a diverse youth corps, which became Bill Clinton's model for what a national youth service program could look like), Teach for America (which recruits successful college graduates to work in inner-city school districts), YouthBuild (which trains low-income minority participants to help rebuild housing in their own neighborhoods), and the Youth Volunteer Corps of America (which puts thousands of high school students into service opportunities). The 1980s also saw the founding of national organizations whose missions were to expand and support youth service -- among them, Campus Compact, the Campus Outreach Opportunity League (COOL), Youth Service America (YSA), and the National Association of Service and Conservation Corps (NASCC). Early support from foundations (including Ford, Kellogg, and Echoing Green, to name but a few) helped establish the programs and the infrastructure for the service field. In addition to these national programs, a plethora of state and local programs, including youth corps, urban service corps, college campus-based programs and service programs organized by religious organizations, schools and community groups grew at the local level.

Policy makers soon found themselves responding to the enthusiasm and energy generated by these new "service warriors." For example, in 1989, the Democratic Leadership Council, through Senator Sam Nunn (D-GA) and Representative Dave McCurdy (D-OK), proposed a \$15 billion national service program. The Nunn-McCurdy Bill proposed to replace existing student financial aid for higher education with a requirement that recipients of such aid render a period of civilian or military service. The Nunn-McCurdy bill failed to pass either house of Congress, apparently because of assertions that the bill would severely harm financially needy students.

Senator Ted Kennedy (D-MA) was ultimately successful in securing passage of the National and Community Service Act of 1990. With large bipartisan support, the 1990 legislation created the Commission on National and Community Service, providing federal funding for campus-based programs, youth service and conservation corps, and demonstration programs to test the premise of the Nunn-McCurdy bill, linking service to money for college. The legislation also provided funding for the Points of Light Foundation, a nonprofit organization proposed by President Bush to promote volunteer service.

THE 1992 CLINTON-GORE CAMPAIGN

Wherever Governor Bill Clinton went in his 1992 campaign for the Presidency, he talked about national service. Influenced by the DLC model of national service, Candidate Clinton promised that if elected, he would provide Americans with the opportunity (not the requirement) to pay for college through community service. National service fit well into three of the major themes of his campaign -- **opportunity** (to go to college), **responsibility** (the old idea that you don't get something for nothing -- with the rights and privileges of citizenship come responsibilities; so, too, with the right to a college education should come the responsibility to give something back to the community that provided that opportunity); and **community** (Americans have always been most successful when they worked as a community - strengthening communities through service).

AmeriCorps, the national service program that developed as a result of Candidate Clinton's campaign pledges, became a major domestic policy priority of the Clinton-Gore Administration for its entire 8 years. To understand AmeriCorps' evolution, from campaign pledge in 1992 to the more than 200,000 AmeriCorps members by the end of the Administration, it helps to know how the people charged with developing and implementing the program viewed AmeriCorps.

AMERICORPS

"Eli will make national service happen," President-elect Clinton said in announcing the appointment of Eli Segal to run the White House Office of National Service. Segal had served as Chief of Staff to the 1992 Clinton-Gore campaign, and was one of the President's oldest friends, having hired young Bill Clinton as a field worker in the 1972 George McGovern presidential campaign. Segal's formal campaign credentials began with the 1968 Presidential campaign of Eugene McCarthy, spanning through the 1972 McGovern campaign and the Presidential campaigns of Ted Kennedy, Walter Mondale, and Gary Hart.

When he wasn't running high-profile presidential campaigns, Segal was an extremely successful businessman, creating profitable companies out of fledgling or bankrupt businesses. As a person with great business acumen, who understood market-driven economies and "the bottom line," he was the perfect New Democrat to design a new type of federal program. Segal was also a pragmatist who having "fought the good fights" of the 1960s and 1970s, still believed in the power of government to help those not able to help themselves.

In choosing Segal, the President skipped over other candidates with more impressive service credentials. Indeed, Segal had no service credentials -- but he was someone that the President trusted with both the policy and politics of national service, to get his national service plan through Congress, to "make national service happen." Segal's lack of service experience would turn out to be both a positive and a negative. On the positive side, he was not predisposed to any one model of service, and was willing to listen and learn from all sides. On the negative side, few from the service field ever really trusted him. Segal believed, and would foster the belief among his staff, that AmeriCorps was the "crown jewel" of the national service movement. This sense pervaded everything the Corporation for National Service did -- from the way it approached national identity issues, to the attention paid other programs, to its public affairs and outreach strategy, to the ways in which the program people negotiated the grants.

Segal's Challenge. President Clinton had pledged that national service would be the model for his efforts to reinvent government. In carrying out the President's vision, Segal was determined to avoid creating simply another federal antipoverty or jobs program. Rather, his goal was to make the government respond to community needs more like the private sector.

For example, Segal knew from his experiences in the 1960s and 1970s that creating another antipoverty program would not work. Instead, AmeriCorps members would do real, useful work that was valued by the community. To be part of AmeriCorps, programs would be carefully designed with quantifiable outcomes. This idea of quantifiable "real" work ran counter to trends seen in the traditional service movement, which concentrated on providing service opportunities for young people, giving young people a character building experience, not on solving particular social problems.

Segal also envisioned a mixed structure for administering the program and controlling the money. The federal government, through an independent federal corporation whose directors would be appointed by the President, would give out a portion of the money through grants to national nonprofits. Governor-appointed state commissions would distribute the rest to local nonprofit groups. Federal oversight of the operations of these decentralized state commissions was to be maintained, somewhat minimally, by the requirement of a federal representative on the state commission.

Aiming to make the government work more like the private sector, competition was built into the program at every turn. National nonprofits would have to compete against each other for funds, and while each state commission automatically received a certain percentage of funds through a population-based formula, the rest would be parceled out having states compete against other states. Competition was seen as a way of assuring quality programs while at the same time driving more control out of Washington and into the hands of the states and the governors.

Finally, Segal and his staff envisioned a federal agency that "acted swiftly and creatively." The blueprint for the Corporation for National Service was proposed, dissolving the Commission for National and Community Service and merging with ACTION, the 30-year old federal agency which ran VISTA and the National Senior Service Corps programs. This new Corporation would include an alternative personnel system, in which people could be hired, promoted and fired more easily than in the traditional civil service; and receive renewable term appointments from one to five years in length (similar to the Peace Corps).

How Segal Met the Challenge. Segal's mission was to place 20,000 AmeriCorps members in communities all across the country by September 1994. In that short space of time, comprehensive regulations governing the programs were drafted and adopted, grant applications were written, potential grantees and members were recruited, and a national identity for the program was created -- probably record productivity for a federal agency. As time would tell, however, the speed and ferocity with which these tasks were tackled would create or unearth problems of their own, some of which were easily dealt with, others which still haunt the Corporation.

Marketed by Segal as a "funded non-mandate," AmeriCorps became an intriguing product to potential "consumers." To participate in this opportunity, however, states were required to establish state commissions on national and community service. In the first year, governor-appointed state commissions were established in 48 states, the District of Columbia and Puerto Rico.¹ The fact that so many states opted to establish commissions is astounding. Some states, like Michigan, Kansas and Massachusetts, had deep service roots and eagerly embraced the opportunity to participate in the program. Other states were slower, either because they did not yet understand the potential value of service, or they were not yet willing to commit the required resources. Regardless, within one year, governors in 48 states had created state commissions, appointed 15-25 citizen commissioners and hired commission staff to oversee their portfolio of AmeriCorps programs. The seeds of a great partnership between the states and the Corporation had been sown.

In designing AmeriCorps, "Getting Things Done" was adopted as its official slogan. Segal's theme of "real work" was reflected in the regulations and grant applications, where proposed service programs were required to provide a "direct benefit to the community," be located "physically in the community," and "bring participants face-to-face with residents of the community." Capacity building activities such as setting up a computer system to help with the payroll of a community group (traditional VISTA activities) would not count. Programs were required to report their accomplishments in terms of outcomes. For example, programs would have to document and report how many homes were built, how many trees planted and trails cleared, how many more children vaccinated, how improved were their reading scores and school attendance -- outcomes all attributable to the activities of the AmeriCorps members. In addition, the nonprofit grantee organizations were required to raise non-Federal matches for their programs, proving that their communities valued the services being provided and were willing to sustain them.

AmeriCorps sponsors were also required to develop outcome-based objectives for strengthening the community and developing participant opportunities. The emphasis, or lack thereof, paid to these two objectives remains an unsettled part of the debate, both internally and externally. Is AmeriCorps about Getting Things Done? Is it about developing the young person, the participant? Is it about building the community? While not mutually exclusive, all three objectives cannot get top billing.

¹ North and South Dakota are the only states which do not have commissions. There are AmeriCorps programs operating in those states, however, and interest in establishing a commission in one or both of the states is growing.

The competition for AmeriCorps grants was rigorous. Applications for funding were designed to bring into the AmeriCorps network those organizations with the capacity to operate and manage high quality programs; they also included programming criteria, guidelines and certain preferences mandated by law. The applications were reviewed, and grants awarded, in a multi-stage process that included a peer review quality assessment of the written application, staff analysis of the higher quality applications for compliance with statutory requirements, and site visits to or interviews with the responsible program staff before funding decisions were made. Grantees were held to the goals and outcomes they set for themselves, and if those goals and outcomes were not met, their grants would not be renewed.

Finally, Segal and his team devised a federal agency more agile than most, with a personnel system that allowed managers some flexibility in deciding salaries, and the ability to hire employees under renewable appointments from one to five years.

By 1994, Segal had accomplished what the President asked him to do – he made national service happen. Just one year after the legislation was signed, more than 250 programs received funding after competing at the state or national level. Approximately 20,000 AmeriCorps members were serving communities. Congress had appropriated additional funds to expand the program.

AmeriCorps' close identification to the President has been a mixed blessing. The program's growth has been due, in no small part, to the President's personal commitment to the program. Segal's strategy made great sense in the context of a popular President and a supportive Congress.

However, AmeriCorps became a prime target of some Congressional Republicans who claimed that the Corporation was an incubator of sorts for Clinton-Gore campaign aides, and that AmeriCorps members were engaging in partisan political activities. The congressional criticisms intensified in 1994, when Republicans gained a majority in both houses of Congress. AmeriCorps and the Corporation were the subject of several highly contentious oversight hearings from 1995 through 1999. Opponents charged that the program was excessively expensive, that there were irregularities in the grant-making process and that the Corporation lacked adequate financial controls. Amendments taking money from AmeriCorps and giving it to the Department of Veterans' Affairs were offered in several appropriations bills, resulting in the elimination or dramatic reduction of funding for the program in the House on several occasions.

PHASE TWO

Wofford's Challenge. In the fall of 1995, Segal resigned as CEO of the Corporation. The President chose as its second CEO, Harris Wofford. Wofford was thought by many to be a natural choice for the position. Prior to serving as CEO of the Corporation, Wofford had been the United States Senator from Pennsylvania. He had been a moving force in drafting and passing both the 1990 and the 1993 national service legislation. Wofford is one of the service movement's great heroes. He had worked with Sergeant Shriver in designing the Peace Corps and had served as one of its first country directors in the early 1960s. In the 1970s, Wofford formed and chaired the Committee to Study the Idea of National Service, which in 1979

produced a report entitled, Youth and the Needs of the Nation. In 1987, as Pennsylvania Secretary of Labor and Industry, he established and led Governor Casey's Office of Citizen Service, known as PennServe; managed the Pennsylvania Conservation Corps; and encouraged the formation of a number of summer and year-round youth service corps.

As the new CEO, Wofford's challenges were great. Faced with a hostile Congress, Wofford set out to make believers of them. To do this, Wofford knew that he had to make national service, particularly AmeriCorps, both non-partisan and non-political.

First, against all odds, Wofford brokered a deal with one of the Corporation's sharpest Congressional critics, Senator Charles Grassley (R-Iowa). A very significant aspect of the "Grassley Agreement," as it came to be known, was the Corporation's agreement to lower and eventually cap its costs for each AmeriCorps member. While many grantees protested this move, it has been seen by many as the key ingredient in securing Republican support for the program. The Grassley Agreement also further restricted partisan political activity by AmeriCorps members; increased emphasis on collaborating with more "traditional" national nonprofit groups; called on the Corporation to expand its Education Awards Only program (further lowering costs and enabling faith-based organizations and others which had opted not to participate in the grants program to participate); and promised to increase state autonomy. For example, if a state commission had instituted an appropriate peer review process, then the Corporation staff would not review their formula grant submissions.

Wofford succeeded in reaching out to conservative opinion makers, stressing themes important to them - AmeriCorps as a vehicle to develop "active duty citizens" and as a means of supporting the more traditional nonprofits such as the Boys and Girls Clubs, and Habitat for Humanity. For example, Wofford was able to convince conservative writer Arianna Huffington to support AmeriCorps. He also visited the editorial board of the Washington Times, wrote an article in the Heritage Foundation's Policy Review, and continuously contacted other conservative media types, arguing that (1) AmeriCorps was in fact a conservative program, if one was willing to look at it clearly, and (2) the Corporation was ready and willing to listen and learn how to improve the program.

Wofford developed a close partnership with the Points of Light Foundation. Started by President Bush, the Foundation enjoyed President Bush's strong support, and the support of many traditional Republicans who philosophically opposed AmeriCorps for providing stipends to "volunteers." Part of Wofford's relationship with the Points of Light Foundation stemmed from his close relationship with George Romney, the former governor of Michigan known as "Mr. Volunteer." Governor Romney was a founding member of the Points of Light Foundation, and had been a member of its Board of Directors for many years.² Before Wofford officially took over as CEO of the Corporation, he met with Governor Romney to get his advice on how to move national service out of the partisan political arena. Together, the two men promoted the "twin engines" concept, that traditional volunteer activity would be enhanced, both in numbers and quality, if it operated in partnership with full-time stipended service like that found in AmeriCorps. Governor Romney suggested to Wofford the idea of a Summit designed to bring together all of the living Presidents and/or their spouses in a "national call to action" in support of the twin engines of service and volunteering.

² Governor Romney had also served as a member of the Board of Directors of the Commission on National and Community Service

Governor Romney passed away in 1995, but his idea for a Summit lived through Wofford. In April 1997, The Presidents' Summit for America's Future took place in Philadelphia. General Colin Powell agreed to chair the Summit; President Clinton and all of the former living Presidents attended;³ the focus was on the needs of children and youth; almost all governors and mayors sent state and local delegations to the Summit; and hundreds of corporations, foundations, and nonprofits made "commitments" of resources to meeting the needs of youth.

The Summit offered Wofford a way to implement his strategy to de-politicize national service. In front of a watchful nation, Colin Powell refused to wear a partisan label. The leaders of both political parties championed the twin engines of service and volunteering. The Summit also served to raise the visibility of the AmeriCorps network, especially the state commissions and the VISTA program, as the best vehicle for realizing the goals of the Summit.

While some of the changes advocated by Wofford were a result of his attempt to de-politicize AmeriCorps, many also reflected his instincts about the program. For example, as a former college president, Wofford was suspicious of the grants system, including the whole application process, the peer review and staff review. Having heard negative reports from many of his service friends and colleagues about the prescriptiveness of the Corporation's program staff, he questioned the Corporation's role in "double-guessing" grantees. As a result, the Corporation has devolved more authority to state commissions for their formula programs, set up an Education Awards Only program with less stringent reporting and other requirements, and is experimenting with Fixed Price Grants. Program officers are also more sensitive to, and work in closer partnership with, grantees. The role of the program officer is evolving as well.

While believing in the AmeriCorps' mantra of "getting things done," Wofford felt that the sharp distinction between direct and indirect service (or capacity building) was not helpful. Experience shows that such rigid distinctions are, in many cases, counterproductive. For example, under the old regime, a VISTA volunteer who helped set up a tutoring program was forbidden from actually tutoring herself. And an AmeriCorps member who was placed at a Habitat for Humanity site was told to focus on building homes and generating volunteers; he could not create a computer database, even if the database was what the site really needed in order to succeed. While the AmeriCorps grants program focuses more on direct service, and AmeriCorps*VISTA more on capacity building, Wofford and his staff have worked hard to break down the wall between the two.

One of Wofford's biggest changes has come in the area of national identity. Under Wofford, the national identity focus has shifted from the programs to the members. No longer does anyone in the Corporation call programs "AmeriCorps programs" but rather "programs in which AmeriCorps members serve." The Corporation encourages, but no longer requires, programs to use the AmeriCorps logo or to provide their AmeriCorps members with "service gear" -- the AmeriCorps T-shirt, sweatshirt, hat, pin, etc. On the one hand, this practice has placated many of our more established partners, those who existed prior to AmeriCorps and who feared too close an identity to AmeriCorps during its dark political days. On the other hand, it

³ President Reagan did not attend the Summit but was represented by his wife Nancy.

has contributed to the diffusion of the AmeriCorps message, and of grantees and members not feeling part of a larger movement.

Wofford has focused on promoting the "ethic of service" -- recognizing the need to create whole systems to support this part of the Corporation's mission. Wofford inserted into the Summit its Goal Five -- engaging youth in service and seeing youth as a resource for service, not just people to be served. He has also made tremendous efforts to engage the school systems in fostering the ethic of service early and often, developing innovative new award programs and recognizing students in service.

In part as a reaction to all of the attention placed on AmeriCorps during its first two years and in part because he believes in the value of these programs, Wofford has devoted significant time and attention to the Corporation's other major programs -- the Learn and Serve America program, which supports service learning opportunities for students in kindergarten through college, and the National Senior Service Corps, which includes the Foster Grandparent, Senior Companion and RSVP programs.

The goal of the Learn and Serve America programs is to make service an integral part of the education and life experiences of all young people, thereby building a lifelong ethic of responsibility and service. All Learn and Serve America programs -- K-12 school and community-based and higher education -- integrate community service with academic curriculum or with out-of-school time and extracurricular learning opportunities. While funding for these programs has remained essentially level for the last six years, the number of schools, organizations, and higher education institutions engaged and interested in service learning has skyrocketed. The number of Learn and Serve participants has risen steadily since 1994, from a total of 375,000 individuals in 1994 to 1.2 million in 2000. A study conducted in 1999 by the National Center for Education Statistics of the U.S. Department of Education revealed that 32 percent of all K-12 public schools organized service-learning as part of their curriculum, including half of all high schools. This represents a sharp increase from a 1985 study showing that nine percent of all high schools offered service-learning courses. While only a small percentage of service-learning programs receive funds from the Corporation, the very existence of Learn and Serve America, and Wofford's use of the bully pulpit on its behalf, has been a catalyst for strong growth in the field.

The funding for National Senior Service Corps programs grew significantly during the Clinton Administration, from an annual appropriation of \$128.4 million in FY92 to \$181.3 million in FY2000. Under Wofford's leadership, the Senior Corps developed a new vision and new approach that reflected new realities. The new vision viewed the growing population of older persons as a tremendous resource focused on addressing critical community needs. The two most important vehicles for change have been the launch of "Programming for Impact," an outcome-based approach to programming, and using the demonstration authority allowed in the Senior Corps legislation to test new ways to harness the time, energy and talents of Americans over 55. For example, the Experience Corps was launched in six cities in 1995, involving senior volunteers from all economic backgrounds for a minimum of 15 hours of service a week and offering the volunteers a monetary incentive. In 1997, the Corporation launched the Seniors for Schools Initiative which was based on the Experience Corps model. The Seniors for Schools Initiative placed seniors in school classrooms, for the main purpose of tutoring children. And in

1998, the Corporation launched the Experience Corps for Independent Living Initiative in six sites.

In the field, collaboration between the three programs is happening almost seamlessly. At the national level, the three programs are working together, each respectful and supportive of the other.

Finally, Wofford did not come to the Corporation with experience or interest in managing a business. While in most Federal agencies, that would be no big deal, in this case it was. For all of its program successes, the Corporation was also an agency without the systems it needed to properly manage itself; an Inspector General who aggressively pursued any and all of its inadequacies; and a hostile Congress ready to make headlines about those inadequacies. For example, the day Wofford was sworn in as the Corporation's CEO, he met with the Inspector General, who informed him that the agency had a serious problem with its financial systems and management controls. The agency was required to produce auditable financial statements for fiscal year 1994, pursuant to the Government Corporation Control Act. It would be unable to do so. This finding should not have come as a surprise to Wofford or to anyone who actually thought about it. In 1993 when Congress created the Corporation, the Commission on National and Community Service was dissolved and in April 1994, ACTION merged with the new Corporation. The Corporation assumed most of the Commission's obligations, and inherited all of ACTION's financial and management systems. ACTION was never required to produce auditable financial statements, nor were its systems set up to do so. The Commission too was never required to produce auditable statements.

In focusing on the start-up of AmeriCorps, inadequate attention had been paid to the more routine tasks of running a much larger agency, involved in much more complicated grant making, than had existed when it was just ACTION.⁴ The conclusion that AmeriCorps could not balance its books, even though several other agencies also found themselves unable to produce clean audits, became the rallying cry for political opponents of the program. After several years of intense focus on the problem, the Corporation hopes to have its management problems solved by the end of the Administration.

CONCLUSION

In early 1997, the Corporation reorganized, creating among other things, the Department of AmeriCorps. Finally, the AmeriCorps*VISTA program, the AmeriCorps*National Civilian Community Corps (AmeriCorps*NCCC) program, the AmeriCorps*State/National grants program, and the AmeriCorps Recruitment, Selection and Placement Unit were housed under one roof. This restructuring responded to the desires of Wofford, Senior Staff, and the Corporation's Board of Directors to see an AmeriCorps with integrated planning and operations, making more efficient use of its limited resources while maximizing its impact on national service priorities.

⁴ The Management Committee of the Corporation's Board of Directors recognized, early on, that the Corporation was not paying adequate attention to its "internal controls," and has worked tirelessly to focus attention and resources on this problem.

National service programs are an incredibly powerful tool. Steve Waldman said it best, when he said that "Done properly, it could be the public policy equivalent of a Swiss Army knife, performing numerous useful functions in one affordable package."⁵ For example, AmeriCorps members are getting valuable things done in communities all across the country, things that would not have gotten done but for these AmeriCorps resources. By serving together, AmeriCorps members are also breaking down social, economic, racial and ethnic barriers that have existed for years. Through AmeriCorps, thousands more young people have the opportunity to go to college. And AmeriCorps has helped hundreds of youth-serving and other nonprofit organizations do what they do "bigger and better."

Over the past five years, the Corporation and the field have evolved to a new level of partnership. Programs have developed the capacity to operate high quality service programs; grantees are more sophisticated in terms of doing what it takes to be part of the national service network; the partisan political fighting over AmeriCorps' survival seems to have quieted; and the Corporation is responding to the needs of the field as best it can. In the summer of 2000, 49 of 50 Governors (Governor Owens of Colorado was the exception) urged the Congress to reauthorize the Corporation for National Service. In a letter dated, September 19, 2000, the Governors said, "We recognize the value of national service as a tool in meeting needs in our states. We have seen national service at work in our states. We do not want to lose this force for good in our communities, states, and country."

Attached to this report is a more thorough description of the Corporation and its many national service programs, describing more in depth the programs and structural design of the Corporation.

⁵ Steven Waldman, The Bill: How the Adventures of Clinton's National Service Bill Reveal What is Corrupt, Cynical--and Noble -- About Washington (New York: Viking Press, 1995), 20.

CORPORATION FOR NATIONAL SERVICE

The Corporation for National Service was established in 1993 to engage Americans of all ages and backgrounds in community-based service. It supports a range of national and community service programs, providing opportunities for individuals to serve full or part-time, with or without stipends, as individuals or as part of a team. The Corporation works with governor-appointed state commissions, nonprofits, faith-based groups, schools, and other civic organizations to provide opportunities for Americans of all ages to serve their communities.

MISSION

The Corporation's mission is to provide opportunities for Americans of all ages and backgrounds to engage in service that addresses the nation's educational, public safety, environmental, and other human needs to achieve direct and demonstrable results and to encourage all Americans to engage in such service. In doing so, the Corporation will foster civic responsibility, strengthen the ties that bind us together as a people, and provide educational opportunity for those who make a substantial commitment to service.

GOALS

1. Service will help solve the nation's unmet education, public safety, environmental and other human needs.
2. Communities will be made stronger through service.
3. The lives of those who serve will be improved through their service experience.
4. Service will become a common expectation and experience of Americans as an integral part of civic responsibility.
5. The Corporation will develop and maintain sound organizational systems and effective partnerships with the wider national service network.

SERVICE INITIATIVES

The Corporation's three major service initiatives are the National Senior Service Corps, AmeriCorps, and Service-Learning.

- **National Senior Service Corps.** Through the National Senior Service Corps, more than half a million Americans age fifty-five and older share their time and talents to help solve local problems. Seniors serve as Foster Grandparents, who serve one-on-one with young people with special needs; as Senior Companions, who help other seniors live independently in their homes; and as volunteers with the Retired and Senior Volunteer Program (RSVP), who meet a wide range of community needs.

- **AmeriCorps.** AmeriCorps, the domestic Peace Corps, engages more than 40,000 Americans annually in intensive, results-driven service. Most AmeriCorps members are selected by and serve with hundreds of local and national organizations like Habitat for Humanity, the American Red Cross, and Boys and Girls Clubs. Others serve in AmeriCorps*VISTA (Volunteers in Service to America) and AmeriCorps*NCCC (National Civilian Community Corps). After their term of service, AmeriCorps members receive education awards that help finance college or pay back student loans.
- **Service-Learning.** Many schools are discovering the value of service-learning through projects that link education and service. Learn and Serve America helps support more than one million students from kindergarten through college who are meeting community needs while improving their academic skills and learning the habits of good citizenship. In addition to providing Learn and Serve grants and scholarships for student service, the Corporation also promotes youth service through the National Service-Learning Leader Schools Program and the President's Student Service Challenge.

EVALUATIONS

The Corporation makes considerable use of evaluation and applied research. These tools are used to determine the effects of national service programming, to provide information that can inform program management decisions, and to help decision-makers and the public to better understand the nature and activities of national service programs. Evaluation research conducted by the Corporation and by researchers unaffiliated with the Corporation point to national service as beneficial to those who serve and to the communities in which they serve.

A UNIQUE FEDERAL AGENCY

At its creation, the Corporation was deliberately structured to operate differently from most federal agencies. This is seen most clearly in the use of a corporate organization design, a flexible personnel system, a decentralized program network, and strong ties to the private and independent sectors.

CORPORATION DESIGN

The structure of the Corporation for National Service as a wholly owned government corporation overseen by a board of directors is unusual. Indeed, it is the only such entity covered by the Government Corporation Control Act without predominantly commercial functions.

The structure was conceived in 1993 as a means of providing more flexibility in procurement, personnel, and similar business areas than is typically accorded a Federal agency. This flexibility is most apparent in the Corporation's alternative personnel system. Additionally, the corporate structure was intended to communicate a businesslike character and to make the Corporation more attractive as a partner with the private sector.

FLEXIBLE PERSONNEL SYSTEM

To allow more flexibility than typical government agencies, the Corporation has adopted a personnel system that gives managers more freedom. For instance, managers can hire employees under renewable appointments rather than giving the more expansive guarantees of civil service. Furthermore, managers have more flexibility in deciding salaries and choosing staff. These changes were intended to enable the Corporation to operate more like a private sector organization and to promote a diverse and high quality work force.

DECENTRALIZED STRUCTURE

Rather than implementing a centralized federal program, the Corporation provides grant support and human resources to non-profit faith-based, civic and educational organizations to develop or amplify innovative approaches to community needs. This is true of each of the Corporation's major programs: AmeriCorps, Learn and Serve America, and the Senior Corps.

In AmeriCorps, governor-appointed state commissions on community service are responsible for working with local communities to set state priorities and determine how AmeriCorps grant funds will be used. In fact, the Corporation's primary strength is the network of non-profits and state agencies that use national resources to achieve local

goals through community service. It is the state commissions that serve as the primary vehicle for organizing and coordinating this network.

Roughly two-thirds of all AmeriCorps grant funding is in the hands of the state commissions. Once the commissions select which non-profits will receive grant funds, grantees recruit and select AmeriCorps members to meet community needs. The state commissions are responsible for overseeing the programs, ensuring that AmeriCorps members follow state and federal laws, and providing training and technical assistance to programs.

Through the **Senior Corps**, nonprofit organizations, faith-based groups, and in some cases, state and local governments are responsible for managing 500,000 seniors who work on community problems with volunteer service. **Learn and Serve America** provides grant funding to state education agencies, schools and community organizations to augment resources for service-learning programs. These programs help more than one million students meet community needs while improving academic skills and learning the habits of good citizenship.

Each of these grant programs represents a public-private venture in which recipient organizations must bring private resources to the table in order to receive federal dollars. The result of this venture is hundreds of thousands of Americans joining forces to meet community needs in education, housing, health care, environmental protection and disaster relief.

NATIONAL NON-PROFIT PARTNERSHIPS

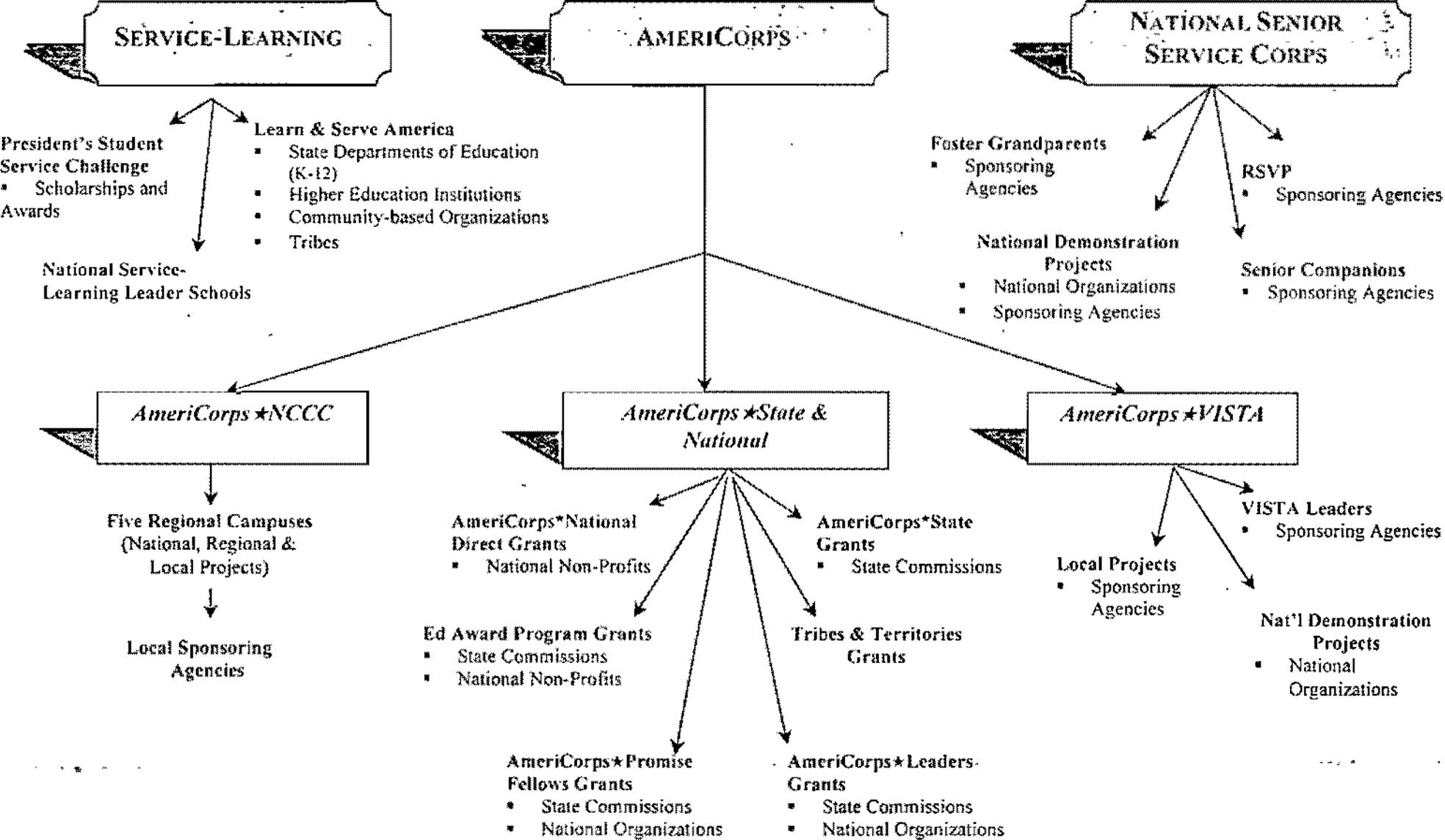
The Corporation has relationships with hundreds of national non-profit grantees such as Habitat for Humanity, the American Red Cross, the Boys and Girls Clubs of America, Big Brothers Big Sisters of America, YMCAs, City Year, and the Catholic Network of Volunteer Service. In addition to these grantee relationships, the Corporation works closely with a number of other national non-profits, like America's Promise and the Points of Light Foundation, that work to strengthen national and community service.

PRIVATE SECTOR PARTNERSHIPS

In addition to the non-profit partnerships described above, the programs of the Corporation receive substantial support from the corporate sector at both the national and local level. The private resources are as diverse as the sector itself; from high tech companies to cereal makers, many corporations recognize the power of a strategic alignment with national service.

National Service
Programs

The Corporation for National Service Programs



National Sealer
Service Corps

RETIRED AND SENIOR VOLUNTEER PROGRAM

<u>At a Glance</u>			
	FY2000 Actual	FY2001 Estimate	Increase/ Decrease
RSVP Budget (in thousands)	<u>\$46,117</u>	<u>\$48,880</u>	<u>+\$2,763</u>

Each year more than 460,000 older Americans, age 55 and over, provide community service through the sponsorship of more than 760 local RSVP projects.

Background Information on the Retired and Senior Volunteer Program (RSVP)

Program Elements. The Retired and Senior Volunteer Program (RSVP) matches older Americans who are willing to help with local problems in their communities. RSVP volunteers choose how and where they want to serve, and they determine how many hours a week they serve. RSVP volunteers do not receive any stipend, but their project may reimburse them for some costs associated with their service activities. In addition, RSVP provides appropriate insurance coverage for volunteers while on assignment.

Participation. Each year more than 460,000 older Americans, age 55 and over, provide community service through the sponsorship of more than 760 local RSVP projects. The amount of service can vary from a few hours a month to almost full-time, with the average hours of service being approximately four hours a week.

Demographics. Most RSVP volunteers are female (75%) and between the ages of 65 and 85. The racial makeup is approximately 89% white and 8 % Black/African American. Four percent are of Hispanic ethnicity.

Types of Service. RSVP volunteers serve through local public agencies and nonprofit organizations. They tutor children and youth, organize neighborhood watch programs, renovate homes, teach English to immigrants, program computers, help people recover from natural disasters, and serve as museum docents – whatever their skills and interests lead them to do. In FY 1999, RSVP volunteers served in the following stations:

Health and Nutrition	34%
Education	20%
Community and Economic Development	12%
Human Needs Services	21%
Environment	4%
Public Safety	3%

Funding. In fiscal 2000, RSVP received a Congressional appropriation of \$46.6 million and non-federal contributions of approximately \$46 million. The individual grant amounts ranged from \$520 to \$754,594 and the average grant amount was \$60,116.

Selected RSVP Accomplishments¹

In 1999, RSVP volunteers provided 78 million hours of service² (182 hours per member), including the following accomplishments:

- Served as classroom, playground, and computer aides for more than 100,000 students and tutored more than 30,000 students in grades K-6;
- Provided public health services at a clinic, hospital, or mobile unit, or adult day care centers for more than 5 million people;
- Organized supportive services to senior centers and adult day care centers for more than 13 million seniors;
- Conducted more than 700,000 community crime patrols, freeing up more than half a million hours of police time; and
- Provided business counseling to more than 2,000 private, nonprofit, and public agencies to improve their operations, and benefiting more than 3 million of their clients.

RSVP Initiatives for Fiscal 2001

- **RSVP Service Levels.** Over 475,000 participants will serve in 762 local projects supported by Corporation and non-Corporation funds. They will provide more than 78 million hours of service to their communities.
- **Regional Training.** Following a successful nationwide conference of Senior Corps project directors in June 2000, the Senior Corps plans to conduct five regional training events of project directors and sponsor officials to focus on strengthening senior service as a strategy for meeting community needs.

Relevant Evaluation Report

- Aguirre International, *Retired and Senior Volunteer Corps Accomplishment Report*, May 1999.

¹ Aguirre International, *Retired and Senior Volunteer Corps Accomplishment Summary, 1999* (biennial). These accomplishments are based on annual reports provided by RSVP grantees to Aguirre International.

² Corporation for National Service, *Project Profile and Volunteer Activity National Data Collection, 1999*.

FOSTER GRANDPARENT PROGRAM

<u>At a Glance</u>	FY2000 Actual	FY2001 Estimate	Increase/ Decrease
Foster Grandparent Program Budget (in thousands)	<u>\$95,988</u>	<u>\$98,860</u>	<u>+\$2,872</u>

In fiscal 2000, almost 29,000 Foster Grandparents served in 336 projects..

Background Information on the Foster Grandparent Program

Program Elements. Since 1965, Foster Grandparents have provided valuable aid to children and youth with special needs. Foster Grandparents serve an average of 20 hours a week and receive stipends set at \$2.55 an hour. They must be age 60 or above and meet specific low-income requirements. In addition to the stipend, Foster Grandparents receive accident, liability, and automobile insurance coverage, if needed, during their assignments.

Participation. In fiscal 2000, almost 29,000 Foster Grandparents served in 336 projects. These volunteers provided service to more than 100,000 children with special needs each day.

Demographics. Most Foster Grandparents are female (90%) and between the ages of 65 and 85. The racial makeup is approximately 56% white and 38% Black/African-American. Nine percent are of Hispanic ethnicity.

Types of Service. Foster Grandparents serve in schools, hospitals, drug treatment centers, correctional institutions, and Head Start and day care centers. Foster Grandparents help abused and neglected children, mentor troubled teenagers and young mothers, and care for premature infants and children with physical and developmental disabilities. The ages of children served are:

<u>Age</u>	<u>Percentage Served</u>
0-5	40%
6-12	45%
13-20	13%
21+	1%

In FY 1999, Foster Grandparents served in the following:

Health and Nutrition	9%
Education	64%
Human Needs Services	23%
Public Safety	3%
All Others	2%

Funding. In fiscal 2000, the Foster Grandparent Program received \$95.8 million. In fiscal 2000, non-federal contributions were over \$37 million. The individual grant amounts ranged from \$13,251 to \$1,916,159 and the average grant amount was \$310,527.

Selected Foster Grandparent Program Accomplishments³

- Visited and nurtured more than 200,000 children;
- Provided mentoring and constructive guidance to more than 145,000 children;
- Tutored more than 115,000 children in grades K-12;
- Aided and counseled more than 88,000 abused and neglected children;
- Provided more than 17 million hours of service in elementary schools;
- Provided one-on-one support and nurturing to more than 27,000 youth offenders and ex-offenders; and
- Recorded an average of 1,000 hours per volunteer, totaling 30 million hours nationally.

Foster Grandparent Program Initiatives for Fiscal 2001

- **Service Levels.** Approximately 29,000 Foster Grandparents will provide daily service to over 100,000 children and youth in existing local projects supported by Corporation, state, local, and private funds. On an annual basis, over 225,000 special needs children will be served.
- **Regional Training.** Following a successful nationwide conference of Senior Corps project directors in June 2000, the Senior Corps plans to conduct five regional training events of project directors and sponsor officials to focus on strengthening senior service as a strategy for meeting community needs.

Relevant Evaluation Reports

- Aguirre International, *Foster Grandparent Program Accomplishment Report*. May 1999.
- Westat, *Effective Practices of Foster Grandparents in Head Start Centers*. 1998.

³ Aguirre International, *Foster Grandparent Accomplishment Summary*. 1999 (biennial). These accomplishments are based on annual reports provided by Foster Grandparent Program grantees to Aguirre International.

SENIOR COMPANION PROGRAM

<u>At a Glance</u>	FY2000 Actual	FY2001 Estimate	Increase/ Decrease
Senior Companion Program Budget (in thousands)	<u>\$39,219</u>	<u>\$40,390</u>	<u>+\$1,171</u>

In fiscal 2000, approximately 15,000 Senior Companions served through 215 projects.

Background Information on the Senior Companions Program

Program Elements. Senior Companions provide assistance to frail, homebound individuals, most of them elderly. These clients have difficulties with daily living tasks and Senior Companions help them retain their dignity and independence. The Senior Companion Program, like the Foster Grandparent Program, provides low-income persons, age 60 and over, the opportunity to serve those in need. The Senior Companions receive the same stipend and insurance as Foster Grandparents and serve an average of 20 hours a week.

Participation. In fiscal 2000, approximately 15,000 Senior Companions served, through 215 projects, more than 42,000 clients each week and over 60,000 clients annually.

Demographics. Most Senior Companions are female (85%) and between the ages of 65 and 85. The racial makeup is approximately 60% white and 33% Black/African-American. Eleven percent are of Hispanic ethnicity.

Types of Service. Senior Companions help homebound clients with chores such as paying bills, buying groceries, and finding transportation to medical appointments. Senior Companions receive training in topics such as Alzheimer's disease, stroke, diabetes, and mental health – and alert doctors and family members of potential health problems. The ages of clients served are:

<u>Age</u>	<u>Percentage Served</u>
22-44	4%
45-64	9%
65-74	22%
75-84	36%
85+	30%

Funding. In fiscal 2000, the Senior Companion Program received \$39.2 million. In fiscal 2000, non-federal contributions were almost \$26 million. The individual grant amounts ranged from \$13,151 to \$554,326 and the average grant amount was \$240,011.

Selected Senior Companion Program Accomplishments⁴

<u>Services Provided</u>	<u>Number of Clients Served Annually</u>
Peer counseling, support, letter writing, listening, reading, talking	75,000
Light housekeeping, meal preparation, and nutritional information	10,000
Rehabilitation therapy and exercise	8,000

<u>Types of Service</u>	<u>Annual Hours Served</u>
To those with mental health disabilities	460,000
To those with developmental disabilities	500,000
To those with physical disabilities	600,000

Senior Companion Program Initiatives for Fiscal 2001

- **Service Levels.** More than 15,600 Senior Companions will serve in 215 projects to provide personal assistance and companionship primarily to persons who have physical, mental, or emotional impairments, predominately the frail elderly. Approximately 44,000 frail adults will receive service weekly and over 62,000 annually.
- **Regional Training.** Following a successful nationwide conference of Senior Corps project directors in June 2000, the Senior Corps plans to conduct five regional training events of project directors and sponsor officials to focus on strengthening senior service as a strategy for meeting community needs.

Relevant Evaluation Report

- Aguirre International, *Senior Companion Program Accomplishment Report*. May 1999.

⁴ Aguirre International, *Senior Companion Program Accomplishment Summary, 1999*. These accomplishments are based on annual reports covering July 1, 1997-June 30, 1998 provided by Senior Companion Program grantees to Aguirre International.

SENIOR DEMONSTRATION PROGRAM

At a Glance	FY2000 Actual	FY2001 Estimate	Increase/ Decrease
Senior Demonstration Program Budget (in thousands)	<u>\$1,494</u>	<u>\$400</u>	<u>-\$1,094</u>

Background Information on the Senior Corps Demonstration Program

The Senior Corps Demonstration initiatives test new models and emerging effective practices for involving Americans over 55 in volunteer service. Senior Demonstrations build on effective practices and lessons learned from the current Senior Corps programs as well as the other national service activities. The goal is to find the best way to tap the vast civic potential of the coming baby boom generation - the largest, best educated, healthiest, wealthiest, longest-living generation of seniors in the nation's history.

The "Experience Corps", the first demonstration, was a two-year, five-city pilot which placed a premium on the leadership and organizational skills of older persons serving in urban elementary schools. Through the Experience Corps, we identified several *core elements* that when incorporated into projects create optimal conditions for both "Getting Things Done" and providing a high quality experience for senior volunteers. All of the subsequent demonstration efforts have included some or all of these *core elements*, which are:

- focused activity;
- intensive service;
- critical mass – the number of volunteers placed at each station is high enough so that the seniors are an essential resource for helping stations meet critical community needs;
- direct and indirect roles for volunteers; team and corps concept;
- service options (part-time, full-time, episodic, stipended, and unstipended service);
- leadership; and
- incentives.

Accomplishments in Fiscal 2000

- Seniors for Schools. Under this initiative, projects recruited adults age 55 and over to help children read independently by the end of the third grade. The nine Demonstration grants supported more than 300 volunteers who served 15 or more hours a week. These volunteers leveraged additional volunteers and together they served more than 3,500 elementary school children. Fiscal 2000 marked the final

year of funding. Some of the outcomes included⁵:

- Eighty-eight percent of the 1,422 students measured improved their reading skills during the project year.
 - Sixty-nine percent of tutored students increased grade level by one full reading level or more.
 - More than 98 percent of the principals and staff along with 92 percent of the teachers noted that the seniors were positive role models and increased children's respect for older adults.
 - 83% of teachers reported observing positive increases in student reading ability, and 74% of teachers reported observing positive changes in reading or assessment test results.
- Seniors for Habitat. Seniors for Habitat is a pilot program involving the Retired and Senior Volunteer Program (RSVP) and selected Habitat for Humanity International affiliates. Eight RSVP projects were funded to use the time, talent, experience, and resources of older adults in helping build the capacity of Habitat affiliates that seek to move people out of substandard housing and into their own homes. In fiscal 2000, more than 180 Seniors for Habitat volunteers continued to help complete construction projects and cut the completion time in half while doing so. The Seniors for Habitat programmatic activities will continue through FY 2001.
 - RSVP Leaders. The RSVP Leaders initiative, previously funded with RSVP funds, received a third year of support with Senior Demonstration funding. Under this initiative, RSVP volunteers serve a minimum of fifteen hours each week with a range of leadership responsibilities that support direct-service volunteers in achieving the project outcomes.

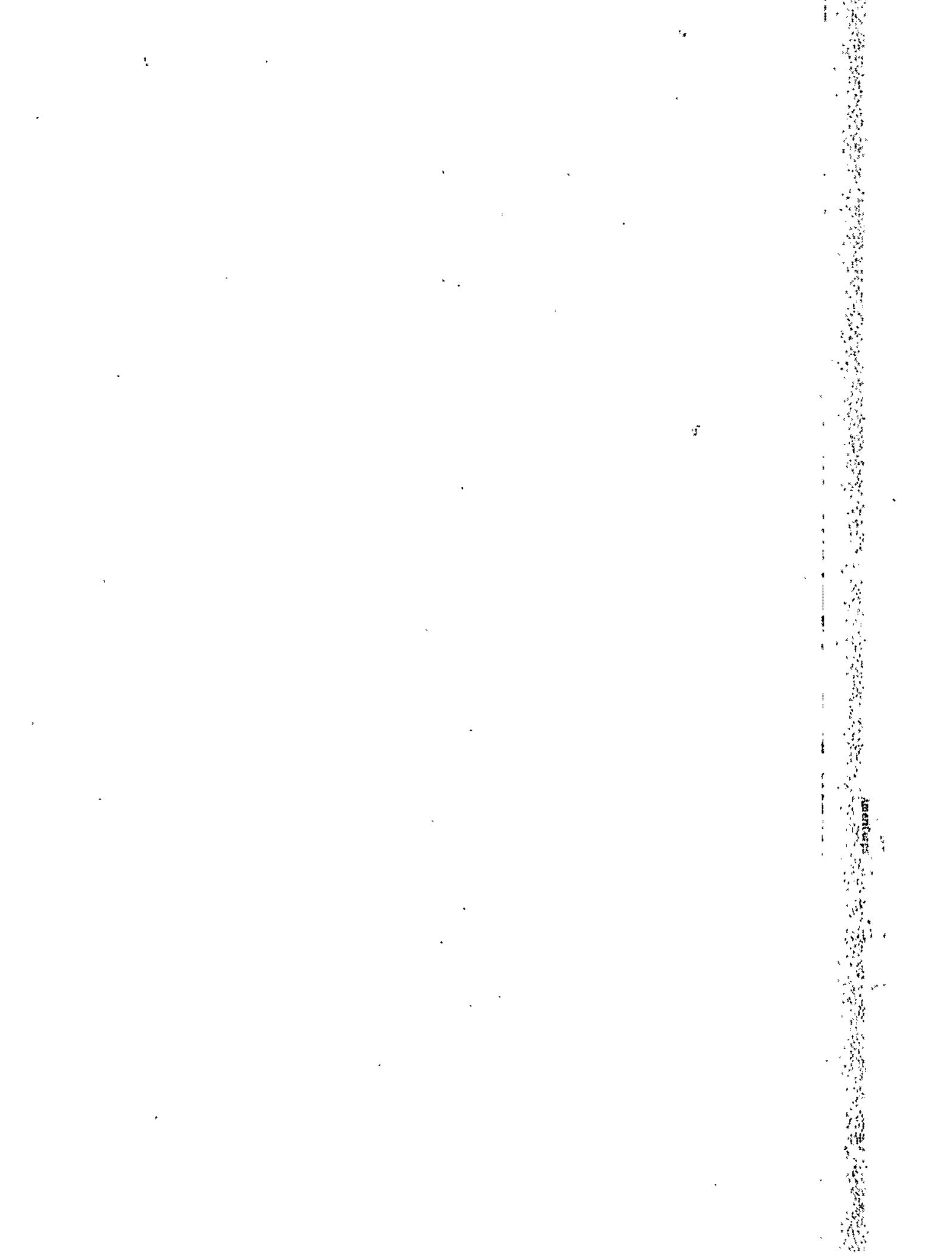
Senior Demonstration Program Initiatives for Fiscal 2001

- **Recruitment, Training, and Technical Assistance**. Training and technical assistance will go to local projects on a variety of topics, including outcome-based programming.
- **RSVP Leaders**. We hope to continue for another year to allow the RSVP projects currently using Leaders to continue their promising activities.

Relevant Evaluation Report

- Marc Freedman and Linda Fried, *Launching Experience Corps: Findings from a Two-Year Pilot Project Mobilizing Older Americans to Help Inner-City Elementary Schools*, Civic Ventures. January 1999.

⁵ Project STAR. *Seniors for Schools, 1998-1999 Data Analysis, Seniors for Schools Program Survey*. 1999.



AMERICORPS OVERVIEW

At a Glance			
(in thousands)	FY2000 Actual	FY2001 Estimate	Increase/ Decrease
AmeriCorps*State/National	\$234,000	\$231,000	(1.2) %
AmeriCorps*VISTA	\$80,574	\$83,070	3.1 %
National Civilian Community Corps	<u>\$ 17,892</u>	<u>\$ 21,000</u>	<u>17.4 %</u>
Total AmeriCorps Program Budget	<u>\$ 332,466</u>	<u>\$ 335,070</u>	<u>.7%</u>

In each of the past three years, AmeriCorps programs engaged over 40,000 members in 2,600 local projects and programs across the country.

AmeriCorps engages thousands of Americans, age 17 and over, in community service and provides education awards in exchange for their service. The service comes through local, state, and national organizations across the nation with whom AmeriCorps forms partnerships to involve people in results-driven community service. The Corporation operates three major programs under the AmeriCorps umbrella, each with its own funding, administration, grant processes, and emphasis areas. All three include individuals ("members") who serve full or part time in exchange for a living allowance and an education award. The AmeriCorps programs are distinct yet complementary programs designed to provide a range of needed services to communities.

First, there are state and local programs that make up AmeriCorps*State and National. Second, the Corporation operates the AmeriCorps*National Civilian Community Corps (NCCC), a full-time residential service program. Third, AmeriCorps*VISTA is an anti-poverty program with a 35-year history of helping low-income communities. In the first two programs – AmeriCorps*State and National and NCCC- members generally serve in teams, while the VISTA program often assigns one member to a local community sponsoring agency.

Program Service Activities

AmeriCorps is community based, designed to respond to local needs and concerns. Since the beginning of the program in 1994, programs strive to meet the following five goals, which parallel the strategic goals of the Corporation for National Service:

- *Getting Things Done.* AmeriCorps helps communities meet critical needs in the areas of education, public safety, the environment, and other human needs through direct and demonstrable results.
- *Strengthening Communities.* AmeriCorps helps unite a diverse group of individuals and institutions in a common effort to improve communities through service. AmeriCorps recruits and engages volunteers in helping to meet community needs. By leveraging local volunteers and linking with other existing service efforts, AmeriCorps is a catalyst to building community capacity.
- *Expanding Opportunity.* AmeriCorps helps those who help America. Individuals who serve become better citizens. National service also uses the GI Bill model. In exchange

for service. AmeriCorps members earn a scholarship that helps pay for college, training, or student loans.

- *Encouraging Responsibility.* National service demands responsibility. AmeriCorps members, through service and civic education, learn to take responsibility for helping to solve community problems.
- *Supporting Service Infrastructure.* AmeriCorps helps grantees and programs operate efficiently and effectively, using appropriate management systems.

While AmeriCorps members are selected to enroll for a term of service to “get things done” for their community, AmeriCorps members are prohibited from engaging in the following activities while earning service hours toward their education award:

- Attempting to influence legislation;
- Organizing, or engaging in protests, petitions, boycotts, or strikes;
- Engaging in partisan political activities;
- Participating in, or endorsing, events or activities that are likely to include advocacy for or against political platforms, political candidates, proposed legislation, or elected officials;
- Engaging in religious instruction, or constructing or operating facilities devoted to religious instruction or worship, or engaging in any form of religious proselytization; and
- Providing a direct benefit to a for-profit entity, labor union, partisan political organization, or organization engaged in religious activities.

Additional restrictions may apply to each type of program. For example, the AmeriCorps*VISTA program allows members to write grants and help raise operating funds for its host agency, yet, the legislation authorizing AmeriCorps*State/National prohibits its members from engaging in fundraising or grant writing activities.

Member Recruitment, Selection and Term of Service

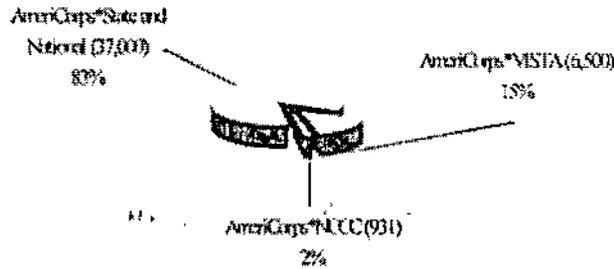
Members serve, and are recruited and selected by, nonprofit organizations across the country, such as Habitat for Humanity, Boys and Girls Clubs, Big Brothers/Big Sisters, faith-based institutions, Communities in Schools, and YMCAs. While the national office provides assistance with member recruitment through the regional state offices, advertising initiatives, alumni and web links, a majority of each program’s member recruitment and selection is managed at the local level.

Members who serve full time for a year receive education awards worth \$4,725. The Corporation’s National Service Trust pays the awards as vouchers. They may be redeemed, within seven years, at institutions of higher education to either pay for current education costs or to pay down loans incurred in previous enrollments in school. See the Education Award section for more information about obtaining and using an education award.

AmeriCorps members can earn, at the most, the equivalent of two full-time education awards. AmeriCorps members earn an education award when they successfully complete a term of service (not including those members of AmeriCorps*VISTA who choose to earn the cash

stipend). Across all three branches of AmeriCorps, 77 percent of the members successfully completed a term of service in fiscal 1999 to earn the education award.¹

Anticipated AmeriCorps Member Participation (estimated)
Program Year 2000-2001 (n=44,431)



Source: Corporation for National Service. *Fiscal 2002 Performance Plan and Budget (draft submission to OMB, October 2000)*. Washington, D.C.

Cost Per Member

For their service, AmeriCorps members generally receive:

- A living stipend targeted at the poverty level – approximately \$9,000 per year.
- Health insurance.
- Child care, when needed.
- An education award of \$4,725 upon successful completion of service.

Member-support costs: In this decentralized system of national service, there is some variation across the different programs and projects with respect to the benefits that any individual member receives. For example, by law AmeriCorps*VISTA members receive a living stipend that is adjusted depending on the area in which they live. Members in AmeriCorps*NCCC receive housing, food and a reduced living allowance. AmeriCorps Leaders typically receive between \$2,000 and \$4,000 more for their living allowance. In 1997, the Corporation established the AmeriCorps Education Award Only Program in an effort to reduce the cost per member. Under this program, the federal share is limited to \$500 per member (for operating and training costs) and an education award from the National Service Trust upon completion of service. Programs under the AmeriCorps Education Award grant have the option of providing members a living allowance with their own source of funds. The statute also authorizes professional corps programs in which full-time professionals receive only an education award from the Corporation.

Operating costs: All programs in which AmeriCorps members serve are required to contribute to the cost of the activity. For example, by statute, projects under AmeriCorps*State and National must provide 33% of the operational costs of the program and 15% of the cost of the living allowance. Under AmeriCorps*NCCC, sites where members serve are expected to provide

¹ Corporation for National Service (2000). *Fiscal 1999 Performance Report*. Washington, D.C., p. 93.

support for projects and, on occasion, living quarters and food for members.

AmeriCorps*VISTA is supplemented in many cases by cost-sharing, where the cost of a member is paid for by non-Corporation sources. Under the Education Award program, the Corporation provides only the education award and up to \$500 per full-time equivalent member, with the local project providing all of the other costs.

Total Cost per Member: The question occasionally arises as to the total cost per AmeriCorps member. In 1996, the Corporation agreed with Senator Grassley and others in Congress to reduce its share of the average budgeted cost per AmeriCorps member to \$17,000 in 1997, \$16,000 in 1998, and \$15,000 in 1999. The Corporation agreed to take a number of steps to achieve these targets, including: lowering the maximum amount to be supported per grantee by the Corporation, setting an average per member cost, on a declining basis, that must be met by states; initiating the Education Award Only Program where the majority of the costs are provided by the grantee organization; and encouraging greater private support for programs in which AmeriCorps members serve.

Since 1996, the Corporation has met the targets it established with the Congress. In February, 2000, the General Accounting Office reviewed program year 1998-99 and reported an average Corporation budgeted cost in the AmeriCorps*State and National program, the largest portion of AmeriCorps, of \$14,857. The General Accounting Office reviewed all budgeted costs, including administration at the state and national level, and concluded that the target was met by this portion of AmeriCorps more than a year in advance. Further, the review did not include the Education Award Program, a major part of the strategy for achieving the target of \$15,000. If this program were included, the amount would have been even lower.

Legislation

The three major AmeriCorps Programs- AmeriCorps*VISTA, AmeriCorps*State and National, and AmeriCorps*NCCC- are authorized under two separate statutes. AmeriCorps*VISTA is authorized under Title I of the Domestic Volunteer Service Act of 1973, as amended. AmeriCorps*State and National and AmeriCorps*NCCC are authorized under Subtitles C and E respectively, of the National and Community Service Act of 1990, as amended. Appropriations for AmeriCorps*VISTA come through the Labor-HHS-Education appropriations bill and appropriations for AmeriCorps*State/National and AmeriCorps*NCCC come through the VA-HUD bill.

Role of State Commissions

Approximately two-thirds of all AmeriCorps program funds are distributed through state commissions and national non-profit organizations. State commissions are awarded a majority of this amount and then sub-grant the AmeriCorps awards to locally-based agencies in their state that have been approved by the state commission for funding. Given their fiduciary and governing responsibilities over a substantial portion of the AmeriCorps budget, more background information about state commissions is warranted.

To implement AmeriCorps, Section 178 of the National and Community Service Act of 1993, provides for the establishment of State Commissions on National and Community Service or Alternative Administrative Entities. It authorizes the Governor to appoint a bipartisan state board to direct the State Commission. Currently there are 48 state commissions, plus commissions in

Puerto Rico and the District of Columbia, administering AmeriCorps and community-based Learn and Serve programs, in addition to other service-related initiatives, in their state.

The legislation requires a State Commission board to be comprised of 15 to 25 voting members. It requires representation from the following categories and constituencies: a community-based agency, a national service program, a state education agency, local government, labor organization in the state, business sector, youth (representative must be between ages of 16-25), youth development, and older adults. To the extent possible, each Governor should ensure that its state commission board membership is balanced with respect to race, ethnicity, age, gender, and disability characteristics. Furthermore, the Commission board should not include more than 50% plus one voting member from the same political party.

The majority of state commissions are under the auspices of a state government agency, and are established in an Executive Order or state statute. Several commissions are now established as independent 501(c)3 entities or have affiliated with a non-profit organization for the purpose of facilitating funding support from outside the government. Regardless of the structure, commissions receive administrative funding determined by a formula based on state population. The roles of the state commissions include, but are not limited to, the following:

- Administer a competitive process to review and select national service programs to be included in any application to the Corporation for funding;
- Direct accountability of its grantees, including grant administration, program development assistance and training, program monitoring, and reporting on programs' and commission progress and accomplishments; and
- Provide leadership in developing and implementing a *unified state planning* process that builds on collaboration among existing Corporation programs in the state (Learn and Serve, the Senior Corps and AmeriCorps).

The partnership between the Corporation and state commissions is dynamic and has developed and matured over the past six years. State commissions, in partnership with the Corporation, have worked closely together on numerous initiatives and system designs. Two such collaborative efforts include the State Commission Administrative Standards and the Web-Based Reporting System (see AmeriCorps*State and National section). Recently this state-federal partnership was endorsed by forty-nine Governors in their expressed support of national service (see Section VI, Congressional Oversight).

Additional Resources and Reading

Steven Waldman, The Bill: How the Adventures of Clinton's National Service Bill Reveal What Is Corrupt, Comic, Cynical – and Noble – About Washington, Viking Press, 1995

Les Lenkowsky and James L. Perry. 2000. *Reinventing Government: The Case for National Service*. Public Administration Review, 60(4): 298-307.

Corporation for National Service. AmeriCorps Member Demographics Briefing, Office of Evaluation, May 2000.

Research Triangle Institute. 1999. *Assessment of the Value-Added Effect of National Service Programs on the Communities They Serve: Field Report*. Research Triangle Park, NC.

Shumer, R., J. Maland Cody, and others. 1995. *The Benefits and Costs of National Service*. ORC Macro. Calverton, MD.

AMERICORPS*STATE AND NATIONAL PROGRAMS

<u>At a Glance</u>	FY 2000 Actual	FY 2001 Estimate	Increase/ (Decrease)
AmeriCorps*State/National Program Budget (in thousands)	<u>\$234,000</u>	<u>\$231,000</u>	<u>(1.2)%</u>

*In the current program year, AmeriCorps*State/National grants were awarded to more than 900 programs that will support approximately 37,000 members.*

Background Information on the AmeriCorps*State and National Grants Program

Legislation. AmeriCorps is authorized under Subtitle C of the National and Community Service Act of 1990, as amended (42 U.S.C. 12501 *et seq.*), and is supported through the VA-HUD appropriations bill.

Program Elements. AmeriCorps*State and National members participate in local service programs operated by not-for-profit agencies, local and state government entities, Indian tribes, institutions of higher education, local school and police districts, and partnerships among any of the above. Member recruitment, selection, and placement are the responsibility of the grantees.

Participation. Members, in most cases, must be at least 17 years old and have a high school diploma or agree to obtain a high school diploma or its equivalent before using an education award. Full-time members must serve at least 1,700 hours over a 9- to 12-month period to receive an education award worth \$4,725. Members may also serve part-time to qualify for a partial or full education award. AmeriCorps*State and National full-time members receive a living allowance of approximately \$9,000, of which the Corporation pays up to 85 percent, and benefits such as health insurance and childcare allowances. In fiscal 2000, AmeriCorps*State and National received appropriated funds to support over 900 programs and approximately 37,000 members (of which 13,000 members will be enrolled in the Education Awards Program).

Demographics. In the 1998-1999 program year, 71% of the AmeriCorps*State/National members were female and 54% of the members were white, 27% were African-American, and 14% are of Hispanic origin. AmeriCorps members are generally young adults with 40% in the 22-29 age group and 34% are 17-21 years old. At least 7% are over 45 years old. Approximately 36% of members have some college education, 22% are college graduates, and 6% have either earned or are pursuing a graduate degree. The remaining 1/3 have a high school diploma or less. Approximately 16% of all members are enrolled in college or General Equivalency Diploma classes while they serve.

Types of Service. Grantees must meet community needs in education, public safety, the environment and other human needs through direct and demonstrable results. Services range

from tutoring children to serving in community policing projects to building or rehabilitating housing for the homeless.

Grant Structure and Management

The devolved infrastructure envisioned in the National and Community Service Act places responsibility and accountability on the grantees (state commissions and national non-profits) to provide the appropriate management oversight. While the Corporation provides regulatory guidelines based on the statute and training and technical assistance on methods and best practices for grants management, the state commissions and national non-profit grantees are responsible for the selection, management, monitoring and oversight of sub-grantees. The grant management process is outlined more specifically in the **Administrative and Program Grant Guidance**, issued in the Fall each year, and includes due dates for applications, funding decisions, and reporting. Below is a brief description of the grant structure for the various types of AmeriCorps grantees.

*AmeriCorps*State:* More than two-thirds of the federal AmeriCorps*State and National funds are awarded to the states, where Governor-appointed state commissions or national service manage their distribution. Of this portion, half of the funds are distributed to states based on a formula percentage of state population and the other half of the funds is distributed to states through a national competition. Combined, the formula and competitive funds are managed by the state commission and each commission has primary responsibility for monitoring the local programs, ensuring their compliance with Federal laws and regulations, and helping achieve and maintain high quality program management. Additionally, local or state agencies interested in the Education Awards program, Promise Fellows, and AmeriCorps Leaders can also submit an application for the Commission's review and recommendation to the Corporation for consideration.

*AmeriCorps*National:* One-third of the federal funds is reserved for regional and national nonprofit organizations that offer service activities in more than one state. Since 1996, however, this amount has been capped below that level through the appropriations process. Congress capped this category of funding in fiscal 2000 at \$40 million and in fiscal 2001 at \$45 million. Additionally, nonprofit organizations interested in the Education Awards program, Promise Fellows, and AmeriCorps Leaders can also submit an application directly to the Corporation for consideration of funding. These AmeriCorps*National grantees receive their awards directly from the Corporation on a competitive basis.

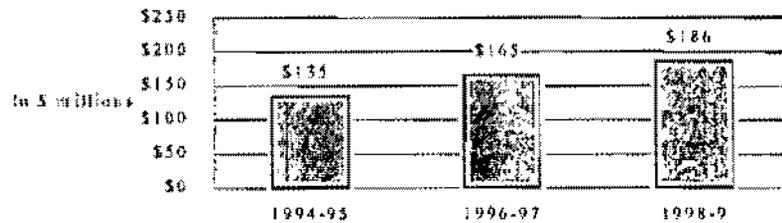
Tribes and Territories. Set-aside AmeriCorps funding is also available for Indian tribes and U.S. territories. The Corporation also used funds appropriated under this budget activity to support training and technical assistance for these programs.

Institutions of Higher Education. Institutions of Higher Education or state education agencies are eligible to directly submit to the Corporation an application for funding of an Education Awards program.

Funding. All grantees of AmeriCorps funding must contribute a substantial amount of matching funds in order to qualify for Federal support. For fiscal 2000, Congress appropriated \$235

million for AmeriCorps*State and National programs. To be eligible for an AmeriCorps grant, the legal applicant is required, at a minimum, to match 15% of the member living allowance and 33% of the program operating costs. Private and local support for programs has increased more than \$50 million from 1994-1999 (see chart below; note that this excludes the Education Award program, where local sponsors must provide all of the costs, except for \$500 and the education award, for supporting an AmeriCorps member).

INCREASE IN PRIVATE AND LOCAL SUPPORT FOR AMERICORPS STATE AND NATIONAL PROGRAMS



Source: Based on data contained in General Accounting Office Report United States General Accounting Office, Report to Congressional Requestors. *National Service Programs: Two AmeriCorps Programs' Findings and Benefits*. GAO/HEHS-00-33, p. 10.

In addition to the main AmeriCorps program, there are other programs offered to meet the interests and needs of community sponsors and members.

AmeriCorps*Education Awards Program

This initiative provides education awards to national, state, and local community service organizations that can support most or all of the costs associated with managing an AmeriCorps grant from sources other than the Corporation. The program began in 1997 as a way to expand AmeriCorps opportunities and to lower per member costs to the Corporation pursuant to discussions with Congress. This program is especially suited to organizations that can obtain financial and other support for community service, with the availability of AmeriCorps education awards further enhancing their capacity to achieve organizational goals. The types of service that Education Awards members provide are identical to service provided by other AmeriCorps members. This program differs from the main AmeriCorps programs described above in that the grant award is limited to \$500 per full time member and consequently does not require grantees to pay any particular living allowances or other benefits to members beyond the education award.

For fiscal 2001, the Corporation anticipates allocating approximately 13,000 education awards from the Trust under the Education Award program. Funds for program support costs (up to the maximum \$500 per member) will be financed under the budget for "Innovation, Demonstration, and Technical Assistance Activities."

AmeriCorps Leaders Program

The AmeriCorps Leaders Program is a national program that provides opportunities for outstanding AmeriCorps members to develop their leadership skills while serving as AmeriCorps members and working with other members. The primary goal of this program is to provide the next generation of community leaders with the skills to succeed and achieve results. Only former members of Corporation for National Service-sponsored programs are eligible to apply and the selection process is highly competitive. In 2000-2001 program year, there are forty AmeriCorps Leaders serving throughout the country.

AmeriCorps*State and National Accomplishments

Since 1994, the Corporation, state commissions, and national non-profit grantees have treasured the accomplishments of individual programs in which AmeriCorps members serve. In addition, the Corporation has conducted complex evaluations to determine the outcomes of the service of AmeriCorps members (for example, what students tutored have actually learned, what skills members have acquired, etc.). Below is a list of selected annual accomplishments by issue area followed by a list of relevant evaluation studies on the impact national service has had on members and the communities they serve.

Select Annual Accomplishments by Issue Area

❖ ***Education Accomplishments***

- Recruited and trained 32,493 peer (student) tutors and leveraged 84,360 community volunteers to tutor children during and after school.
- Assembled book collections and/or maintained libraries for 342,501 students
- Taught 33,292 students in Head Start or kindergarten and 398,199 students in grades 1-12, including an emphasis in tutoring children through the America Reads initiative so that they are reading at their age level by the third grade.

❖ ***Human Needs Accomplishments***

- Provided transportation in support of other human service activities to 62,514 adults or children
- Provided child care in support of other human service activities to 23,073 families
- Provided independent living assistance to 20,319 individuals
- Counseled 50,540 people concerning job development or placement and 124,180 people on issues related to health and family matters (mental or physical health, or other matters)
- Placed 14,066 homeless people in housing that was permanent or transitional to permanent

❖ ***Environment Accomplishments***

- Helped over 1 million clients identify requirements to meet health or pollution standards (e.g., water quality or air quality guidelines)
- Built housing for low income, elderly or disabled residents: 792 units completed for 4,941 individuals

- Weatherized or winterized 3,083 homes or apartments benefiting 6,668 individuals
- ❖ **Public Safety Accomplishments**
 - Conducted 188 neighborhood watches or violence prevention patrols, for 18,046 individuals in the community
 - Conducted 548 child or senior escorts, for 1,565 individuals
 - Started or continued 111 community policing or police relations programs directly affecting 83,502 individuals

Accomplishment data source: Aguirre International. 2000. Annual Accomplishment Review, 1998-1999. San Mateo, CA.

A Sample of Service-Related Outcomes from AmeriCorps*State and National Programs
 Performance Measures: End Outcomes Established by Independent Program Evaluation Studies

OUTCOMES	FINDINGS	SOURCE
<u>Outcomes For AmeriCorps Members</u>		
Education Awards	Three of every four members successfully completed their terms of service, becoming eligible to receive the education award.	National Trust Data Base
Life Skills	Seventy-five percent of members gain significantly in "life skills," those competencies needed to function effectively in the modern workplace and social environment.	Aguirre International 1999c
Civic Engagement	Members' appreciation for the importance of civic engagement was strongly affected by national service. Members leave service with an increased appreciation for others and with a better understanding of community issues, but virtually all (99%) planned to volunteer in the future and many indicated considering service-oriented careers following their AmeriCorps experience.	Jastrzab and others 1997

Outcomes for Individuals Receiving Services

Education	<p>AmeriCorps tutoring programs for students in grades 1-3 showed marked gains in reading performance from pretest to posttest compared with the gain expected for children at their grade level not in an AmeriCorps tutoring program.</p> <p>AmeriCorps tutoring programs report positive change for the students who receive tutoring.</p>	<p>Abt Associates, Inc., October 2000</p> <p>Aguirre International 1999a</p>
School Readiness	<p>"The results of the analyses on the first two cohorts of children over their first year in the Jumpstart program [a grantee of AmeriCorps] suggest that the program has positive effects on at-risk children's school readiness, and suggest that, as the program is developed further and more children participate in the evaluation, there is real potential for showing stronger and positive program effects."</p>	<p>Ripple 1997</p>
Mentoring	<p>AmeriCorps members support mentoring programs, which are effective in reducing youth crime and helping young people succeed in school. The most recent Department of Justice report on mentoring concludes that mentoring programs reduce youth crime and help young people succeed in school. The report states that in one study participants with mentors were 46 percent less likely to start using drugs, 27 percent less likely to start using alcohol, and almost 33% less likely to hit someone. The study reports that the young people paired with mentors were 50 percent more likely to attend class, felt more competent about doing school work, skipped fewer classes, showed measurable increases in grade point averages, and demonstrated noticeably improved relations with their peers and families.</p>	<p>Office of Juvenile Justice and Delinquency Prevention 1999</p>

Outcomes for Communities

Meeting Community Needs	Seventy-three percent of community representatives surveyed in an in-depth, sample study of twelve programs reported that there were no other organizations to meet their communities' needs in the absence of AmeriCorps.	Research Triangle Institute 1999
Unique Services	Sixty-five percent of surveyed community representatives reported that no other organizations provided the services that AmeriCorps does.	Research Triangle Institute 1999
Bringing People Together	"...in community after community it [AmeriCorps] became a catalyst for people to work together to find new ways to solve problems."	Shumer and others 1995
Generating Volunteers	A national evaluation found an average of eight community volunteers generated by each AmeriCorps member under the AmeriCorps*State and National program. Subsequent reports by projects documented an average of 12 community volunteers per project.	Aguirre International 1997

Return on Investment

Cost-Benefit Ratio	An independent cost-benefit study found that programs supported by AmeriCorps returned between \$1.60-\$2.60 for every dollar spent. The General Accounting Office validated the methodology and approach used in this independent study.	Neumann and others 1995
	Another independent study found that AmeriCorps produced, on average, a return of \$1.66 for every dollar invested.	Aguirre International 1999c

AmeriCorps*State and National Initiatives for Fiscal 2001

- ❖ **Enrollment.** The Corporation's fiscal 2001 budget will allow for the participation of approximately 37,000 AmeriCorps members in 900 programs, including 13,000 members in Education Award programs, and 500 AmeriCorps Promise Fellows.
- ❖ **Literacy.** A major focus is the continuation of the literacy initiative. In fiscal 1998, Congress appropriated additional funds for the Corporation to conduct activities designed to ensure that every school child can read well and independently by the third grade. The Corporation awarded grants to 30 separate organizations selected by states. As part of the effort to ensure that all children read well and independently by the third grade, the number of tutors available to young children will increase. In the fiscal year 2001 Conference Report, the Congress continues to emphasize its strong support for the Corporation's literacy and mentoring efforts and provides \$40 million for the America Reads initiative.

- ❖ **Digital Divide.** In 1999, the Corporation made available approximately \$10 million for the purpose of supporting AmeriCorps*State/National programs and its members in an effort to serve the many Americans who do not have access to computers or the practical knowledge of how to use them. Members will help bridge the digital divide by serving in programs that (1) assist in delivering technology access to low-income individuals and families; (2) help train school teachers and staff in community organizations so that they will become adept at using technology at work with young people; (3) build the technology skills of those Americans, especially children, who have not been exposed to computers; and (4) use technology to meet the needs of communities. In 2001, the Corporation expects to continue its support of the 32 digital divide programs awarded grants in the 2000-2001 program year, in which more than 1,000 members are serving.
- ❖ **Goals of Presidents' Summit.** AmeriCorps programs will focus on meeting the five goals of the Presidents' Summit.
- ❖ **After-School Activities.** The Corporation, which has a demonstrated record with AmeriCorps members engaged in after-school and other non-school hour activities, will support more of these efforts to help children lead productive lives.
- ❖ **Decentralization.** The Corporation will continue its decentralized operation in partnership with the states. This approach is an innovative and effective way to accomplish important state and local initiatives with federal support. Governors may propose plans for statewide initiatives as part of the fiscal 2001 grants process.
- ❖ **Indian Tribes.** Four Tribal Civilian Community Corps (TCCC) will bring the successful residential program model to our Native American communities. Taking strengths from the NCCC experience, yet developed by their tribal organization sponsors, TCCC programs will implement targeted crew-based solutions to confront the pressing needs of both native and non-native communities.
- ❖ **State Administrative Standards.** A working group comprised of state commission staff, board members, and Corporation staff developed the Standards in 1998 as a tool to assess and expand the capacity of state commissions to administer federal funds in a responsible manner. As commissions identify their technical assistance needs, the Corporation will provide the resources for commissions to bring their operations into compliance with the Standards. During calendar 2001, the State Administrative Standards project will complete assessments on 18 state commissions.
- ❖ **Web-Based Reporting System ("WBRS").** In fiscal 2000, the Corporation moved to full-scale implementation of a web-based reporting system to control, monitor, and report on AmeriCorps member service. WBRS was developed to improve the accuracy and timeliness of member enrollment and end-of-service data so that the education award is processed within weeks after a member's service completion. The Corporation will continue to develop WBRS enhancements that will aid in the grantee's monitoring and tracking of member and outcome data.

- ❖ **Pre-Audit Surveys and Audits.** The Corporation's Inspector General initiated a series of pre-audit surveys of 24 state commissions intended to provide a preliminary assessment of the commissions' pre-award and grant selection procedures, fiscal administration, monitoring of sub-grantees, and the use of training and technical assistance funds. As of September 30, 2000, pre-audit survey reports have been issued on 24 state commissions. In fiscal year 2001, the Inspector General expects to conduct pre-audit surveys of another 24 state commissions and full scope audits of eight state commissions.

AmeriCorps*State and National Approved Staffing: 33 + 1 discretionary position

Relevant Evaluation Reports

In addition to the reports listed below, many state commissions and national non-profit grantees have published their own annual reports and independent evaluation studies. These can be made available, as requested.

Abt Associates, Inc. 2000. *AmeriCorps Tutoring and Student Reading Achievements: Preliminary Findings.* Cambridge, MA.

Aguirre International. 1999a. *An Analysis of 1996/1997 AmeriCorps Tutoring Outcomes.* San Mateo, CA

Aguirre International. 1999b. *Annual Accomplishment Review, 1997-1998.* San Mateo, CA.

Aguirre International. 1999c. *Making a Difference: Impact of AmeriCorpsState/National Direct on Members and Communities 1994-1995 and 1995-1996.* San Mateo, CA.

ORC Macro. 1999. *The 1998 Customer Satisfaction Survey, AmeriCorpsState and National Program.* ORC Macro, Calverton, MD.

Aguirre International. 1997. *AmeriCorps State/National Impact Evaluation: First Year Report. June 1997.* San Mateo, CA.

Key Technical Assistance and Information Sources for the Field

- AmeriCorps Listserves
- AmeriCorps fact sheet
- AmeriCorps News
- AmeriCorps Member Application
- Guide for AmeriCorps Members
- Education Awards Training Manual (for program directors), Fall 2000

- Inclusion brochure

- Strategies for Supporting a Diverse Corps
- AmeriCorps Program Director's Handbook (1999-2000 available, 2000-2001 in draft)
- Starting Strong: A Self-Guide to Effective AmeriCorps Pre-Service Training, 1995, McKay, Emily Gantz, Diane Cabrales, et al. Mosaica, Washington, D.C.

- Next Steps: Life after AmeriCorps, June 1997, Nedraa Klee Harzell, Ph.D. Corporation for National Service
- AmeriCorps Provisions (updated each program year)
- State Commissions on National Service: A Reference Manual for Commission Executive Directors and (Board) Members, December 1997 (for state commissions)
- Toolkit: A Users guide to Evaluation for National Service Programs
- www.etr.org provides a calendar of training workshops for supervisors and program staff, in addition to a recently developed database of effective best program practices, EPI Center.
- www.projectstar.org provides tools and guidance on developing program objectives, creating an evaluation plan, and how to measure and report outcomes and progress.

- America Reads Challenge: Ready*Set*Read, 1997-98. A joint project of the U.S. Department of Education, Corporation for National Service, Department of Health and Human Services, and Books and Beyond.

- AmeriCorps Promise Fellows Handbook
- AmeriCorps Promise Fellows fact sheet

- AmeriCorps Digital Divide fact sheet
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- AmeriCorps Promise Fellows fact sheet

- AmeriCorps Digital Divide fact sheet
- AmeriCorps Digital Divide brochure

AMERICORPS PROMISE FELLOWS PROGRAM

In 1998, in its continued commitment to the goals of the Presidents' Summit for America's Future, the Corporation created the AmeriCorps Promise Fellows program. AmeriCorps Promise Fellows are a leadership cadre of committed, talented individuals who serve full-time for one year spearheading state and local efforts to fulfill five promises for children and youth that were identified at the Summit:

- Caring adults in young people's lives, as parents, mentors, tutors, coaches;
- Safe places with structured activities during nonschool hours;
- Healthy start and future;
- Marketable skills through effective education; and
- Opportunities to give back through community service.

Participation. To be eligible to serve as an AmeriCorps Promise Fellow, member applicants must adhere to the same eligibility requirements as other AmeriCorps*State and National members. Fellows serve full-time in a ten to 12-month period and receive a minimum annual living allowance of \$13,000 and an education award upon successful completion of service. Fellows are recruited and selected by the organizations where they will serve.

Types of Service. While direct service to children and youth may be a component of a Fellow's service, Fellows are primarily capacity-builders. Their service activities expand, strengthen and improve a community's ability to deliver the five promises in sustainable ways. For example, a Promise Fellow may:

- coordinate a Community of Promise campaign to provide a targeted number of young people with all five promises;
- develop a youth service program at a Volunteer Center;
- replicate a successful after-school program across the school district;
- train volunteers to enlist low-income families in health insurance programs; or
- establish a statewide database of effective practices for mentoring programs.

Grant Structure. The AmeriCorps Promise Fellows grant structure is similar to that of AmeriCorps*State and National. The Corporation competitively selects and awards Promise Fellows grants to state commissions, national nonprofit organizations, and Indian Tribes. Similar to the Education Award Program, the AmeriCorps Promise Fellows makes fixed-amount awards to its grantees. The Corporation's funding level for the Fellows program is fixed at \$13,300 for each of the first five Fellows and \$10,300 per Fellow thereafter. The grantees or local host organizations absorb all other costs associated with supporting the program. In the Fellows program first two years, the Corporation has hosted an extensive training and orientation to members and/or program staff.

Funding. The AmeriCorps Promise Fellows program is funded as a model and innovative program under subtitle H of the National and Community Service Act. Working in partnership with America's Promise, the Corporation has awarded approximately \$6 million per year to support an annual class of 500 AmeriCorps Promise Fellows. Currently, Fellows serve in 44 states and the District of Columbia to "Deliver on America's Promise to Youth." In program year 2000-2001, the Corporation approved 56 grants to support nearly 500 Promise Fellows.

AMERICORPS*VOLUNTEERS IN SERVICE TO AMERICA (VISTA)

At a Glance			
	FY2000 Actual	FY2001 Estimate	Increase/ (Decrease)
AmeriCorps*VISTA Program Budget (in thousands)	<u>\$80,574</u>	<u>\$83,070</u>	<u>3.1%</u>

*In the current year, more than 6,000 AmeriCorps*VISTA members are serving with 1,200 project sponsors throughout the country.*

Background Information on AmeriCorps*VISTA

Legislation. AmeriCorps*VISTA is authorized under the Domestic Volunteer Service Act of 1973, as amended, and is supported through the Labor-Education-HHS appropriations bill.

Program Elements. AmeriCorps*VISTA is a full immersion program dedicated to helping people get out of poverty. Members of AmeriCorps*VISTA work and live in the communities in which they serve and are charged with creating or expanding projects that can continue after they complete their service. While trained nationwide, AmeriCorps*VISTA members are assigned to local project sponsors and focus on building community capacity and mobilizing community resources in order to increase the prospects for self-sufficiency.

Participation. AmeriCorps*VISTA members serve full-time for at least one year and must be at least 18 years old. They receive an annual living allowance that averaged approximately \$8,949 in fiscal 2000. Members also receive health insurance, childcare, liability insurance, and a choice of the \$4,725 education award or a \$1,200 stipend upon conclusion of each year of service. In fiscal 2000, AmeriCorps*VISTA supported 1,200 projects with over 5,900 members serving.²

Demographics. In the 1998-1999 program year, 80% of VISTA members were female and 22% were African-American and 60% of the members were white. A higher percentage of VISTA members, compared with other AmeriCorps programs, fall within the higher age bracket. More than 45% are over the age of 34 and 32% are between 22-25 years old. At least 36% of VISTA members have earned a college degree and 29% have had some college education. With the exception of two small-scale initiatives, all VISTA members serve full-time.

Types of Service. AmeriCorps*VISTA's main activities involve strengthening and expanding the capacity of local organizations to help people out of poverty through these program emphasis areas: education, technology, health and nutrition, housing and homelessness, community and

² Comparing the number of AmeriCorps*VISTA members and the number of service years may be confusing. To understand the difference between them, please note that the number of members is a count of individuals in service, while service years is a count of how much time members serve. Each year there will always be more members than service years. Augmenting this effect are the Summer Associates who serve only a few months, but are included in the enrollment totals.

economic development, and public safety. To help address these needs, VISTA member activities include fund development, volunteer recruitment, curriculum development, and project management. Further efforts include focusing on children and youth, welfare to work continuum of services, and asset development. In fiscal 1999, AmeriCorps*VISTA members each recruited an average of 52 community volunteers and generated more than \$15,400 in cash and in-kind resources for their local projects. A 1997 evaluation of AmeriCorps*VISTA project sustainability focused on projects initiated by AmeriCorps*VISTA members which had not received VISTA support for two or more years. The study found that nearly 70 percent of the organizations continued or expanded the activities in which AmeriCorps*VISTA members were involved in establishing.

Grant Structure. Most of the funds in the AmeriCorps*VISTA program are distributed through the Corporation State Offices which place AmeriCorps*VISTA members in local community-based organizations consistent with broad guidelines related to the purposes of AmeriCorps*VISTA. The Corporation makes bi-weekly stipend payments to members and directly provides pre-service and in-service training to members. A small amount of funds are distributed through national grant competitions.

Funding. Local public and private nonprofit organizations, while not required to provide matching funds, must absorb the costs of AmeriCorps*VISTA member supervision and logistical support. In fiscal 2000, Congress appropriated \$83 million for AmeriCorps*VISTA. In fiscal 2000, as part of the 5,900 total enrollment, AmeriCorps*VISTA had cost-share members supported by non-Corporation resources totaling more than \$4.5 million. These agreements require the cost-share sponsor to reimburse the federal government for some direct support costs of members.

AmeriCorps*VISTA Accomplishments

Below is a list of selected annual accomplishments by issue area followed by a list of relevant evaluation studies on the impact national service has had on members and the communities they serve.

Selected Annual Accomplishments by Issue Area

❖ *Education Accomplishments*

- Recruited and trained 162,177 community volunteers to contribute over 3.3 million hours time in education programs.
- VISTA members helped to raise over \$8.9 million in cash funding and more than \$13.2 million in in-kind contributions for education-related activities.
- Established or expanded 946 adult basic education classes and 2,430 child care/Head Start programs.

❖ *Human Needs Accomplishments*

- Established or expanded 112 housing cooperatives and 196 transitional housing programs.

- Generated \$14.9 million in cash funding toward community and economic activities and helped to establish or expand 910 microenterprise businesses.
 - Provided job readiness training to 9,643 individuals.
 - Helped to establish or expand 4,551 food banks and 223 acres of community gardens.
 - Assisted in the job placement of 476 persons with disabilities.
- ❖ ***Environment Accomplishments***
- Tested 612 housing units for lead or other contaminants.
 - Provided information on energy conservation to 3,897 community residents.
 - Weatherized or winterized 983 homes or apartments.
- ❖ ***Public Safety Accomplishments***
- Established or expanded 108 gang member counseling programs and 597 offender/ex-offender programs.
 - VISTA members trained more than 8,000 individuals in conflict resolution.
 - Established or expanded 62 domestic violence shelters.
- ❖ ***Organizational Capacity Building Accomplishments***
- VISTA members helped establish 9,159 cooperative partnerships with other organizations.
 - Established or expanded 1,321 computer systems for local organizations.
 - Recruited an average of 184 volunteers in each of 189 projects to enhance organizational capacity.

Accomplishment data source: Aguirre International. 2000 (Draft). Annual Accomplishment Review, 1999. San Mateo, CA.

A Sample of Outcomes from AmeriCorps*VISTA Programs

Performance Measures: End Outcomes Established by Independent Program Evaluation Studies

OUTCOMES	FINDINGS	SOURCE
Sustainability	A study of AmeriCorps*VISTA concluded that nearly 70 percent of organizations continued the important activities initiated by the members several years after they had left.	People Works 1997

Tutoring	<p>In the District of Columbia, low achieving children, tutored by Federal Work Study students and other volunteers in a program managed by AmeriCorps*VISTA members, improved reading scores to the national average at the end of the first year of the program.</p>	<p>Macro International 1998</p>
	<p>A 1997 study of the Summer Reads program implemented by AmeriCorps*VISTA noted the following:</p>	<p>Macro International 1997</p>
	<p>"The vast majority of tutors completing a questionnaire (94%) agreed or strongly agreed that the children they worked with had improved their reading skills as a result of participating in the Summer Reads program. Similarly, most students completing a questionnaire (70%) believed that their reading skills had improved and that at least some of the improvement could be attributed to working with a tutor."</p>	

AmeriCorps*VISTA Initiatives for Fiscal 2001

- ❖ **New Projects in Fiscal 2001.** AmeriCorps*VISTA projects typically operate for three years. Thus, in any year approximately 350 projects will phase out to be replaced by new projects. Fiscal 2001 anticipates the start of approximately 350 new projects, with new organizations, that will continue to focus on mobilizing community resources.

- ❖ **Bridging the Digital Divide.** For 2001, there will be emphasis on specific programming that addresses adult retraining to help fill the growing demand for information technology professionals and programmers. Collaborations with high tech organizations and state departments of labor are planned. The Corporation will invest resources to expand technology access especially in rural communities and those designated as urban or rural empowerment zones. Members provide support to organizations to create self-employment opportunities, access to credit and capital, computer literacy, community- and school-based computer learning programs. In addition, members can help build community and organizational capacity in diverse roles including technology plans, assessing local technology needs, and developing community-based technology learning centers.

- ❖ **Literacy and Reading Programs.** Literacy, after-school, and summer programs will all continue within the literacy initiative area. This amounts to approximately 40 percent of the overall AmeriCorps*VISTA program. Members play key roles in strengthening community organizations by recruiting and mobilizing volunteers, coordinating and supporting volunteer tutors, mobilizing community resources to ensure project activities are sustained and

continued in the community. The summer associate program will grow to 1,200 members and will continue to focus on early childhood literacy.

- ❖ **Welfare-to-Work.** AmeriCorps*VISTA plans to develop programming that looks at the entire spectrum of support services necessary for a person to successfully make the transition from welfare to work. New projects will create networks between programs that are addressing different barriers (training, transportation, appropriate clothing, health resources, etc.) and generate new initiatives that fill in identified gaps.
- ❖ **Asset and Micro-Enterprise Development.** Members will begin assisting with Rural Development Corporations to encourage creative development of Individual Development Account (IDA) programs, home ownership strategies, and automobile acquisition programs in rural areas. AmeriCorps*VISTA members can provide appropriate support to economic development organizations that provide access to start-up loans, business training, and technical assistance to welfare recipients who are creating new businesses and new job opportunities.
- ❖ **Service-Learning and AmeriCorps*VISTA.** Following the fiscal 2000 Service-Learning AmeriCorps*VISTA Notice of Availability of Funds, there will be a strong effort to ensure that the hundreds of AmeriCorps*VISTAs serving in service-learning programs are achieving AmeriCorps*VISTA's primary goals of anti-poverty and sustainability. In fiscal 2001, funding for these demonstration NOFA grants will be complete and VISTA members will be placed in Leader Schools over the next year. A multi-state service learning pilot project is underway to develop service learning projects through traditionally black colleges and universities. In addition, a national conference of supervisors and AmeriCorps*VISTAs in service learning projects is planned to train supervisors and members on new service learning approaches to service learning institutionalization and exchange best practices.
- ❖ **Native American Programming.** In fiscal 2001, AmeriCorps*VISTA will implement the programming developed as part of the Tribal Notice of Availability of Funds published this past summer. A training program specifically for tribal projects, AmeriCorps*VISTA members and supervisors serving those projects, will be developed to ensure maximum impact and member satisfaction.

AmeriCorps*VISTA Headquarters Approved Staffing: 15 + 1 discretionary position

Relevant Evaluation Reports

- Aguirre International. 2000 (Draft). *Results of the 1999 AmeriCorpsVISTA Accomplishments Survey: Strengthening the Front Lines in the Fight Against Poverty*. Aguirre International, San Mateo, CA.
- Macro International. 1997. *Description and Evaluation of the Summer Reads Initiative*. Calverton, MD.
- Macro International. 1998. *Evaluation of DC Reads Book Partners*. Calverton, MD.

ORC Macro. 2000. *Evaluation of the 1999 Customer Satisfaction Survey, AmeriCorpsVISTA Program*. Calverton, MD.

PeopleWorks, Inc. 1997. *The Sustainability of AmeriCorpsVISTA Programs and Activities*. Los Angeles, CA.

Westat, Inc. 1998. *1997 AmeriCorpsVISTA Accomplishments*. Rockville, MD.

Key Technical Assistance and Information Sources for the Field:

- AmeriCorps*VISTAnet
- AmeriCorps*VISTA Leaders Listserve
- AmeriCorps*VISTA fact sheet
- AmeriCorps*VISTA Supervisor's Manual, May 1998.
- AmeriCorps*VISTA Member's Handbook, November 2000 (Draft).
- AmeriCorps*VISTA Member Application
- AmeriCorps*VISTA Sponsor Application
- AmeriCorps*VISTA Cost-Share Information
- AmeriCorps*VISTA Pre-Service Orientation Curriculum: Member Terms and Conditions

AMERICORPS*NATIONAL CIVILIAN COMMUNITY CORPS (NCCC)

At a Glance	FY2000 Actual	FY2001 Estimate	Increase/ (Decrease)
AmeriCorps*NCCC Program Budget (in thousands)	<u>\$17,892</u>	<u>\$21,000</u>	<u>17.4 %</u>

Background Information on AmeriCorps*National Civilian Community Corps

Legislation. AmeriCorps*NCCC is authorized under the National and Community Service Act of 1990, as amended (42 U.S.C. 12501 *et seq.*), and is supported through the VA-HUD appropriations bill.

Program Elements. The AmeriCorps*NCCC is a 10-month, full-time residential program for men and women ages 18 to 24, operated directly by the Corporation. Members live and train at campuses based in five regions. In three locations, campuses occupy closed or downsized military bases. Members perform team-based service projects in their local areas and in states throughout their region to complete "spike" projects. "Spikes" are projects that require teams to establish a temporary base of operations because the project is fifty miles or greater from the campus. In fiscal 2000, 71% of all projects were spikes. AmeriCorps*NCCC members receive a \$4,000 annual living allowance, room, and board and are eligible to receive an education award at the successful completion of their service. AmeriCorps*NCCC conducts service projects in partnership with local and state sponsors that encourage community involvement.

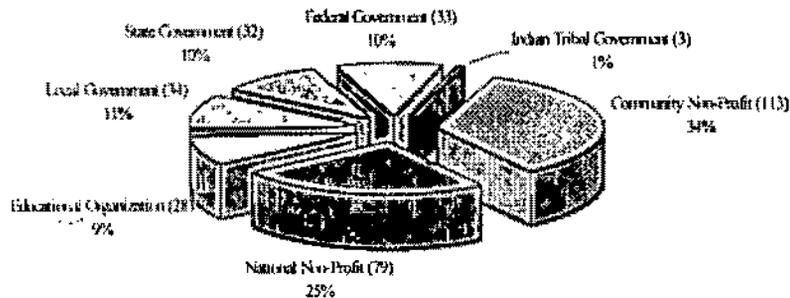
Participation. Members must be between 18-24 years old to participate in the program. Since 1994, over 6,800 members have served with AmeriCorps*NCCC. In fiscal 2000, over 3,600 young Americans applied to serve with the AmeriCorps*NCCC, representing nearly four applications for every available member opportunity. Five campuses in Charleston, Denver, Perry Point (MD), San Diego, and Washington, D.C. were operational in the fiscal year with 931 full time members.

Demographics. NCCC members are all between the ages of 18 and 24. Seventy-three percent of members are white and 6% are African American for the program year 1998-1999. More than 43% of members have completed college, while 26% have had some college study and 28% have a high school level of education or less.

Types of Service. AmeriCorps*NCCC teams consist of 10-15 members led by a team leader. Members accomplish projects in four areas- environment, education, public safety, and other human needs. AmeriCorps*NCCC also emphasizes disaster relief and leadership for large numbers of community volunteers. As a national program, AmeriCorps*NCCC serves communities throughout the United States. AmeriCorps*NCCC has established partnerships with the Federal Emergency Management Administration, the American Red Cross, and the U.S. Forest Service to train a carefully-selected cadre of members to be ready to respond to disasters

anywhere in the country. Other service activities also include tutoring children, rehabilitating public schools and public housing in urban areas, and providing assistance in daily living activities to low-income residents of nursing homes.

TYPES OF PROJECT SPONSORS
Program Year 1999-2000 (n=322)



Source: AmeriCorps*NCCC, November 2000.

Grant Structure. Not applicable.

Funding. AmeriCorps*NCCC is operated by the Corporation and is a fully funded federal program. The Corporation is responsible for the operations of the five residential campuses across the country. Some costs for lodging and food associated with "spikes" (out-of-area projects) and project supplies and materials are offset by sponsor support. AmeriCorps*NCCC received an annual appropriation of \$18 million from fiscal years 1995 through 2000, and recently received an increase in fiscal 2001.

AmeriCorps*NCCC Accomplishments in Fiscal 2000

- ❖ Primary focus on disaster relief. As in the first five years of operation, assisting victims of disaster is a primary focus area. In October 1999 fifty-four members were deployed to North Carolina, South Carolina and Virginia to assist victims of Hurricane Floyd. An additional 39 members participated in a long-term recovery effort until February 2000. Finally, over a six week period in August/September 2000, fifty-five members helped the U.S. Forest and U.S. Parks Services to fight fires in Montana, Idaho, Utah, Colorado, Nevada, and Wyoming.
- ❖ Other priority areas. AmeriCorps*NCCC continues to place increased emphasis on projects in low-income communities with a special focus on literacy, school-aged children, the elderly, large-scale capital improvement projects and projects that allow NCCC members to organize, supervise, and oversee other volunteers. The annual partnership with Habitat For Humanity's Collegiate Challenge resulted in AmeriCorps*NCCC members providing leadership and supervision to 2,200 college students. Also in fiscal 2000, increased emphasis was placed on community health and expanding the safety net for children who are

uninsured. AmeriCorps*NCCC significantly increased the number of projects on Native American reservations. In addition, AmeriCorps*NCCC provided comprehensive and continuous technical assistance in helping to establish a new Native American residential service corps.

- ❖ **Year-round presence.** For the first time since the AmeriCorps*NCCC was established, year-round member availability was integrated into the program structure. Approximately one-half of the corps starts the program in winter 2000 and served for 10 months. The year-round presence made it possible for AmeriCorps*NCCC to provide significant fire fighting and flood relief assistance as described above. The year-round presence also allowed for substantial increase in construction and outdoor projects in the northern part of the country.

AmeriCorps*NCCC Initiatives for Fiscal 2001

- ❖ **Increasing Enrollments.** Five campuses will be operational and more than 1,030 members will be enrolled in fiscal 2001. With the additional funds provided by the Congress in fiscal 2001, member enrollment will increase 10 percent over fiscal 2000 enrollment and there will be a continued emphasis on increasing minority and male applicants. These additional funds will also support the relocation of the San Diego campus.
- ❖ **Expansion of Disaster Support.** AmeriCorps*NCCC will place continued increased emphasis on its role in disaster support and recovery, which will include significant preventive and long-term recovery as well.
- ❖ **Community Building.** AmeriCorps*NCCC members will continue to expand its capacity to organize, supervise, and oversee other volunteers. Partnerships with national and local organizations will increase, with a growing focus on providing viable housing for low-income families and helping community health centers expand their capacity to serve the underinsured and the uninsured. Out-of-school, service-learning, and tutorial services for children in low-income communities will expand. Continued emphasis will be placed on improving the quality of life for senior members of low-income communities and in nursing homes and increasing the opportunities for residents of low-income communities to serve as volunteers in their communities.

AmeriCorps*NCCC Approved Staffing: 93 + 1 discretionary position

Relevant Evaluation Reports

Research Triangle Institute. 2000. *Community Impact Rating Survey for AmeriCorpsNCCC*. Research Triangle Park, NC.

Westat. 2000. *Analysis of Responses to the Class V Exit Survey*. Rockville, MD.

Key Technical Assistance and Information Documents for the Field:

- AmeriCorps*NCCC fact sheet
- AmeriCorps*NCCC sponsoring organizations brochure
- AmeriCorps*NCCC Member Application
- AmeriCorps*NCCC Projects Application
- Bi-annual national newsletter, Getting to the Corps
- Project Accomplishments Report
- Member Continuous Improvement Survey Report

AMERICORPS SERVICE AND THE EDUCATION AWARD

In return for serving in AmeriCorps, members receive education awards, which they can use to pay for college costs or to retire debt incurred in pursuing a degree beyond high school. This overview briefly describes briefly how a participant in an AmeriCorps project can earn an education award and use it to pay for higher education and to repay qualified student loans.

To qualify for an education award, an AmeriCorps member must successfully complete the required "term of service" for the program in which he or she is participating.

An education award can be used in the following ways:

1. To repay qualified student loans;
2. To pay all or part of the cost of attending a qualified institution of higher education; and
3. To pay expenses incurred while participating in an approved school-to-work opportunities system program.

The amount of an education award depends upon the length of service--whether the term of service is full-time or part-time. The full-time award is \$4,725.00, and the part-time award is \$2,362.50. Occasionally, a special program will be offered--for example, a summer program--that includes a "reduced part-time" award which will be proportional to the number of hours served. Individuals are eligible to earn up to two awards during their first two terms of national service. Participants may not receive more than two education awards regardless of whether they are for full-time, part-time, or reduced part-time terms of service. Members in AmeriCorps*VISTA uniquely have the option of receiving a cash stipend instead of the education award.

The education award must be used within seven years of the completion of the national service. It can be divided up and used any way the member chooses, as long as it is for authorized expenditures. For example, a portion of the award could be applied to repay existing qualified student loans and the remainder saved to pay for authorized college costs in the future.

The IRS has determined that education awards are subject to income taxes in the year they are used.

Obtaining an Education Award

It is up to the director of the program in which the member served or, for VISTAs, the Corporation State office, to determine if a member has successfully completed a term of service and is eligible for an education award. He or she does this by sending the Trust a form (or providing the information electronically through WBRS) that indicates that the member has successfully completed the service and is eligible for an award (or has not completed the service and is not eligible). Upon receipt of notification that a member is eligible for an award, the Corporation will send the member information and materials needed to access the award. Included will be a form--a Voucher and Payment Request form--and instructions for filling it out. This is the document the member uses to authorize that a payment be made from his or her account in the Trust.

The member must complete one section of the voucher, authorizing the payment. Then, the loan holder or school must complete another section and send the voucher to the Corporation for payment. Payments will be made directly to the school or loan holder, not to the AmeriCorps member. The Corporation will notify the member that a payment has been made and send him or her another voucher to be used for future payments.

AmeriCorps members who are earning an education award may be eligible to postpone having to make payments of the principal and interest on their qualified student loans while they are earning an education award. During this postponement (called a forbearance) interest continues to accrue on the loan. However, if the individual successfully completes the term of service and earns an education award, the Corporation will pay all or a portion of the interest that accrued. Upon completion of service, the member needs to make sure that the loan holder informs the Trust of the amount of interest that accrued.

It has been determined that interest payments, like payments from an education award, are considered taxable income in the calendar year the payment is made.

Qualified Loans

AmeriCorps members can use their education awards to pay against qualified student loans they have or may acquire. Essentially, a "qualified student loan" is any federally backed student loan that is in the student's name. A modification to the Trust's legislation added to the list of qualified loans, loans made directly to members by the Alaska Commission on Postsecondary Education. The technical definition of a qualified student loan, stated below, is contained in the legislation of the National Service Trust. A qualified student loan is:

"any loan made, insured, or guaranteed pursuant to Title IV of the Higher Education Act of 1965 (20 U.S.C. 1070 et seq.), other than a loan made to a parent of a student pursuant to section 428B of the Act, and any loan made pursuant to Title VII or VIII of the Public Service Act (42 U.S.C. 292a et seq.)."

Income Taxes

Interest payments, like payments from a member's education award account, have been determined to be taxable income. They are included as income in the tax year the payment is made. Payments for accrued interest will be included in the amount reported to the IRS at the end of the tax year and in the amount on the IRS form 1099 that is mailed to members in January following each tax year.

NUMBER OF EDUCATION AWARDS AND MONETARY VALUE
 PROGRAM YEARS 1994-1995 THROUGH 1999-2000

PROGRAM YEAR	NUMBER WHO EARNED AWARD	VALUE OF AWARDS
1994-1995	18,788	\$ 62,760,987
1995-1996	18,418	71,448,914
1996-1997	18,197	71,189,984
1997-1998	26,545	96,203,081
1998-1999 (incomplete)	25,519	92,153,043
1999-2000 (incomplete)	14,518	43,535,124
Total	121,985	\$ 437,291,133

Source: Corporation for National Service, National Service Trust. Above figures are as of September 19, 2000, as of which time data for last two years are not yet finalized and members have not completed their term of service.

DEPARTMENT OF SERVICE-LEARNING OVERVIEW

<u>At a Glance</u>	FY2000 Actual	FY2001 Estimate	Increase/ (Decrease)
Learn and Serve America Program Budget (in thousands)	<u>\$43,000</u>	<u>\$43,000</u>	<u>0</u>

Learn and Serve America supports programs that engage 1.2 million K-12 students and 30,000 higher education students, faculty, staff, and community members in service.

Department of Service-Learning

The Department of Service-Learning helps to build the field of service-learning in schools, community-based organizations, and in colleges and universities across the country. Toward that end, the Department administers the Learn and Serve America Grants program, the President's Student Service Challenge, the National Service-Learning Leader Schools, and manages two technical assistance providers for the field: the National Service-Learning Clearinghouse and the Learn and Serve America Peer Exchange.

Learn and Serve America

The goal of the Learn and Serve America programs is to make service an integral part of the education and life experiences of all young people, thereby building a lifelong ethic of responsibility and service. All Learn and Serve America programs -- K-12 school- and community-based, and higher education -- integrate community service with academic curriculum or with out-of-school time and extracurricular learning opportunities. Student participants in these programs have demonstrated increased civic responsibility and academic achievement when their programs effectively link theoretical with practical knowledge to serve the educational, public safety, environmental and other human needs in their communities. The programs in which students serve over an extended period of time and in which effective connections are made to classroom curriculum have the greatest positive effects on student outcomes.

What is Service-Learning?

The National and Community Service Trust Act of 1993 defines service-learning as an educational method:

- "under which students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community;
- which is coordinated within an elementary school, secondary school, institution of higher education, or community service program, and with the community;
- which helps foster civic responsibility;
- which is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participant is enrolled; and

- which provides structured time for the students or participants to reflect on the service experience.”

Examples of service-learning

- When a massive fish kill affected the nearby Roanoke River, the entire **Jamesville (North Carolina) High School** student body and their teachers worked together to develop curriculum-related, service-learning strategies that focused on cleaning up the river. Students hauled truckloads of old tires, appliances, and car parts out of the Roanoke River Refuge; produced a video and materials on the problem; and started a recycling program aimed at preventing pollution. They also helped the North Carolina Fish and Wildlife Service test water and combat alligator weed that clogs the river and its tributaries. The students are credited for developing a new environmentally friendly way that is now being widely used to kill the weed.
- The University of Pennsylvania’s **America Reads Partnership with the Drew Elementary School and Wilson Elementary School in Philadelphia** is an example of a university-assisted, student-initiated, community school managed and supported program. The focus is on school-day and extended-day literacy promotion activities. The extended day programs run from Mondays through Thursdays with over 80 instructional meetings each school year. Fifty America Reads work-study university students, most of whom focus their academic study on teaching or literacy, as well as service-learning students from West Philadelphia High School and a number of elementary school teachers staff the programs. Faculty and graduate students from the University work with school and after-school staff to enhance and support instruction. Activities include literacy tutoring, help with homework, and literacy-based enrichment activities.
- The **Hamilton YMCA**, a branch of the YMCA of Metropolitan Chattanooga, Tennessee, has expanded their Before and After School Child Care Tutorial program in partnership with East Brainerd Elementary School. The after school program involves children ages 5 to 11 in service-learning projects such as peer tutoring and creating a vegetable garden at school. Twenty-five students tutor 70 “at-risk” elementary school pupils in their areas of academic weakness. In collaboration with local environmental agencies, the students are developing a Field Guide to be used on the East Brainerd Elementary Nature Trail by 500 students at the school. The program has a proven track record with the students’ showing gains in academic achievement and self-esteem.

Statistics on Service-Learning

A survey conducted by the National Center for Education Statistics (NCES) of the U.S. Department of Education, in cooperation with the Corporation, found that:

- Sixty-four percent of all public schools, including 83% of public high schools, had students participating in community service activities recognized by and/or arranged through the school;

- Fifty-seven percent of all public schools organized community service activities for their students;
- Thirty-two percent of all public schools organized service-learning as part of their curriculum;
- Eighty-three percent of schools with service-learning offered some type of support to teachers interested in integrating service-learning into the curriculum; and
- Most schools with service-learning cited strengthening relationships among students, the school, and the community as key reasons for practicing service-learning.

Impact of Service-Learning

According to the RAND study of Learn and Serve America Higher Education programs (1998) and the Brandeis/Abt Associates study of Learn and Serve K-12 School-Based programs (1998), service-learning activities:

- Correlate positively with academic gains;
- Increase student engagement in school;
- Increase student satisfaction with course work;
- Increase student self-confidence;
- Promote racial understanding; and
- Increase the number of hours students engage in service.

Initiatives for 2001

- *Research and Evaluation.* Aid in the development, implementation, and dissemination of a series of evaluation studies and a data collection system that will document the components, processes and outcomes of service-learning and will offer information about effective practices in sustaining appropriate service-learning activities.
- *Events and Conferences.* Sponsor events and participate in other activities that convene grantees and service-learning constituents: State Education Agencies, Higher Education Institutions and Associations, State Commissions, Indian Tribes and Territories, national and regional non-profit and community-based entities, and Leader Schools.
- *Awareness and Advancement of Service-Learning.* Implement a series of awareness and advancement activities that support the work of grantees by means of expanded dissemination of information through publications, electronic media, conferences, periodic mailings, and related activities.
- *Training, Professional Development and Technical Assistance.* Provide high-quality, cost-effective professional development to current grantees and other constituents, particularly through the Learn and Serve America National Service-Learning Clearinghouse, Learn and Serve America National Service-Learning Training and Technical Assistance Exchange, and the National Service-Learning Leader Schools.

**LEARN AND SERVE AMERICA:
K-12 SCHOOL AND COMMUNITY-BASED, AND HIGHER EDUCATION**

Background Information on Learn and Serve America

Legislation. Learn and Serve America is authorized under Title I of the National and Community Service Act of 1990, and is supported through the VA-HUD appropriations bill. Seventy-five percent of appropriations go to school and community-based programs and 25% to higher education.

Program Elements. The program provides funds to state education agencies, State Commissions on National and Community Service, Indian tribes, U.S. territories, colleges and universities, and nonprofit organizations. Most of these grantees administer a competitive process to provide subgrants to local programs, monitor and evaluate local programs, and provide training and technical assistance. The local programs create new service-learning activities, replicate existing models, and provide training and development on service-learning to staff, faculty, adult volunteers, student participants and community members.

At the local level, all programs are partnerships between schools and community-based organizations or between higher education institutions and schools or community-based organizations. Some Learn and Serve America grants are made directly to local program sites; these programs fall under the school-based Tribal and higher education Individual Campus-Based categories. These local program sites create new service-learning activities, replicate existing models, and provide training and development on service-learning to staff, faculty, adult volunteers, student participants and community members.

Participation. In fiscal 2000, the Corporation assisted 100 school and community-based projects that expected to enroll more than 1.2 million students in service-learning activities. In that same year, 69 college and university projects supported by Learn and Serve America expected an enrollment of approximately 30,000 participants (students, faculty, staff, and community members). These 169 grantees operated approximately 2500 local programs in schools, nonprofit organizations, and higher education institutions.

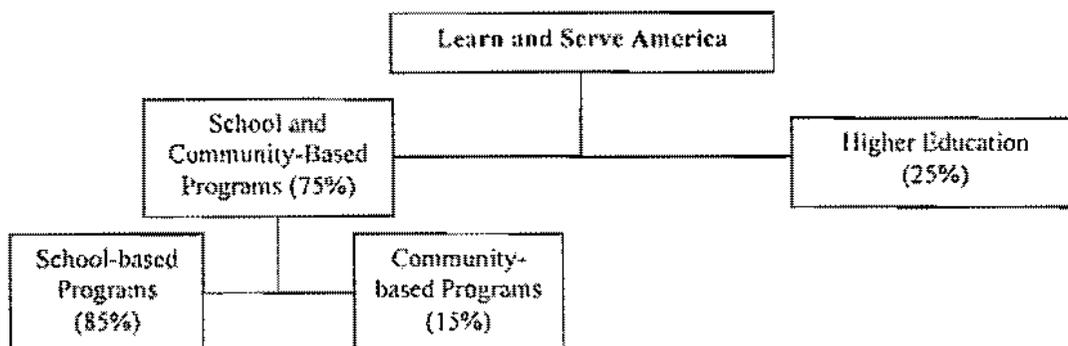
Types of Service. Participants work with the community to identify needs and determine appropriate service-learning activities. Projects meet needs in the four primary statutory areas of national service: education, public safety, environment, and other human needs. Projects are designed to meet pressing local needs such as literacy improvement, neighborhood beautification, health education and intervention, conflict resolution, helping the elderly maintain independence, watershed management, or housing rehabilitation. Participants' service activities are complemented by related classroom instruction and service activities are designed to build academic skills. Students involved in a health education project, for example, might improve language arts skills by making oral presentations; writing articles for neighborhood newspapers; and producing a health guide to be distributed in the community. The same project might enhance science skills

and knowledge through research on community health problems and local health resources.

Students' civic skills are improved through active participation in community improvement as well as through their interaction with individuals in other key civic institutions in the community. Service-learning programs form partnerships with schools, hospitals, nursing homes, community recreation centers, day care centers, parks, and human service agencies of all types. Depending upon the program and the age of the student, the intensity of the service activities varies from a few hours per month to 20 hours per week.

Grant Structure. As required by legislation, Learn and Serve America awards most of the K-12 school-based funds by formula to state education agencies for local competitive distribution in support of service-learning. School-based funds are also awarded competitively to Indian tribes and U.S. territories, which have an up to 3% set aside. School-based funds are also available on a competitive basis to national nonprofit organizations (grantmaking entities¹), Tribes, and state education agencies (SEA) for Community, Higher Education, School Partnership (CHESP) programs; these programs also distribute funds locally through a subgranting process. Funds for community-based organizations are awarded competitively to the state commissions on national and community service as well as to multi-state nonprofit organizations (grantmaking entities) for local competitive distribution. One-quarter of all Learn and Serve America funds are awarded competitively to individual higher education institutions and higher education consortia and associations.

All school and community-based grantees must demonstrate an increasing level of matching funds to qualify for continued federal support; after four years school and community-based grantees are required to provide half of the program costs. Higher education grantees must provide half of all program costs from the outset. These matches require programs to seek local sources of support for service-learning programs.



¹ A grantmaking entity is defined in our legislation as a public or private nonprofit organization that must (1) have experience with service-learning; (2) have existed at least one year; and (3) make subgrants in two or more states.

Types of Grants	Eligible Applicants
School-Based Programs	State Educational Agencies (Including the District of Columbia and Puerto Rico); Indian Tribes; U.S. Territories; and Grantmaking Entities
Community-Based Programs	State Commissions on National Service and Grantmaking Entities
Higher Education Programs	Institutions of Higher Education; A Consortia of Such Institutions; and Partnerships Composed of Higher Education Institutions and Other Public or Private Non-Profit Organizations.

For fiscal year 2000, Learn and Serve appropriations were distributed as follows:

Program Areas	Approximate Budget	Number of Grants Awarded (FY 2000)	Grant Range
Formula Allotment Grants to State Education Agencies	\$20.5 million	48	\$47,918 - \$1,687,844
School Based Competitive Grants	\$6.5 million	20	\$167,000 - \$600,000
Community-Based Competitive Grants	\$4.5 million	22	\$90,000 - \$275,000
Higher Education Competitive Grants	\$10.7 million	69	\$17,500 - \$400,000
Tribes and Territories for School-Based Grants	\$800,000	10	\$41,900 - \$100,000
Total	\$43 million	169	-----

Selected Accomplishments

- Increased acceptance of service-learning.* Learn and Serve America's funding has remained level since fiscal 1996. In the intervening years, service-learning has gained stature and importance in education at the elementary, secondary and post-secondary levels because of its positive impact on youth in academic achievement, school engagement, civic responsibility, and understanding of racial diversity. Learn and Serve America programs continued to make service an integral part of the education and life experiences of all young people, thereby building a lifelong ethic of responsibility and service.

- *Community, Higher Education, School Partnership (CHESP) Competitive Grants.* CHESP grants were initiated with competitive school-based funds from fiscal 2000. Eligible applicants included state education agencies, grantmaking entities and Indian tribes. These competitive funds were awarded to 20 programs to enable community institutions to work together in partnership to increase the effectiveness of the service they provide to schools and communities. In addition, these grants are designed to link schools with higher education institutions and the community in order to maximize the leveraging of resources, both human and financial, to generate the best solutions to community problems.
- *Digital Divide Grants.* Learn and Serve America made eight awards for programs that will help bridge the Digital Divide. Awards were made to state education agencies, grant-making entities, and Indian tribes. K-12 student participants will serve in programs that assist in delivering technology access to low-income individuals and families; providing school teachers and staff in community organizations with the technology training they need to work with youth and their families; and using technology to meet the needs of the community.
- *Dissemination Grants.* Institutions of higher education, consortia of institutions of higher education, and higher education associations competed for dissemination grants to provide training and distribute previously developed service-learning products to the field. Six programs were awarded higher education Dissemination grants with fiscal 2000 funds.

Initiatives for 2001

- *Continued Program Support.* Through training, technical assistance, and monitoring, Learn and Serve America will continue to support academic achievement and the development of civic and social responsibility among young people. The program will help schools, higher education institutions, and communities meet locally defined needs by supporting strategic and cost-effective service-learning activities in fiscal 2001. Support will go to those schools, school districts, states, local governments, colleges, universities, and higher education associations to allow them to continue or begin to implement effective, high-quality service-learning activities.
- *Grant Processes and Management.* Improve systems for reviewing and negotiating grant applications, monitoring programs, and coordinating technical support to the field. In FY 2001, we will conduct a grant award and review process primarily for continuation grants.
- *Evaluation of the Institutionalization of Learn and Serve America Programs.* The Corporation has contracted with an outside evaluator to conduct an evaluation of the impact of Learn and Serve America grants on the institutionalization of service-learning in schools, community-based organizations, and higher education institutions. The goal is to assess the role of Learn and Serve America in establishing

and expanding service-learning in those institutions and in promoting the long-term sustainability of service-learning opportunities for young people. The Evaluation is in the planning stage and will continue for a year.

Relevant Evaluation Reports

- Abt Associates, *National Evaluation of Learn and Serve America School and Community-Based Programs, Final Report*, Washington, D.C.: Corporation for National Service, July 1998.
- RAND, *Combining Service and Learning in Higher Education*, Santa Monica, CA, 1999.

RECOGNITION PROGRAMS

President's Student Service Challenge

This nationwide recognition effort supports the accomplishment of Goal 5 of the Presidents' Summit, encouraging young people to provide service through high quality service opportunities. The President's Student Service Challenge consists of two programs: President's Student Service Scholarships and the President's Student Service Awards.

President's Student Service Scholarships

Fiscal year 2000 was the fourth year of the President's Student Service Scholarships (originally called the National Service Scholars). Under this program exemplary juniors or seniors in high schools across the country may receive a \$1,000 scholarship for outstanding service. The Corporation provides one-half of the scholarship. Local funding from schools, businesses, nonprofit organizations, or civic groups provides one-half. Supporters in prior years have included the Elks, Lions, Boys and Girls Clubs, Kiwanis, Moose, Rotary, PTAs, the Links, Dollars for Scholars, and the Miss America Organization. In addition, the Corporation may enter into arrangements with national organizations providing matching scholarships for outstanding service by school-aged youth. Current national partners include Boys and Girls Clubs of America and the Coca-Cola Foundation.

The Corporation awarded more than 5,000 scholarships in fiscal 2000. The goal for 2001 is 6,500

President's Student Service Awards

The President's Student Service Awards recognize youth that contribute at least 100 hours of service to local communities. Students are certified by their school, their college, or a community organization and receive pins and other forms of recognition for their service. This program is supported with non-Corporation funds through nominal fees paid by certifying schools, colleges, and community organizations.

By the end of FY2000, more than 40,000 individuals across the country received awards.

Leader Schools

The National Service-Learning Leader Schools program, now in its third year of full-scale operation, is a Presidential initiative operated through the Department of Service-Learning to recognize top service-learning programs in middle and high schools across the nation. The Corporation has a cooperative agreement with Education Services, Incorporated (ESI) of Washington, DC to administer the Leader Schools program. The Leader Schools are recognized for thoughtfully and effectively integrating community service into the lives of students, and will serve as models of excellence through a two-year commitment to help other schools include service-learning in their curriculum.

In its two years, 136 schools in 46 states were chosen as Lender School honorees.

THE NATIONAL SERVICE-LEARNING CLEARINGHOUSE AND THE LEARN AND SERVE AMERICA EXCHANGE

The National Service-Learning Clearinghouse gathers and disseminates information about service-learning across all streams of service. The Clearinghouse has several partners who have expertise in all areas of service-learning. They collect and abstract current articles, research and other publications, making it easily available to anyone who needs it. The staff at the Clearinghouse are available by phone to search their library (800-808-7378) on a specific topic, or you can visit their website at <http://amnl.edu/~serve>.

The Exchange is a regionally-based peer training model that provides assistance and support to practitioners engaged in service-learning. The Exchange links them with a local Peer Mentor who can provide customized information about how to strengthen their service-learning program and are available by phone and/or e-mail to quickly respond to service-learning questions. Site visits, presentations, and faculty professional development workshops can also be arranged. The Exchange operates five Regional Centers across the country which coordinate, co-sponsor, and gather information about happenings in the Region. The Regional Centers ensure that local needs are met as efficiently as possible through regional resources. Visit their website at www.lsaexchange.org.

Both of these resources are managed by the Department of Service-Learning and are available to the public.

Other Programming
Initiatives

OTHER INITIATIVES

In addition to its three core programs, AmeriCorps, Senior Corps, and Learn and Serve America, the Corporation administers several smaller initiatives. These include:

Promoting Literacy. The Corporation is collaborating with the Department of Education to help meet the aim of **America Reads**: to ensure that every child can read well and independently by the end of the third grade. To achieve this goal, AmeriCorps, Learn and Serve America and the National Senior Service Corps have substantially increased the number of tutors and mentors available to young children. The Corporation also sponsors training and technical assistance activities to support strong reading programs. The funding for this initiative is included in the program and training and technical assistance budgets.

Bridging the Digital Divide. The Corporation is working with local and national non-profits and private technology companies to create community-based and school-based computer learning centers so that all children can keep pace with recent technological innovations. Through this initiative, AmeriCorps members and K-12 student participants teach computer skills to youth and adults to enhance their employability, assess local technology needs, develop and design technology plans, and establish community Internet access sites. The funding for this initiative is included in the program and training and technical assistance budgets.

Including Disabled Participants. The Corporation is committed to **including people with disabilities** in national service programs. To assess the readiness of programs to meet this commitment and to administer reasonable accommodation funds, the Corporation has made a technical assistance grant to the United Cerebral Palsy Association. To promote inclusion, the Corporation also has:

- issued three grants to organizations that support service events to include persons with disabilities in those activities,
- committed to awarding in 2001 approximately 20 grants to support outreach to persons with disabilities to increase their participation in national service, and
- put forth a reauthorization proposal that seeks to provide greater flexibility in the use of disability funds.

The Corporation has approximately \$3 million annually, generated from a mandatory set aside, to support this initiative.

Responding to Disaster. When disaster strikes, AmeriCorps members are among our nation's resources for a speedy response. For example, AmeriCorps*NCCC has responded to nearly 50 disasters during its first six years of service, the majority of which have been for flood relief. Recently, approximately 55 members from the Northeast, Southeast and Central Regions helped to combat forest fires in Montana, Idaho, Colorado, Utah, Nevada, and Wyoming. They served as members of initial attack teams, cut fire lines along the perimeter of the fires to prevent their continued spread, prevented burnt areas from flaring up again by extinguishing hotspots, and participated in other fire containment activities. AmeriCorps*National Civilian Community Corps members and

staff are part of the American Red Cross (ARC) National Disaster Response Network, and are trained and certified for CPR, first aid, mass care, damage assessment, and family assistance. Selected corps members are also trained and certified by the U.S. Forest Service for forest fire fighting.

The Corporation for National Service has a Memorandum of Understanding with the Federal Emergency Management Agency (FEMA). A similar verbal agreement also exists between AmeriCorps*NCCC and the ARC. Both agreements allow for AmeriCorps*NCCC to provide support to communities during times of national disaster, with either FEMA or the ARC providing transportation, lodging, and meal support for corps members.

In addition to the work of the NCCC, state commissions and local AmeriCorps programs are part of state-based disaster response systems. The Corporation has supported these disaster response efforts by conducting workshops for national service programs interested in becoming involved in emergency management activities and working with several states to develop disaster response plans and systems.

Promoting the ideals of Martin Luther King. To support the **Martin Luther King Holiday**, the Corporation, in consultation with the King Center for Non-violent Social Change, provides grants totaling approximately \$500,000 to public and non-profit organizations to mobilize Americans to observe the federal holiday as a day of service to others. This initiative is specifically authorized under the National and Community Service Act. In 2000, a private company, Best Buy, supplemented the Corporation's MLK Day grant funds and plans to continue to contribute in 2001.

Supporting Research on National Service. The **National Service Fellows** program brings together a team of individual researchers who work to strengthen national service through continuous learning, exploration of program models, the development of strong networks, and professional growth. This year, thirteen fellows from across the country will engage in studies resulting in resource manuals, curricula, models, methodologies, and other products to strengthen the field of national service. The program is funded at approximately \$350,000 annually.

EVALUATION OF NATIONAL SERVICE PROGRAMS

At a Glance	FY2000 Actual	FY2001 Estimate	Increase/ (Decrease)
Budget (in thousands)*	<u>\$5,000</u>	<u>\$5,000</u>	<u>0</u>
*Excludes additional evaluation funds under the Domestic Volunteer Service Act.			

The Corporation completed 18 evaluation studies and research projects in fiscal year 2000.

BACKGROUND INFORMATION ON EVALUATION

The Corporation makes considerable use of evaluation and applied research. These tools are used to determine the effects of National Service programming, to provide information that can inform program management decisions, and to help decision-makers and the public to better understand the nature and activities of National Service programs.

The Corporation provides support in two broad areas. At the agency level, evaluation provides information needed by stakeholders for decision-making. In this role, the principal clients are Congress, the Corporation Board of Directors, senior Corporation managers, the GPRA initiative, and managers of the programs. The Corporation commissions 15-20 competitively awarded large-scale evaluation studies each year from independent research firms. At the grantee and subgrantee level, the Corporation provides guidance and tools in support of effective program management through the use of evaluation. Systematic data collection and the use of outcome-based objectives are gradually being introduced throughout all the program streams. The Corporation also currently utilizes the Web-Based Reporting System to incorporate many aspects of an evaluative approach to program management.

Below is a summary and listing of some of the Corporation's evaluation and research efforts. These are funded from more than the \$5 million budget noted above, which does not include evaluation funds under the Domestic Volunteer Service Act.

ILLUSTRATIVE EFFORTS

Outcome Research

The Corporation has conducted over 100 studies since 1994, many of which have made important contributions to our knowledge of the effects of national service programs. Among them are:

AmeriCorps Tutoring and Student Reading Achievement

Abt Associates, 2001 (in press)

Tutoring has become one of the most common AmeriCorps activities. In this study, kindergarten through 2nd grade students being tutored by AmeriCorps members demonstrated gains in reading performance that were beyond those expected for a typical child at their grade level by a statistically significant and educationally meaningful degree. For the study, almost 900 students in nearly 100 school districts nationwide were administered nationally standardized tests.

Impact Evaluation of AmeriCorps State/National 1994-1999

Aguirre International, 1999

A study of the impacts of a random sample of programs receiving AmeriCorps State/National Direct grants was conducted during the 1994-1996 program years with follow up data collected in 1998-99. Among the key findings were:

- All AmeriCorps programs studied had meaningful service accomplishments.
- The majority of institutions that received AmeriCorps grants reported that association with AmeriCorps improved their organization's quality and/or quantity of services and increased their overall professionalism.
- AmeriCorps strengthened community infrastructures and brought new financial resources to needy communities; 82% of community representatives interviewed reported that AmeriCorps' impact upon their community had been "very good" or "outstanding".
- Ninety percent of AmeriCorps members reported gains in life skills during their program year that were significantly greater than the gains reported by a matched comparison group of nonmembers. These changes occurred in members of all ethnic, racial, economic and educational backgrounds; those whose skills were the lowest upon entering the program gained the most.
- AmeriCorps members' levels of civic engagement were positively affected by AmeriCorps service. Many members' career plans became more community oriented as a consequence of their AmeriCorps experience.
- AmeriCorps programs returned \$1.66 in value for every federal dollar invested.
- After five years, the programs had strengthened supervision, expanded and improved services, instituted more selective recruitment standards, and increased and enhanced their relations with other community organizations.

Sustainability of AmeriCorps*VISTA Programs and Activities

Westat, Incorporated, 1997

Creating sustainable community services is a core mission of AmeriCorps*VISTA. A study of AmeriCorps*VISTA projects found that nearly 68% of AmeriCorps*VISTA-supported projects continued to operate two and five years after VISTA members had completed their service. VISTA members were key to project sustainability through their involvement with fundraising and resource development. Project sponsors credited VISTA members with improved services and increased numbers of clients served by agencies.

1997 RSVP Accomplishments

Westat, Incorporated, 1999

The Retired and Senior Volunteer Program (RSVP) has more participants than any other Corporation funded program. A survey of RSVP accomplishments for one-year ending June 1998 found that RSVP achieved its first goal, that of providing a variety of community service opportunities for older people to participate in the betterment of their communities. Among the accomplishments reported during the one-year period, RSVP volunteers recorded over 91 million hours of service; distributed nearly 40 million pounds of food aiding 2,800,000 people; organized supportive services at senior centers and adult day care centers for over 13 million older individuals; served at group meal settings benefiting over 9 million people; provided more than 8 million hours of service in libraries and bookmobiles; and provided safety escorts to over 1 million individuals.

Evaluation of Foster Grandparents in Head Start Centers

Westat, Incorporated, 1998

A frequent placement for Foster Grandparents is working with low-income preschoolers in Head Start programs. This study examined Foster Grandparent volunteers' behaviors and the effects of their behaviors on students, classrooms and Head Start Centers. Foster Grandparents were found to make primary contributions to children's emotional well-being and self-esteem/self efficacy, cognitive and language development, and growth in social and behavioral skills. Foster Grandparents also made significant contributions to all children in the classrooms where they served by increasing available individualized attention, by improving classroom climate, organization and supervision, and by educating the community about the value and importance of Head Start.

Impact Evaluation of Learn and Serve America K - 12

Brandeis University/Abt Associates, 1998

This two-year study of the impact of the Learn and Serve America K-12 program found that at the end of one year of service, the program had a positive impact on participant's civic attitudes, involvement in volunteer service, educational attitudes and school performance. The Learn and Serve participants provided an impressive array of services to their communities. The services provided by the participants were highly rated by the agencies where students performed their service. The dollar benefits substantially outweighed the costs -- on average, participants in the programs in the study produced services valued at nearly four times the program cost during the 1995-1996 program year.

Impact Evaluation of Learn and Serve America Higher Education

Rand Corporation/UCLA, 1998

This was a study of impact of the Learn and Serve America Higher Education program during its first three years of operation. The program was found to have increased institutional support for service-learning by reaching nearly one in every eight colleges and universities nationwide and creating 3,000 new service learning courses. Students were highly satisfied with their service-learning

courses and showed gains by being in the program. Results indicated a strong correlation between participation in a service-learning course and increased civic responsibility. Communities were extremely satisfied with the contributions of the student volunteers, and student volunteers helped community organizations reach more people and improve the quality of their services. The return on investment increased sharply over the three years; there was a positive return on investment in the third year.

Local-Level Evaluation Efforts

Beginning with AmeriCorps*State/National in 1994, the Corporation has advocated the use of evaluation as a management tool in all programs. Currently, AmeriCorps*State/National programs are significantly organized around evaluation principles – they propose annual outcome-based objectives and report progress toward them as evidence of success. The National Senior Service Corps is phasing in a similar program-management framework. The Corporation provides considerable support for these efforts directly from its staff and through a technical assistance provider.

Although the process of building capacity in local non profit organizations to conduct evaluation is slow, the Corporation has made considerable progress and is at the forefront nationwide in promoting the development of evaluation capacity in nonprofit organizations.

ACCOMPLISHMENTS IN FISCAL 2000

- Program Evaluation Activity. In fiscal 2000, the Corporation completed 18 evaluation studies and research projects (see table on the next page) and 10 new evaluations were initiated.
- Grantee Technical Assistance. The Corporation continued to ensure that all programs have outcome-based objectives and have systems in place for tracking progress toward those objectives. A training and technical assistance provider is making evaluation methods and skills available to grantees and programs. The Corporation is establishing a Web-based, effective practices dissemination system to provide service organizations with up-to-date information on program and evaluation practices with demonstrated evidence of effectiveness.
- Outcome Evaluations. Most outcome evaluation conducted by the Corporation directly fulfills commitments made in our Strategic and Performance Plans. For example, to determine the extent of services that our grantees are providing to communities, the Corporation conducts an Annual Accomplishment Survey in all programs. Also, customer satisfaction data provide information about how well the Corporation is perceived to serve its grantees and their communities. Preliminary findings recently became available from two studies on Corporation-assisted tutoring programs. The studies describe the nature of the tutoring programs and the extent to which participation in them was associated with changes in reading performance. Our outcome-focused studies on independent living outcomes

resulting from Senior Companion projects and of the AmeriCorps*National Civilian Community are continuing.

- Government Performance and Results Act (GPRA). Directly related to GPRA, the Corporation has implemented customer satisfaction surveys for all programs. These surveys include studies of satisfaction among direct customers of the Corporation such as grantees. In fiscal 2000, we also surveyed representative community leaders whose neighborhoods received service benefits from Corporation-funded programs. A national opinion leader survey was delayed and will be conducted in fiscal 2001.

Corporation's Board
of Directors

BOARD OF DIRECTORS ROLES AND RESPONSIBILITIES

INTRODUCTION

As a federal government agency, the Corporation is unique in that it has a Board of Directors with specific statutory authority. Since its inception, the Corporation's Board has pursued an activist involvement, including:

- setting the Corporation's strategic plan;
- overseeing an active business agenda, including the stewardship of public funds;
- approving grants; and
- communicating with the Congress and the American public about the value and importance of service.

COMPOSITION

- The Board consists of up to 15 voting members appointed by the President and confirmed by the Senate. Member terms may be up to five years. Ex officio, nonvoting members include the Corporation's Chief Executive Officer and other Federal agency heads who usually do not participate in meetings.
- By statute, the Board is to be bipartisan. There are currently 11 confirmed members, six of whom are Democrats and five of whom are Republicans. One term held by a Republican recently expired and a renomination of that individual is pending. The President has nominated individuals (two Democrats and one Republican) to the remaining three positions. It is not clear whether Congress will act on these nominees in the lame duck session.
- For the last several years, the Administration, in coordination with interested members of Congress, has identified the Democratic nominees to the Board. The United States Senate, through the offices of Senator Lott, has determined Republican nominees. All nominees are formally submitted by the President and confirmed by the Senate.
- Board members, while conducting Board business, are considered special government employees and are allowed travel expenses. Board members may not receive any compensation for their service. Board members are required to file annual confidential financial disclosure reports.

OVERALL ROLE

The Board's role may be characterized as threefold:

- *approving* the Corporation's proposed strategic and evaluation plans and specific categories of grants;
- *advising* on the Corporation's operations, including personnel; and
- *providing oversight*, in tandem with the President, Congress, and the Inspector General.

AUTHORITY

The National and Community Service Act demarcates the respective authorities of the Board of Directors and the Chief Executive Officer.

Authorities of the Board:

- The Board has approval authority with respect to the Corporation's (1) strategic plan and annual updates; (2) proposed national service program grant decisions; (3) proposed regulations, standards, policies, procedures, programs, initiatives, personnel selection and compensation system, and evaluation plans; and (4) evaluations, all of which are submitted to the Board by the CEO, who is charged with their preparation.
- The Board has advisory rather than approval authority regarding the CEO's actions with respect to personnel.
- The Board is authorized to receive, through the CEO, semi-annual and other reports prepared by the Inspector General.
- The Board has authority to make recommendations regarding the Corporation's research activities and to ensure effective dissemination of information about the Corporation's programs.
- The Board has authority to inform the CEO of any aspect of the CEO's actions that it deems to be either inconsistent with Board-approved proposals or otherwise inconsistent with the objectives of the national service laws.
- The Board may also communicate directly with the President or the Congress about any developments in national and community service.

Authorities of the Chief Executive Officer:

- The Chief Executive Officer is responsible for all duties of the Corporation that are not reserved to the Board, including authority over all personnel of the Corporation, except personnel under the authority of the Inspector General.
- The CEO has sole authority over the structure of organizational units within the Corporation and over the allocation and expenditure of funds.
- The CEO has sole authority to suspend or terminate program grants.
- The CEO is required to submit annual reports to the Board and to the appropriate committees of Congress.
- If, during implementation of a Board-approved plan or proposal, the actions of the CEO differ substantially from what the Board approved, the CEO has a statutory duty to inform the Board and explain the difference.

- The CEO has the power to “generally perform such functions and take such steps consistent with the objectives and provisions of the national service laws, as the Chief Executive Officer determines to be necessary or appropriate to carry out such provisions.”

OPERATIONS

- The Board meets 3-4 times a year, typically for a 1-2 day period. There are also monthly conference calls of the entire Board.
- Much of the work of the Board is done through a Committee structure (see list and membership at the end). Committees determine the frequency of their meetings.
- Individual Board members also serve as representatives of the organization to the public, advocate on behalf of the Corporation and national service, and take on assignments and issues of specific interest.

BOARD DELEGATION TO THE CEO

The Board has delegated to the CEO several of its statutory functions, including responsibility for approving:

- grants and contracts other than new grants made on a competitive basis under Subtitle B (Learn & Serve) or Subtitle C (AmeriCorps State/National); and
- regulations and other policies, procedures and programs.

Under principles of agency law, the Board retains authority and responsibility for these functions and may also rescind or modify the delegation at any time.

BY-LAWS

The Board’s by-laws restate its statutory duties and include additional provisions regarding membership, meetings and official business, officers, committee structure, and conflict of interest.

SUNSHINE ACT

The Government in the Sunshine Act applies when a quorum of the Board deliberates on official business.

Partners & Advisors
Relationships

PARTNERS AND EXTERNAL RELATIONSHIPS

The Corporation for National Service has developed countless partnerships with organizations from the private and non-profit sector to support and leverage the work of AmeriCorps, Learn and Serve America and the National Senior Service Corps. The following is a brief sampling of organizations working in partnership with the Corporation. Each one of these collaborations represents tens and hundreds of similar relationships that also have been developed at the state and local level.

PRIVATE SECTOR PARTNERS

From its inception, the Corporation was designed to leverage the resources of the private sector to further the goals of the National Senior Service Corps, AmeriCorps and Learn and Serve America. Over the past five years, the support of the corporate sector has grown at both the national and local level. The private resources are as diverse as the sector itself; from high tech companies to cereal makers, many corporations recognize the power of a strategic alignment with national service.

America On Line, the Case Foundation, Sun Microsystems and Gateway Computers have joined with Power Up, a national nonprofit organization, and AmeriCorps to help bridge the digital divide. In-kind product donations and cash funds have been contributed to support the development of PowerUp Centers run by AmeriCorps*VISTA members to provide technology training to children and adults across the country.

Best Buy Company Inc.

Best Buy has joined with the Corporation to expand and grow the Martin Luther King Junior Day of Service Initiative. In 2000 Best Buy provided \$100,000 which allowed the Corporation to provide 37 additional grants to local organizations providing service opportunities. Best Buy also engaged their stores to provide marketing support by displaying MLK Day of Service posters in all their stores nationwide to encourage citizens to participate in the service day events. In addition, Best Buy placed a call to service in their Sunday advertisement circular prior to the Monday holiday. Best Buy has extended their support for the year 2001.

Nantucket Nectars, Inc.

Nantucket Nectars, "the Juice Guys", is working with the Corporation to help recruit members and promote the AmeriCorps program. Co-Founder, Tom Scott, has created a cross-country bicycle ride to raise awareness for national service and AmeriCorps. In addition, a portion of the money raised from this charity ride will be used to support AmeriCorps programs.

3Com Corporation

3Com, a leading network technology provider, is working with the Corporation to bridge the digital divide through its Urban Challenge Grants. 3Com, in collaboration with the US Conference of Mayors, is awarding a total of \$2 million to twenty cities to connect

communities and provide access to educational, health care and other city resources. Urban Challenge cities will receive a team of three AmeriCorps*VISTA members to support their technology programs.

General Electric

Since 1995, the General Electric Fund has invested close to \$1 million in more than 40 matching grants to community projects in a unique collaboration with the Corporation for National Service and United Way of America. Local GE and United Way leaders select programs for funding through which the concentrated service of AmeriCorps members and their community volunteer partners can generate results. Because of GE's investment, AmeriCorps members and other community volunteers have provided health care and meals for homeless families; renovated housing for low-income residents; taught substance abuse prevention classes to at-risk students; and built new bridges between community and law enforcement officials.

General Mills

Sunrise Organic Cereal, a product of General Mills, is featuring three AmeriCorps members on the back of every Sunrise cereal box sold between June 2000 and June 2001. An estimated 5 million boxes of Sunrise will reach consumers with profiles of AmeriCorps members and information on how to join. Based on consumer response, General Mills will contribute up to \$100,000 to the Corporation for National Service for support of AmeriCorps members working in national parks and organic gardening.

The IBM Company

Since 1994, IBM has had an innovative partnership with AmeriCorps to benefit schools and communities in areas where IBM has company operations. In Project FIRST, AmeriCorps members work with retired IBM employees to train teachers, integrate technology into classrooms, recycle equipment and develop technology plans. IBM provides \$150,000 in computer donations and more than \$100,000 in training and technical support each year. In addition, IBM launched Teaming for TECHNOlogy in 1997 to help small, grassroots community organizations build technology capacity. With support from IBM and the United Way of America, 65 AmeriCorps*VISTA members are helping nonprofits assess their technology needs- including hardware and software - to ensure quality service to disadvantaged communities and their residents.

Yahoo!

In April 2000, Yahoo! announced a \$1 million commitment to recruit AmeriCorps members through AmeriCorps web banner ads. Yahoo! is also providing a direct link to the AmeriCorps website on the Yahoo! Careers page. In addition, Yahoo! is providing Camp Yahoo! technology training tools to any Corporation for National Service program that requests the training.

Coca-Cola Scholars Foundation

The Coca-Cola Scholars Foundation has joined with the Corporation for National Service and the Department of Service Learning to support the President's Student Service Challenge. In the year 2000, Coca-Cola will provide the private sector match for approximately 400 President Student Scholarships. Coca-Cola will continue this match in 2001.

Eli Lilly

The Eli Lilly Center for Women's Health has partnered with the National Senior Service Corps to support the 2000 Senior Service Corp Annual Conference and provide program and training expertise to benefit women's health.

National Basketball Association

The National Basketball Association and its member teams have "teamed up" with the Corporation for National Service in a league-wide initiative that encourages middle and high school students to volunteer to improve their communities. This year the 2001 NBA All Star Game will be held in Washington DC, and the NBA is working with AmeriCorps*NCCC in a city wide service project involving hundreds of middle schools students. In 1999, NBA star Grant Hill made a Public Service Announcement promoting AmeriCorps.

Magic Johnson Foundation

The Magic Johnson Foundation is working with the Corporation for National Service to help bridge the Digital Divide and to recruit young people of color to serve in national service programs. Building technology centers across the country, the Magic Johnson Foundation is working with AmeriCorps*NCCC to jumpstart the founding of these community-based centers. In addition, Mr. Johnson has given the Corporation use of his image on recruitment materials for AmeriCorps*NCCC.

Warner Brothers Pictures and AOL

In the fall of 2000, Warner Brothers Pictures released a new movie "Pay It Forward" starring Kevin Spacey, Helen Hunt and Haley Joel Osment. Based on the best selling book, the movie is the story of an 11 year old boy challenged by his teacher to think of a way to change the world and put it into action. Warner Brothers selected AmeriCorps as the living example of the commitment and vision of the movie's character. To support the work of AmeriCorps members, Warner Brothers promoted AmeriCorps on America Online, included AmeriCorps members in press interviews and outreach, and made a financial contribution to further the work of AmeriCorps programs across the country.

NATIONAL NON-PROFIT PARTNERS

The Corporation has relationships with hundreds of national non-profit grantees such as Habitat for Humanity, the American Red Cross, the Boys and Girls Clubs of America, City Year, and the Catholic Network of Volunteer Service. In addition to these grantee relationships, the Corporation works closely with a number of other national non-profits that work to strengthen national and community service.

The Points of Light Foundation

Dr. Norman A. Brown, Chair

Bob Goodwin, President and CEO

The mission of the Points of Light Foundation is to engage more people more effectively in volunteer community service to help solve serious social problems. For both the Foundation and the Corporation for National Service, this partnership reflects the alignment of missions around service as a strategy and leverages the complementary nature of the networks of community volunteering and national service. The Corporation for National Service and the Foundation work together on complementary recognition programs for outstanding volunteers including the Daily Points of Light, President's Service Award, Presidents Student Service Award, and National Volunteer Week. Through the Foundation, AmeriCorps members and Senior Corps volunteers serve in Volunteer Centers, recruiting and managing volunteers and extending the reach of the Centers. To plan stronger collaborations, the two networks meet annually at the largest training conference for the field, the National Community Service Conference, sponsored by the Points of Light Foundation in partnership with the Corporation for National Service. Five years ago, the Foundation and the Corporation for National Service jointly developed the Presidents' Summit for America's Future in Philadelphia (chaired by Colin Powell) and continue to serve as key partners in the ongoing campaign: America's Promise - The Alliance for Youth.

America's Promise - The Alliance for Youth

General Colin Powell, Chair

Peter Gallagher, President and CEO

The Presidents' Summit for America's Future in Philadelphia was an opportunity for the public, private, and independent sectors to focus attention and resources on the need for a new level of concerted citizen action to turn the tide in the right direction for millions of young people. The goal was to mobilize millions of citizens and thousands of organizations to help children who lack the conditions for success in life. The Corporation for National Service and its programs are active partners in achieving the five fundamental resources identified at the Summit and carried forward in partnership with America's Promise:

- Scores of state and local summits have been organized by State Service Commission leaders.
- National service programs are helping corporations and nonprofits fulfill their Summit Commitments.

- The Corporation for National Service is the lead agency in organizing the response to the fifth fundamental resource - an opportunity for young people to give back through their own service.
- Through its grants program, the Corporation provides over 500 AmeriCorps Promise Fellows to help assure that all children and young people are provided resources to become productive adults.
- The Corporation is the co-convenor with America's Promise on the *Compact to Fulfill All Five Promises through Young People*. This Compact represents a significant commitment on the part of 14 major organization -- with the list growing weekly -- to participate in and promote each other's youth service initiatives, and to take service by young people to scale.

The Grantmaker Forum on Community and National Service

Chris Kwak, the Kellogg Foundation, Co-Director

Sylvia Robinson, the Ewing Marion Kauffman Foundation, Co-Director

The Grantmaker Forum consists of corporate, community and private foundation grantmakers who share an interest in the distinctly American tradition of community and national service. This group's purpose is to build awareness of the power of volunteering as a strategy for community problem solving. The Corporation works with the Grantmaker forum on funding policy and academic research on national service.

The King Center for Non-violent Social Change, Inc.

Dexter Scott King, President, Chair and CEO

The Corporation for National Service in conjunction with the King Center for Non-violent Social Change, Inc. promotes the Martin Luther King, Jr. federal holiday as a day of service, A Day ON!, Not A Day Off. In January of 2000, over 130 King Day Service Projects funded by the Corporation for National Service took place across the country. Plans are well underway for the 2001 holiday.

Youth Service America

Ronald E. Pump, Chairman

Steve Culbertson, Chief Executive Officer

The Corporation promotes and encourages national service programs participation in National Youth Service Day in recognition of the value young people bring as providers of service, particularly through the Youth Service Compact. The Corporation for National Service also works with Youth Service America on the Presidents Student Service Awards to recognize young people who make a commitment of 50-100 hours or more of service each year.

Do Something

Andrew Shue, Chairman

Michael Sanchez, CEO

Anthony Welch, President

As a national partner for the Kindness and Justice Challenge, the Corporation for National Service promotes this nation-wide challenge and curriculum within the national service family, with a special focus on service learning programs.