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*Vision!*



*Service!*

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**The Power and Potential  
Of Youth  
In Service to Communities**

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**Minnesota Office on Volunteer Services  
Department of Administration**

***Published by***

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# Contents

<b>ACKNOWLEDGEMENTS</b>	<b>i</b>
<b>FORWARD: TRANSFORMING YOUR ORGANIZATION</b>	<b>ii</b>
<b>COMMUNITY OUTCOMES</b>	<b>iii</b>
<b>LEARNER OUTCOMES FOR COMMUNITY LEADERS</b>	<b>iv</b>
<b>Chapter 1 Unleashing the Potential of Youth</b>	<b>1</b>
■ <b>Building A Strong Volunteer Community</b>	<b>1</b>
■ <b>Developing Citizens</b>	<b>2</b>
■ <b>Creating A Mutual Environment</b>	<b>3</b>
<b>Chapter 2 A Continuum of Meaningful Service</b>	<b>5</b>
■ <b>Service-Opportunities and Service-Learning</b>	<b>5</b>
■ <b>Community Service or Volunteering?</b>	<b>6</b>
■ <b>Continuum of Service</b>	<b>6</b>
<b>Chapter 3 Our Proud History</b>	<b>13</b>
■ <b>National History</b>	<b>13</b>
■ <b>Minnesota History</b>	<b>16</b>
■ <b>Highlights of Minnesota Youth Works Act</b>	<b>21</b>
■ <b>Minnesota School Districts with Youth Development Plans</b>	<b>21</b>
<b>Chapter 4 Youth Development: A Skills/Ability Approach</b>	<b>23</b>
■ <b>Service Experiences Through the Eyes of Youth</b>	<b>25</b>
<b>Chapter 5 Building a Successful, Collaborative Program</b>	<b>31</b>
■ <b>Our Team</b>	<b>31</b>
■ <b>Components of an Effectively Managed Program</b>	<b>33</b>
■ <b>Our Mission</b>	<b>34</b>
■ <b>Our Vision</b>	<b>34</b>
■ <b>Our Management Philosophy</b>	<b>34</b>
■ <b>Our Structure</b>	<b>35</b>
■ <b>Principles of Best Practice</b>	<b>36</b>
■ <b>Policy and Philosophy Worksheet</b>	<b>37</b>
■ <b>Worksheet for Defining Outcomes</b>	<b>39</b>
■ <b>Elements of an Effective Volunteer Program</b>	<b>41</b>
<b>Chapter 6 Issues and Opportunities</b>	<b>45</b>
<b>Chapter 7 Model Programs</b>	<b>51</b>
■ <b>Minnesota Governor's Youth Service Program Recognition</b>	<b>53</b>
■ <b>Minnesota's Serve America Grant Recipients</b>	<b>67</b>
■ <b>Minnesota's Higher Education Innovative Projects Grant Recipients</b>	<b>72</b>
<b>NOTES</b>	<b>79</b>
<b>RECOGNITION AWARDS</b>	<b>83</b>
<b>RESOURCE DIRECTORY</b>	<b>87</b>
<b>BIBLIOGRAPHY</b>	<b>93</b>

# Acknowledgements

## Dedication

**T**his book is dedicated to the hundreds of thousands of Minnesota youth who generously share their vision, energy, talent, creativity, idealism and service with the people of Minnesota, the United States and the World. Countless individuals, organizations, and communities are transformed on a daily basis through the contributions, as well as the spirit of volunteerism and community service, evidenced by our young people. Each one of these young people is gratefully acknowledged for his/her contribution. By their individual and collective example, community and volunteer leaders, neighborhoods and educators are realizing the power and potential of youth in service to their communities.

## Work Group

The following individuals gave of their time, talent and expertise to advise the Minnesota Office on Volunteer Services on the content of this book. Their honest feedback, creative ideas, “real life” experience, and commitment to volunteerism and community service provided invaluable guidance in the development of both this book and the training plan which has been prepared as a companion document for **The Power and Potential of Youth in Service to Communities**. A special thank you is due to the hundreds of participants in the Minnesota Office on Volunteer Services training sessions and hearings on youth community service for helping us to better understand issues, opportunities and methods for increasing meaningful involvement of youth within organizations and communities.

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# *Forward*

## **Transforming Your Organization**

**T**he **Power and Potential of Youth in Service to Communities** is devoted to the topic of involving youth in meaningful service to their communities **through organizations**. It is written with a special emphasis on the impact of youth volunteerism and community service on youth and the organizations, agencies, communities and ultimately the individuals who are touched by the services of youth.

The decision about whether or not to involve youth within your organization lies with your organization's decisionmakers. The mission, vision and management philosophy of your organization generally will determine what roles are appropriate for young people. Since you have demonstrated your interest in exploring the role of youth within your organization, group or community by reading this book, you are in a position to influence your organization regarding appropriate roles for youth on a skills/ability basis. Youth themselves are often the best spokespeople for the contributions which they can make to an organization. Many organizations have consciously or subconsciously made the decision to adapt their mission, vision or management philosophy in order to create an organizational culture which is more conducive to maximizing the contributions of youth.

Since 1988, the Minnesota Office on Volunteer Services has been presenting training sessions, entitled "Gearing Up For Youth Community Service," throughout the state of Minnesota and beyond. In addition, several hearings pertaining to the topic of youth volunteerism and community service have been held in Minnesota communities since 1987. A resounding theme has been that the power and potential of youth traditionally has been under-recognized by many organizations. Another theme which emerged is the need for policymakers, educators and community leaders to be better prepared to engage youth in service opportunities and service-learning experiences.

Over this period of time, there has been an escalation of pressing community needs, as well as a proliferation of individuals who have come to value the inspiring and tangible contributions of youth. Organizations which have expertise in youth development and working effectively with youth volunteers have served generously as a resource to the Minnesota Office on Volunteer Services and to other current or potential youth-involving organizations. Leaders have frequently commented that their organizations have been "transformed" by their experiences in working with youth in service to their communities!

# Community Outcomes

**T**oday leaders of organizations view their programs in terms of desired outcomes with an eye toward accountability. Performance standards for individuals and organizations are expected to be results oriented. Below you will find a list of broad outcomes which are expected from involving young people as volunteers or in community service. These outcomes were developed by the Minnesota Governor's Blue Ribbon Committee on Mentoring and Youth Community Service in 1991. (The language for some outcomes is adapted to fit the context of this book.)

Beyond these broad outcomes, representatives of your organization will want to develop more specific outcomes to be expected from youth involvement in your organization. Effective outcomes can be demonstrated or measured. A process for developing these outcomes is described later on in this book.

- Young people will participate in volunteer and community service-activities and service-learning and as a result will value the service ethic and demonstrate this ethic through continued service throughout their lifetime.
- Young people will develop the skills, knowledge and motivation to become active citizens and productive workers.
- Communities will be healthier because youth will provide needed services and participate in community problem solving.
- Communities will value and recognize the contributions of youth and actively promote and solicit their leadership.
- Educators will value and know how to incorporate appropriate and needed youth community service in order to reach curriculum objectives.
- Community organizations will actively provide opportunities for youth volunteerism and community service, and effectively involve young people in service delivery through challenge, training and personal support.

# Learner Outcomes For Community Leaders

**W**ith additional real life experience in working with youth, you can anticipate the following outcomes as a result of reading **The Power and Potential of Youth in Service to Communities** and participating in the companion training program. An ability to:

- Carry out steps for effective involvement of youth in leadership and service positions within your organization.
- Speak knowledgeably about youth volunteerism and community service both in your organization and in your community.
- Analyze the impact of youth on your service delivery system and on youth themselves.
- Design a meaningful, collaborative youth volunteer/community service program which is compatible with the needs of your organization.
- Identify and communicate mutual expectations for youth, educational institutions, community partners and your organization relating to young people who provide service.



***“I was pretty surprised. I got up and introduced the project I was going to be doing. Before I knew it I had a small group around my desk. They wanted to sign up!”***

Student  
Remer, Minnesota

# ***Chapter 1***

## **Unleashing the Potential of Youth**

Teenage volunteers gave an estimated total of 2.1 billion hours in 1991... 61% of teenagers 12-17 years of age volunteered an average of 3.2 hours a week... Among the 58% of teenagers who reported doing some kind of volunteer work in their childhood, 84% currently volunteered... The reasons teenagers most frequently cited as most important for their volunteering were: (1) they felt it important to help others (59%); (2) they felt compassion toward people in need (49%); and (3) they could do something for a cause that was important to them (46%).  
— Excerpts from **Volunteering and Giving Among American Teenagers 12-17 Years of Age.**<sup>1</sup>

**T**he above portrait of young people is in sharp contrast to frequently heard reports about youth who are feeling alienated and who are “in trouble.” Daily, media attention is focused on youth involved in self defeating behaviors such as alcohol or drug use, early sexual behavior and crime. You are in a position to draw out and recognize the demonstrated positive and altruistic qualities of our youth, providing opportunities for young people to exert their leadership skills and mobilizing this powerful resource for service within our organizations and communities.

Marian Wright Edelman states in her book, **The Measure of Our Success - A Letter to My Children and Yours**, “Diverse opportunities for young people to serve their communities can play a major role in restoring hope and moral example to our nation. Young people need to believe they are needed and adults need to be reminded that our children and youth *all* have something to contribute and are precious resources to be nurtured and cherished.”<sup>2</sup>

Young people and youth development leaders frequently say, “It’s time for society to view young people as ‘producers and givers’ rather than promote the stereotype of young people as always in the ‘receiving or taking’ role. This is an important step in unleashing the potential of youth. More often than not, people live up to the level of expectation which has been set for them. Set great expectations *with* young people and you will be amazed at the outcomes!

### **Building a Strong Volunteer Community**

Volunteer administrators have long recognized that diversifying the volunteer community is one very important way to maintain its strength both in numbers of volunteers and in the quality of service provided. An inclusive approach to recruitment and retention of volunteers is essential in order to attain this end. The United States Bureau of the Census indicates that there are nearly 72 million youth ages 5 to 24 in the United States, comprising 29% of the population. (Over 1.25 million youth, comprising 29% of the population in Minnesota.) Our youth are an invaluable resource which we cannot afford to ignore.

The advent of the more recent “youth community service movement” presents an opportunity to dramatically increase the number of young people engaged in service and leadership, and

to thereby address substantially more of our pressing community needs. Right now, the climate is ripe for these increases in the level of volunteerism and community service by young people. According to Youth Service America, throughout the United States in 1992: 8,000 public and private high schools had youth community service programs; more than 800 colleges and universities had community service programs involving an average of 500 students per campus; and 75 youth service and conservation corps were in operation nationally, involving 19,000 youth. We are scratching the surface of the potential contributions of youth.

Results of the Association for Volunteer Administration's Survey on Community Service, taken at the 1992 International Conference on Volunteer Administration,<sup>3</sup> indicated the following:

- 35% of the respondents answered yes to the question, "Are more youth involved in your organization this year in comparison to previous years?"
- 40% of the respondents answered yes to the question, "Has the increased emphasis on community service/service-learning impacted your organization?"
- 61% of the respondents answered yes to the question, "Do volunteer administrators have a responsibility to assist with the service-learning process?"
- 51% of the respondents answered yes to the question, "Do you believe your organization would be more receptive to involving youth in community service or leadership roles if your organization received technical assistance to help you involve youth?"

Taking up the challenge of effectively engaging youth in service to their communities is not necessarily an easy task. Certainly, it is an *important* one. Our investment in young volunteers today will lead to a stronger, more viable volunteer community tomorrow.

## **Developing Citizens and Cultivating a Sense of Community**

"When young people have a chance to act on their humanitarian ideals, they build self-respect and strong attachments to family and community. There is virtually no limit to what young people—with appropriate education, training and encouragement—can do, no social need they cannot help meet", states **The Forgotten Half: Pathways to Success for America's Youth and Young Families.**<sup>4</sup>

Young people who volunteer or participate in community service-activities frequently find this experience to be a valuable way of connecting with people in their communities. Other volunteers often become their role models for citizenship and service. For many, the community becomes a form of extended family. Through identification with respected community members and by providing esteemed community services, young people experience the spirit of volunteerism and the value of service.

The Minnesota Department of Education identifies citizenship as one of its desired "learner values" and defines citizenship as "a quality in individuals whereby each has an understanding, appreciation and support of the institutions of American government and society and a

willingness and ability to participate in the democratic process and in socially beneficial service-activities.”<sup>5</sup>

A mother from Arden Hills, Minnesota described her observation of an experience with family volunteering. She said, “Our family served meals at homeless shelters and delivered meals to shut-ins since our children were four or five years old. One time when we served meals at the homeless shelter, my youngest son wanted to know how long the homeless people would be there. His chin started to quiver. He couldn’t believe the people would have no place to stay after that night.” This young person is likely to be volunteering for a long time to come. For more information on volunteering by *children* read: **Children As Volunteers: Preparing For Community Service**, revised edition, by Susan J. Ellis, Anne Weisbord and Katherine H. Noyes.

### **Creating a “Mutual” Environment**

“Choosing to serve” is a key ingredient of volunteerism. While service provided by youth may incorporate “course credit” or a stipend intended to defray expenses, your attention to cultivating a “mutual relationship” with each young person will draw out his/her unique qualities and desire to make voluntary community contributions.

Develop an interactive relationship with youth and seek information about each young person’s vision, ideas, solutions to problems and needs, as well as how he/she desires to make a difference. By asking questions such as: “Why did you choose to provide service at *our* organization?”, “What skills do you most want to contribute and develop here?”, “What unmet community needs and opportunities do you feel we can work on together?”—you will cultivate a climate of mutuality.

Fostering “mutuality” between volunteers and program participants is equally important. Mutual relationships strengthen bonds between people and enhance opportunities for everyone involved to learn from one another. As youth discover *meaningful* opportunities for both leadership and service, your investment in youth will be repaid many times!



## **Chapter 2**

# **A Continuum of Meaningful Service**

**I**n the United States youth ages 5-24 choose their service-activities from a continuum of programs and an array of service opportunities. These opportunities make it possible for more young people to be matched with developmentally appropriate experiences based upon their skills, abilities, and interests. Barriers to getting involved are reduced through the variety of programs available to young people. Incentives to participation encourage many young people to provide service to their communities for the first time.

This chapter is devoted to providing a brief overview of the continuum of service. “Types” of service are described, ranging from spontaneous to formal. While a wide range of service choices for youth is described, it should be noted that availability of specific programs varies from state to state and community to community. Locally designed program models are encouraged in order to match services to the distinctive needs of each community. Therefore, you may observe the existence of programs in your community which do not purely fit the models described here. A myriad of new service program models has been emerging, especially since the passage of the National and Community Service Act of 1990.

Information about research on the typology of service-learning programs is available through the National Youth Leadership Council.<sup>6</sup> The content of this chapter is not to be confused with this research on service-learning typology. Chapter 3 of this book details the development of the national and community service movement which is greatly expanding the continuum of service opportunities throughout the country.

### **Service Opportunities and Service-Learning**

The Commission on National and Community Service defined a service opportunity as a “program or project, including service-learning programs or projects, that enables participants to perform meaningful and constructive service in agencies, institutions, and situations, where the application of human talent and dedication may help to meet human, educational, linguistic, public safety, and environmental community needs, especially those relating to poverty.”<sup>7</sup>

Service-learning is defined by the Commission as:

A method under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community; that is integrated into the students’ academic curriculum or provides the structured time for a student to think, talk, or write about what the student did and saw during the actual service activity; that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.<sup>8</sup>

Many service opportunities include strategies for attaining educational course or graduation credit or preparing youth for the world of work. A form of financial assistance or “benefits package” to help make it possible for people to serve is part of some programs.

## **Volunteering**

**In Mapping the Third Sector: Voluntarism in a Changing Social Economy**, Jon Van Til states, “Volunteering may be defined as a helping action of an individual that is valued by him or her, and yet is not aimed directly at material gain or mandated or coerced by others. Thus, in the broadest sense, volunteering is any uncoerced helping activity that is engaged in not primarily for financial gain and not by coercion or mandate.”<sup>9</sup>

## **Community Service or Volunteering?**

There are many opinions about what constitutes volunteering and whether or not community service is the same as volunteering. If you want to further explore this debate read these books: **Exploring Volunteer Space: The Recruiting of a Nation** by Ivan Scheier,<sup>10</sup> **By the People: A History of Americans as Volunteers** by Susan J. Ellis and Katherine H. Noyes,<sup>11</sup> and **Mapping the Third Sector: Voluntarism a Changing Social Economy** by Jon Van Til.<sup>12</sup> The descriptions and charts presented herein are tools to be used for the purpose of learning about what is happening in the overall field of service in order to prepare you for your role and responsibilities as a leader of individuals involved in service. In many instances, people from the whole continuum of service will channel through the same office of the organization through which service will be provided. In other words, the same paid or unpaid leader of volunteers or staff person is likely to be working with people engaged in many or all of these types of activities. The leader is you!

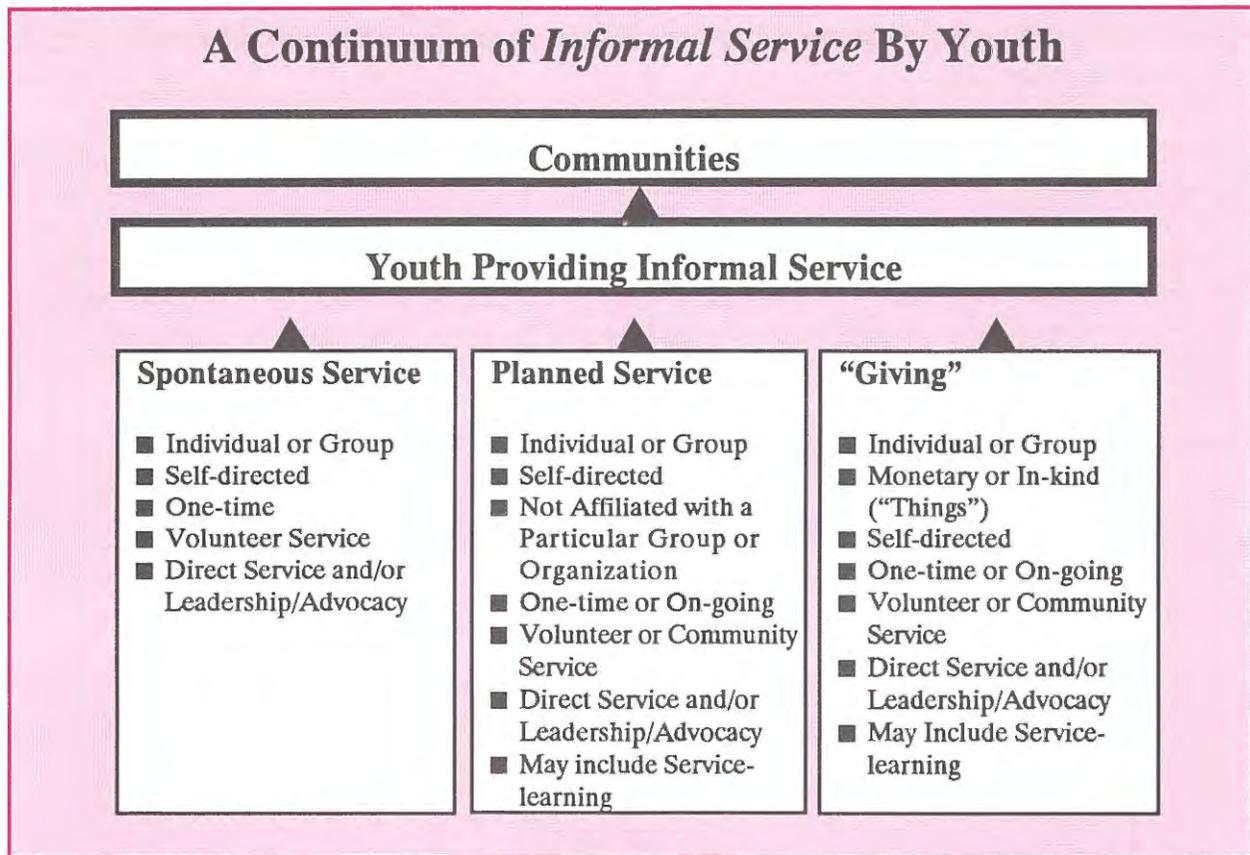
## **A Continuum of *Informal Service* By Youth**

Informal service is *self directed*. A commonly heard description of informal service is “neighbor helping neighbor.” Youth involved in informal service are not providing service through a structured volunteer program within a community organization or unit of government, but rather acting on their own. An example of spontaneous, informal service is when someone learns that a neighbor has the flu, picks up the phone to offer to grocery shop for him/her, gets the groceries and puts the groceries in the neighbor’s pantry.

Planned service can still be informal. An example of planned service is when a group of young people decide they want to do something to beautify their community and proceed to organize other young people to meet at the park on the weekend, pick up litter and take found beverage cans to the recycling center. They may or may not carry out this activity as part of their school work. What makes the service informal is that they did not provide the service through a community organization or unit of government.

Informal service can be direct service (buying, delivering and putting away the groceries or cleaning up the park) and/or leadership or advocacy (influencing other youth to help, organizing the project, advocating for the cans to be recycled, or asking the City Council for park improvements.) Giving money or “things” also is a service to the community which can be informal. Perhaps there is a young person who wants to beautify the park but he/she has a

scheduling conflict. Instead of providing direct service, he/she could offer to contribute money to buy clean-up supplies or actually donate items that belong to him/her to the park.



**A Continuum of *Formal Volunteer Service* by Youth**

Formal volunteer service is given by young people as individuals, with a group of other young people at a community organization or through a unit of government, or in their capacity as members of youth-involving organizations (serving individually or in a group.) Youth who get involved in formal volunteer programs usually *seek-out* a volunteer position by approaching a volunteer administrator or leader of a structured volunteer program. Hospitals, long-term care facilities, libraries, museums, school districts, cities, counties, and environmental/natural resource agencies are examples of organizations that often have formal volunteer programs.

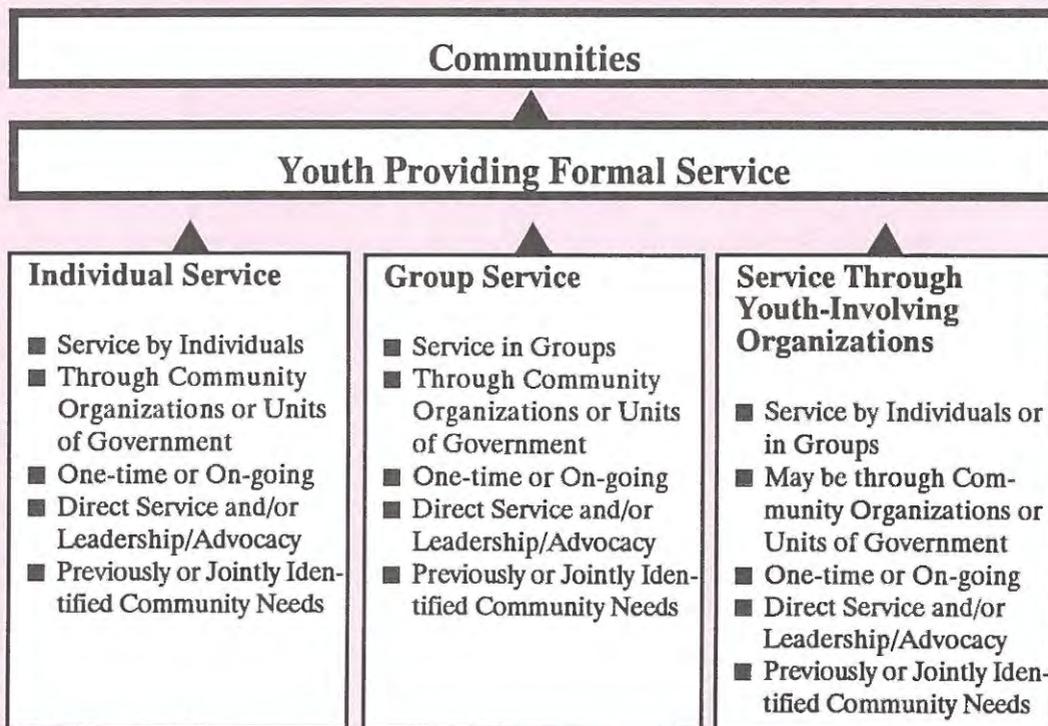
With the increase in the number of Volunteer Centers throughout the country (approximately 450 nationwide and 18 in Minnesota), youth have the opportunity to explore a variety of volunteer service options before deciding on a specific placement site. Volunteer Centers serve as clearinghouses for community volunteer needs. Volunteer program leaders submit information on volunteer needs to the Volunteer Center and then the center promotes and distributes information about these needs to people who are interested in volunteering. When working through a Volunteer Center or a structured volunteer program, young people are often responding to a “previously identified community need”—a need for volunteer help exists, the community is informed of this need, someone responds to the need.

There is growing recognition of the importance of involving young people in leadership positions within structured volunteer programs. Increasingly, nonprofit and volunteer leaders are including youth representatives on their boards, advisory committees and task forces. More efforts are underway to implement “joint needs identification” processes where young people and volunteer program leaders or staff members of organizations examine needs for volunteer service together.

Examples of youth-involving organizations are Camp Fire, Girl Scouts, Boy Scouts, 4-H, youth groups affiliated with religious organizations and so forth. Youth-involving organizations frequently have a service component within their program. In instances where service is combined with “reflection” about the service experience, this type of service may be considered service-learning. One form of formal volunteer service by members of a youth-involving organization is when a youth group “adopts grandparents” through a structured volunteer program at a local long-term care facility and makes visits twice a month.

Volunteers through formal volunteer programs are usually required to participate in orientation, training, and evaluation as a part of their service. Supervision, technical assistance, support for and analysis of volunteer experiences, as well as volunteer recognition are emphasized in these programs.

## A Continuum of *Formal Volunteer Service* By Youth



NOTE: Young people making individual or group donations of money or “things” are providing valuable service to the community. This is considered “giving” and is not considered volunteer service except in situations where giving “time” is also involved.

## **A Continuum of *Formal Community Service* by Youth**

“Communities as places of learning” is an idea which has received a great deal of recent public attention — especially in the context of education reform. In this book, the term community service refers to youth giving direct service designed to meet pressing community needs and/or providing leadership or advocacy as part of an education program. The main focus of our examination of community service is on service by students at nonprofit or voluntary organizations. Other forms of education in the community, such as apprenticeship and entrepreneurship programs, also are being highlighted in the public arena right now. While these latter two programs have a number of goals similar to community service programs, they will not be pursued here.

Keep in mind that restitution service, frequently called alternative sentencing or court-ordered service, is another program which is sometimes called community service. A great deal of court-ordered service is taking place in Minnesota and throughout the nation. Young people often continue providing community or volunteer service after their restitution has been completed and many demonstrate personal growth, skill development, and the value of volunteerism. Still, concern has been expressed that when the term community service is used to describe restitution — community service may become viewed as a form of punishment. Many of the principles of implementing education-related community service can also be applied when working with individuals providing restitution to the community. In addition, there are a number of correlations between implementing a community service program and implementing a volunteer program.

Education-related community service programs are designed to appeal to and nurture the spirit of social responsibility and public service within youth, as well as to provide specific curriculum-related experience. School age or school based service-learning involves youth in grades K-12. Higher education service-learning involves post-secondary age students. Full-time service involves youth ages 17 and older. Full-time service frequently attracts youth who are at-risk of or who have already dropped out of high school; or, who are not enrolled in other forms of post-secondary education or training. Individuals involved in part-time service may be of any age over 15 and may include professionals, tradespeople, senior citizens and so forth who provide services along-side of youth involved in full-time service — often serving as role models and mentors. This service is usually labor-intensive and provided in crews ranging in size from 8-12 people. For example, crews could prepare a hiking trail or build a home for a homeless family. In some instances, people involved in part-time service are volunteers and, in other instances, they receive stipends or other benefits. (See National and Community Service Act of 1990 and National and Community Service Trust Act of 1993.)

All of the above-described programs include service-activities and they usually also include service-learning experiences. For service-learning to take place, there must be a relationship between the community service which is being provided by the students and the *specific curriculum* which they are studying. Another criteria for service-learning is the incorporation of time for “reflection.” As indicated earlier, the Commission on National Service described “reflection” as providing “structured time for a student to think, talk or write about what the student did and saw during the actual service-activity.” The chart on the next page describes school age or school based service-learning, higher education service-learning and full-time and part-time service.

# A Continuum of *Formal Community Service By Youth*

## Communities

## Youth Providing Formal Service

### School Age or Based Service-Learning

- Youth in grades K-12
- Service-activities are combined with service-learning experiences (includes reflection time)
- Service is integrated into the educational curriculum and seen as an educational strategy
- Service may be given within the school community or through a community organization or unit of government
- May be counted toward course credit
- May be extra-curricular or co-curricular
- Can be mandatory (required) or voluntary (optional)\*
- The community is viewed as a place of learning (education reform)
- Most often on-going
- Direct service and/or leadership/advocacy
- Jointly identified community needs are most desirable

### Higher Education Service-Learning

- Post-secondary school age students
- Service-activities are combined with service-learning experiences (includes reflection time)
- Service is integrated into the educational curriculum and seen as an educational strategy
- Service may be given within the higher education community or through a community organization or unit of government
- May be extra-curricular or co-curricular
- Can be mandatory (required) or voluntary (optional)\*
- The community is viewed as a place of learning
- May include "campus service programs"
- May include "field work" experience for a profession
- May include practical experience for technical skills
- Most often on-going
- Direct service and/or leadership/advocacy
- Jointly identified community needs are most desirable

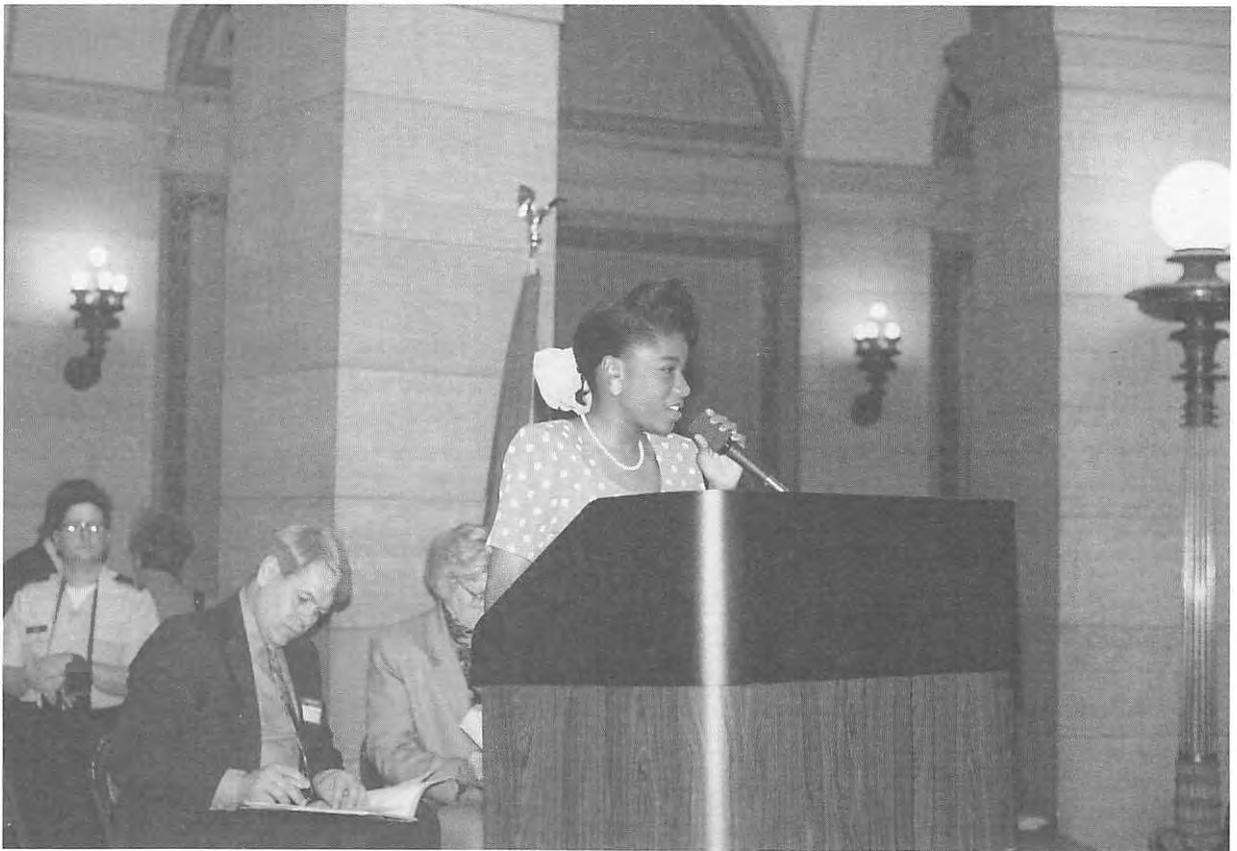
### Full-Time and Part-Time Service<sup>13</sup>

- Ages 17 and older\*\* for full-time and ages 16 and older (15 and older in Minnesota) for part-time
- Builds a work ethic as well as the value of public service
- Is labor intensive
- Often operates with "crews"
- Enhances skills, educational levels and the value of service
- Participants have received a high school diploma or equivalent or agree to achieve one while participating in the program
- May include programs such as Conservation Corps, summer service programs, Peace Corps, VISTA, etc.
- Often includes post-service benefits such as payment of a student loan, tuition at an institution of higher education, participation in apprenticeship programs and/or health/child care benefits
- Often provides for sustenance level living expenses (a relatively small stipend)

NOTES: \*In this case, voluntary community service means that the student has the option of obtaining required course or graduation credit either through a service-learning program or by taking an alternative course of study. \*\*A person who is 60 years of age (55 with passage of the National and Community Service Trust Act) and meets eligibility criteria may serve as a "special senior service participant" in some programs.<sup>14</sup>

For the community to be a place of learning, community organizations need to be enthusiastic partners in the education process. Your community organization or volunteer program has a vital role to play in assuring a quality experience for youth volunteers and individuals involved in community service programs.

In order to effectively incorporate community service participants into your service-delivery system, you need to be involved as an *equal partner* with the educational institution/organization and the youth participants. Service-activities and service-learning experiences which are *consistent with your organization's mission* should be developed through a joint planning process. Becoming a partner in community service must be a conscious decision — for with this decision comes added responsibilities and an impact on the people served by your organization. Once you make the choice to be a partner, you will be empowered to have a valuable say in the scope and parameters of participation by youth in your organization.



## **Chapter 3**

# **Our Proud History**

National service is service to the country. It's work that addresses unmet needs in one of four priority areas: education, environment, public safety, and human services. It improves not only the community served but the life of the server, through training in particular skills and in the ethic of citizenship that is essential to our democracy. And national service does not displace existing workers. Beyond this broad definition, national service is what communities make it: tutoring kids in New York, or reforesting the wilderness in the Northwest; helping immunize infants in Mississippi, or working with police officers in Michigan. — **Nonprofit World UPDATES**<sup>15</sup>

**T**he idea of national service has been debated since 1910 when William James, an American philosopher, envisioned non-military national service, to the passage of the National and Community Service Trust Act of 1993. Many proposals have been before Congress throughout the century. The passage of the National and Community Service Act of 1990 was the culmination of a continuous flurry of grassroots, state and national leadership which was often inspired and led by youth themselves who dispel the notion of the “me” generation — and champion the idea of a “we” generation. The moving testimony of young people of all backgrounds and ages before school boards, state legislatures, Congress and other policymaking bodies, built momentum for the passage of the National and Community Service Act of 1990 and ultimately the National and Community Service Trust Act which passed Congress on September 8, 1993 and was signed by the President on September 21, 1993. The chart on the next page provides an overview of the timeline for national service since 1910. Keep in mind that a tremendous amount of volunteer and community service by youth, beyond what is outlined in this chapter, has been taking place throughout the history of the United States.

Created by Congress in 1990, the Commission on National and Community Service initiated service programs in K-12 schools and higher education institutions. In addition, the Commission funded youth corps and other national and community service models. The Minnesota based National Youth Leadership Council (NYLC) has been and continues to be a major catalyst for engaging youth, educators and communities in the service-learning process. NYLC's National Youth Leadership Program has been a training ground for the cultivation of youth leadership nationwide. NYLC was recently selected by the Commission on National and Community Service to be a national service-learning technical assistance center. This informational clearinghouse is housed at the University of Minnesota's Department of Vocational and Technical Education, in the College of Education.

The National and Community Service Trust Act of 1993 funds the new AmeriCorps. The Act provides post-service benefits for approximately 20,000 national service participants in the first year, 33,000 national service participants in the second year and 47,000 national service participants in the third year. Participants serving for two years earn \$4,725 per year for college tuition for a maximum of two years. Living allowances are \$7,400 per year plus health and child care benefits. The program cost is \$300 million in year one, \$500 million in year two and \$700

# National Service In America - A Timeline<sup>16</sup>

by Dr. Roger Landrum

- 1910 \* William James, American philosopher, envisions nonmilitary National Service in his essay, "The Moral Equivalent of War."
- 1932 \* Franklin Delano Roosevelt, at the Democratic National Convention, proposes a national civilian reforestation plan.
- 1933-42 FDR's vision becomes the Civilian Conservation Corps and over three million young men serve terms of 6-18 months before the program is ended.
- 1961 President John F. Kennedy establishes the Peace Corps as a new form of National Service.
- 1964 President Lyndon Baines Johnson's "War on Poverty" creates VISTA, a National Teacher Corps, the Job Corps, and University Year of Action. These programs fade as the Vietnam war dominates the national agenda.
- 1969-80 Numerous legislative proposals to create a federal National Service program are unsuccessful.
- 1970 Youth Conservation Corps employs 38,000 young people (ages 14-18) for summer environmental programs.
- 1976 California Conservation Corps established by Governor Jerry Brown as first nonfederal state youth corps.
- 1978 The Young Adult Conservation Corps (ages 16-23) creates small conservation corps in the states with 22,500 employees. Potomac Institute establishes Committee for the Study of National Service with Ford Foundation grant and issues **Youth and the Needs of the Nation**.
- 1982 President Ronald Reagan's Job Training Partnership Act (JTPA) eliminates federal funding for conservation corps. In **High School**, Ernie Boyer calls for all high school students to participate in community service.
- 1984 American Conservation Corps Act passed by Congress but pocket vetoed by President Reagan.
- 1984-86 \* Grassroots efforts launch nongovernmental National Service strategies and model programs:
- Campus Outreach Opportunity League (1984) and Campus Compact (1985) created to mobilize service programs in higher education.
  - National Association of Service and Conservation Corps (NASCC) established (1985) to network and replicate youth corps in states and cities.
  - K-12 programs ("service-learning") begin spreading in schools.
  - Youth Service America established (1985) to bring together the diverse "streams of service" into the Youth Service Movement.
  - Ford and Mott Foundations become major funders of the field.
- 1989-90 President George Bush creates Office of National Service in the White House and Points of Light Foundation to foster volunteerism. W.K. Kellogg and DeWitt Wallace-Reader's Digest Foundations become major funders of youth service movement.
- 1990 The Youth Service Movement gains a federal partner as Congress passes the National and Community Service Act of 1990, grants program for the "streams of service" at state and local levels.
- 1993 President Bill Clinton creates a National Service Trust Fund.

\*Three landmarks in National Service history.

million in year three.<sup>17</sup> In addition, \$45 million has been authorized for FY 1994 for non-stipended service-learning programs — a significant increase from previous funding.

Upon passage of the 1993 Act, President Bill Clinton stated:

I want to thank and congratulate members of the United States Senate today for passing a landmark piece of legislation, the National and Community Service Trust Act of 1993.

Many times I have talked about how national service will bring together Americans from a wide variety of backgrounds, expand their educational opportunity, and empower a new generation to take on our nation's most pressing domestic needs. Thousands will spend a year or two serving their country and their communities—working as teachers, as health care workers, or on environmental projects — while helping to pay for school.

In the best sense of reinventing government, the new Corporation for National and Community Service will emphasize decentralization in favor of empowering local initiatives that devise local solutions to local problems. It will be bold and it will be entrepreneurial in its quest for excellent programs and quality participants. Its business plan will be an unwavering mandate to get things done in our communities and our country.

Today's Senate action is yet another opportunity for change for the American people. National Service will be the American way to change America.<sup>18</sup>

The National and Community Service Trust Act of 1993 will be administered by the Corporation for National Service which will combine the Commission on National and Community Service with the federal agency—ACTION. Programs of the Domestic Volunteer Service Act, including VISTA and the Older American Volunteer Programs, will be administered by the Corporation. The first Board of the new corporation will be bipartisan and will be comprised mostly of board members of the Commission on National and Community Service. Seven Administration Cabinet Members will be non-voting ex-officio members of the new corporation.

States seeking funding through the Corporation will be required to establish a bipartisan Commission on National and Community Service appointed by their Governor. These state commissions will select programs for funding based upon federal grants, do strategic planning and distribute information on national and community service.

Contact the Governor's Office in your state to learn how to communicate with your state's Commission. Ask to be placed on the Commission's mail list so that you will be aware of new developments and be alert to possible opportunities to submit funding and other proposals for your state Commission's consideration.

Minnesota's history of youth volunteerism is rich. Scouting groups, 4-H clubs, religious-sponsored youth organizations, hospital junior volunteer programs, school volunteer groups and United Way youth leadership programs are just a few of the efforts that have nurtured the volunteer spirit in Minnesota.

On October 28, 1985, Governor Rudy Perpich announced the appointment of the "Task Force on Youth Service and Work," in conjunction with the first-ever statewide conference on youth service. Perpich asked the task force to determine how to best support youth employment and service programs through public/private resources.

Co-chaired by Mayor Donald Fraser, Minneapolis, and State Representative Kathleen Blatz, Bloomington, the task force included representation from social service, education, government, corporate, natural resources and other groups. The task force found that the elderly, environment and emergency services were three major areas which especially could be impacted through youth service.<sup>19</sup>

According to **Reclaiming a Needed Resource: Minnesota's Youth - Report and Action Plan to Governor Rudy Perpich, November 21, 1986**, submitted by the Task Force, "The MYS (Minnesota Youth Service) program model was successfully tested this past summer (1986) in a nine-week pilot program. Ten young people, 17 to 20 years of age were drawn from a variety of socio-economic backgrounds and geographic locations to participate. They worked with the elderly, in housing rehabilitation programs, and in two state parks. MYS worked with established social service and conservation programs, eliminating the need to create new systems in which youth could serve."<sup>20</sup>

"As a result of the summer test program, hearings and research, the Task Force has assembled its conclusions on the potential role of a formalized youth service program in Minnesota and made recommendations for instituting the program. They concluded that the entire state could benefit from such a program, that youth of all backgrounds want to give of themselves and that their volunteer support and energy is needed. However, a better vehicle must be created to match the needs with the untapped source of energy, our state's young people."<sup>21</sup> The described pilot program was jointly operated by the National Youth Leadership Council and the Department of Natural Resources.

The three main recommendations of the Task Force on Youth Service and Work, included in their report, were the following:

- "The formation of a Minnesota Youth Service organization for the purpose of giving youth unique opportunities to provide full-time

necessary service to Minnesota, while enhancing their personal development, education and future employability skills.”

- “That higher education institutions, schools, and community serving organizations reflect on ways to utilize constructively young people’s energy and idealism, e.g. by facilitating opportunities for young people to provide useful service for others.”
- “That Legislation be developed with support from the Governor that will authorize and fund the Minnesota Youth Service.”<sup>22</sup>

Subsequently, during the 1987 session, the Minnesota Legislature made funds available for school districts with youth development plans. The funds are part of the community education levy/aid at the discretion of local school boards.

M-COOL (Minnesota Campus Outreach Opportunity League) was formed in March, 1987. M-COOL’s purpose is to encourage and support college student involvement in community activities.

In her testimony at a 1987 Congressional Hearing on National Youth Service, Dr. Reatha Clark King, (then) President of Metropolitan State University, indicated three reasons why higher education should consider community service. “First, community service contributes to the welfare of the communities served and the quality of life of other people. Another important reason is that the experience from community service also contributes to the students’ knowledge of the world of work and allows them to test skills and knowledge they have gained in the classroom. In addition, we feel that community service by students helps them to become more civic-minded and able to assist with problem-solving for the broader society, both during and after their college years.”

Dr. King also elaborated on the efforts of Campus Compact and other colleges to strengthen volunteerism. Campus Compact is sponsored by a coalition of institutions of higher education. The Compact is a result of an April 1985 meeting of college and university presidents who discussed what they could do to increase youth involvement in public service, and who agreed something must be done to address this issue.

Volunteer community leaders testified about the importance of a strong youth volunteer force at the Minnesota Office on Volunteer Services’ public hearings on volunteerism. The hearings were held between October 28 and November 5, 1987 in Bemidji, Virginia, Rochester, Redwood Falls and St. Paul. Citing the reduction in the traditional volunteer pool, the fact that volunteerism builds skills and self-esteem, and the need to rekindle the spirit and value of volunteerism in youth, testifiers emphasized that student volunteerism was a high priority.<sup>23</sup>

In 1988, the Governor asked the Commissioner of Education to seek the State Board of Education's assistance in making youth community service an integral part of the school curriculum. Assistance from the State Board of Education was forthcoming. An Annual Governor's Youth Service Recognition Day was initiated by Governor Perpich in 1988 and continues today under the administration of Governor Arne Carlson.

Perpich asked the Minnesota Office on Volunteer Services to assist with the planning and implementation of youth community service. Therefore, the Minnesota Office on Volunteer Services worked cooperatively with the Minnesota Department of Education, Higher Education Coordinating Board, State Planning Agency, Minnesota Conservation Corps, National Youth Leadership Council, Minnesota Campus Service Initiative, Minnesota Community Education Association, Minnesota School Volunteer Program, Minnesota Association of Volunteer Directors, local school districts, Volunteer Centers, nonprofit organizations, youth development programs, and others to strengthen youth community service-activities and service-learning. Implementation of the State's vision for youth community service was coordinated by a special body, appointed by the Governor for this purpose.

A release by Senator Jim Pehler, then Chair of the Senate Education Committee, indicated that, "In 1987, the Minnesota Legislature approved a \$.50 per capita levy (/aid) for youth development plans through community education. The 1987 legislation also created the State Community Education Task Force for the purpose of providing leadership in the area of youth development. In 1988, enabling legislation was enacted allowing school districts to offer a youth service program through community education.... Legislation also passed requiring all units of Higher Education to study the possibility of including youth service in their curriculum." Community Education programs throughout the state have been serving as the bridge between the educational system and the community through local youth development advisory committees and other mechanisms.

In 1989, the Legislature also allocated \$150,000 to the Higher Education Coordinating Board for twelve grants to higher education institutions for the development of campus service programs. According to the Higher Education Coordinating Board, grants were subsequently awarded to: Students Helping Students, Concordia College; Partners in Learning, Metropolitan State University; Community Service and Learning Program, Augsburg College; Service-Learning/Volunteer Program, Lakewood Community College; Southeast Asian Support Program, Rochester Community College; American Indian Student Tutoring Program, Arrowhead Community College Region; El Segundo Paso (The Second Step), College of St. Catherine; Mentoring Based Programming, University of Minnesota-Duluth; Tutor/Mentor Program, College of St. Thomas; Volunteers in

Service To Others (VISTO), College of St. Benedict; Youth Mentor Program, Winona State University; and Community Service Program, Bethel College.

In the summer of 1989, U.S. Senator Dave Durenberger convened a Minnesota task force to advise him on national legislation. Many of the recommendations of this task force were incorporated into the Senate version of the National and Community Service Act of 1990.

Governor Rudy Perpich appointed a Blue Ribbon Committee on Mentoring and Youth Community Service. The committee met for the first time in February, 1990. The Blue Ribbon Committee was given the responsibility of collecting and coordinating information on mentoring and youth community service; and developing policies, resources and education programs to promote these activities in Minnesota.<sup>24</sup>

In Minnesota, training has been implemented for educators, youth and community leaders through a variety of sources. Community service is an important part of education reform. This has been evidenced by the development of learner outcomes and curriculum related to service.

A major recommendation of the Blue Ribbon Committee was passage of an "Interagency Mentoring and Youth Community Service Act." The bill would establish and fund a statewide infrastructure supporting mentoring and youth community service; create the mechanism to synchronize national, state and local policies; and provide for matching funds when needed to compete for federal grants. The legislation was to be designed to make mentoring and youth community service opportunities accessible to all Minnesota youth.<sup>25</sup>

Since 1988 the Minnesota Office on Volunteer Services has presented a series of workshops entitled, "Gearing Up For Youth Community Service." The workshops helped participants learn how to effectively involve youth volunteers within their organizations, examine the youth community service movement in Minnesota and the nation, investigate the impact and implications of youth volunteers, define their youth community service components, and learn how to identify and communicate mutual expectations of youth, educational institutions, and organizations receiving youth as volunteers. **(The Power and Potential of Youth in Service to Communities is, in part, an outgrowth of this series.)**

Much progress has been made toward implementing the recommendations which resulted from the 1987 Public Hearings on Volunteerism. More governing bodies are developing position statements on youth community service. The experience of experts and practitioners in volunteer administration is being incorporated into the youth community service planning process. More training is available to policymakers,

administrators, teachers, youth workers, volunteer administrators, staff at community agencies, and youth. Youth recognition programs have been established.<sup>26</sup>

The 1993 Minnesota Youth Works Act grew out of the recommendations of the Governor's Blue Ribbon Committee on Mentoring and Youth Community Service and the Governor's Advisory Task Force on Mentoring and Community Service which was appointed by Governor Carlson in 1992 to support and guide state youth service programs and promote youth leadership in the community. The 1993 Youth Works Act, passed by the Minnesota Legislature, provides for the creation of a Youth Works Task Force which will take over the responsibilities of the Governor's Advisory Task Force on Mentoring and Community Service and will administer youth community service programs in the state. Chief authors of the Youth Works Act were Senator Tracy Beckman and Representative Andy Dawkins.

As part of the new Act, nearly \$4 million in state funds will offer education and job training to 17 to 24 year olds who provide full-time service to meet critical community needs. Participants will be paid a minimal allowance and can accrue up to \$10,000 at the end of two years of service that can be applied toward higher education expenses. Governor Arne Carlson signed the Act on May 13, 1993 and has recently appointed the Youth Works Task Force.

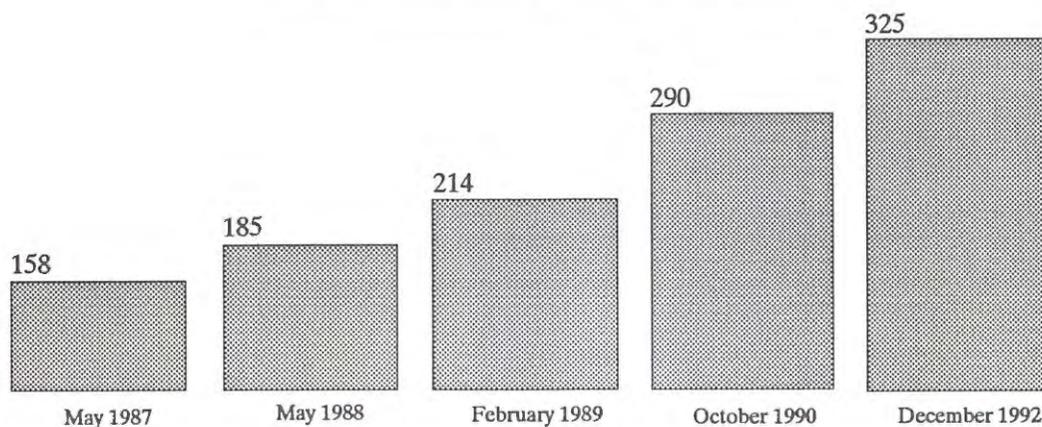
The Act increases the levy/aid for K-12 service-learning from 85 cents per capita to \$1.00 per capita starting FY 1995. In addition, \$115,000 per year in state funding for FY 1994 and FY 1995 is provided to create or expand community service or work-based learning activities for post-secondary students, modify or create new post-secondary courses, curricula, and extra-curricular activities incorporating service-learning or work-based programs and train K-12 teachers in service-learning principles and methods.

While the Minnesota Youth Works Act and the National and Community Service Trust Act of 1993 are not identical, a conscious effort was made to coordinate the state legislation with the anticipated federal legislation. With passage of the Youth Works Act, responsibility for coordination of Minnesota's Comprehensive Plan for Community Service and National and Community Service federal funding was transferred from the Minnesota Office on Volunteer Services, Department of Administration to the Minnesota Department of Education. This will facilitate greater integration of service-learning into education programs. The Minnesota Office on Volunteer Services will continue to prepare agencies to receive youth involved in service-activities and service-learning experiences.

## Highlights of the Minnesota Youth Works Act Passed by the 1993 Minnesota Legislature Signed by Minnesota's Governor on May 13, 1993<sup>27</sup>

- Expands current K-12 youth community service programs with a special focus on youth service as a preparation for careers. \$532,000 is the state aid portion available for local school districts for FY 1995 through the Community Education local levy/state aid formula.
- Provides community service opportunities, education and benefits for 17-24 year olds who provide full-time service to meet critical community needs; includes a living stipend of \$500 a month and post-service benefits of up to \$5,000 a year to be used for paying a student loan, higher education costs or adult apprenticeship expenses. Part-time service is also available for 15 to 24 year olds, with a post-service benefit of up to \$2,000. Special emphasis is placed on high school education opportunities. \$3,898,000 in state funds are available for the biennium, plus a match of \$1 from local grant applicants for every \$2 of state funding. Local entities which are eligible to apply for grants include: a local unit of government, an existing nonprofit organization, an educational institution, a private industry council, or a state agency.
- Provides incentives for higher education institutions to include service-learning and work-based learning methods in their courses and educate K-12 teachers in service-learning methods. \$230,000 is available for the biennium.
- Establishes a Youth Works Task Force to administer the Youth Works grant program, provide oversight and support for school, campus and community-based service programs, and work collaboratively with the Education and Employment Transitions Council.
- Requires the Minnesota Department of Education, in consultation with the Youth Works Task Force, to develop a service-learning and work-based learning curriculum with special focus on students from 7th through 12th grades.

## Minnesota School Districts With Youth Development Plans<sup>28</sup>



During the 1991-92 school year, 325 districts participated in Youth Development/Youth Service programs coordinated through Community Education. The 1991 Legislature combined the funding for these programs and stated that the revenue of 75 cents per capita for FY 1992 and 85 cents per capita in FY 1993 and thereafter (\$1 starting FY 1995) may be used to "implement a youth development plan approved by the school board and to provide a youth service program." One-hundred-forty-eight Minnesota school districts offer credit for youth community service. Minnesota currently has 392 school districts.



## Chapter 4

# Youth Development: A Skills/Ability Approach

**D**esigning a youth community service program is a fascinating task which requires thoughtful consideration of the skills and abilities of the *individual* young people who will provide service. One of the best ways to determine appropriate activities is by working together with young people on service tasks and projects, asking them questions about what the experience is like for them, listening to and acting upon their ideas, as well as observing the level of enthusiasm and skill with which they approach their service-activities.

As you take a look at the developmental stages of youth, you will be better prepared to “tune in” to the physical, social and cognitive development of the particular young people who participate in your program. Keep in mind the changing sense of self and sense of values that young people experience as they develop. According to Dan Conrad and Diane Hedin, well-designed service programs will positively impact young people in the areas of personal growth and development, intellectual development and academic learning, as well as social growth and development.<sup>29</sup>

The material on the following pages, “Service Experiences Through The Eyes of Youth,” was prepared for this book by Eyenga Bokamba, Points of Light Foundation Youth Ambassador. She illustrates the importance of looking at experiences through the eyes of the young people involved in service.

Many paths for experiencing the joy and value of service are available to youth. In addition to the broad options for service described earlier—there are other choices to be made about the context of service by youth within your organization.

Will young people involved in your program be participating in:

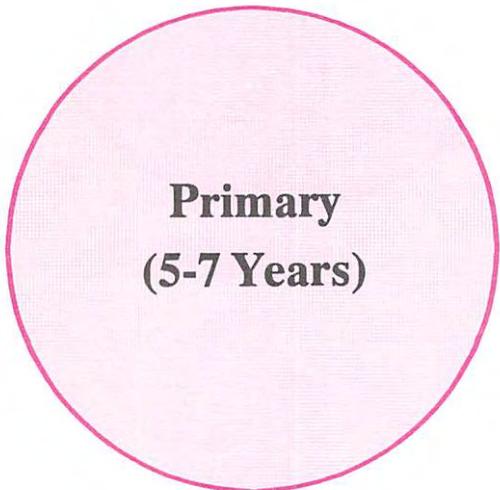
- Service-activities or a service-learning program?
- A course which integrates service into the curriculum?
- A separate class specifically devoted to learning about service to the community?
- An enrichment or self-help program?
- An independent study program?
- A youth leadership program?
- A program designed primarily for a special population or designed to involve young people from a cross-section and/or multiple age groups of the community?
- A co-curricular, extra-curricular, non-formal education, or volunteer service program?
- Many of the above?

Whatever the context of service, young people are likely to take greater pride in their service and develop an even deeper understanding of its significance, if they have an opportunity to learn about the role of volunteerism and community service in the history of American life. **By The People: A History of Americans As Volunteers**, by Susan J. Ellis and Katherine H. Noyes is a valuable resource for learning about our American history of volunteerism. Start by learning about this history yourself and find opportunities to share with youth the role they are playing in American life through their volunteer and community service-activities.

The messages conveyed to youth about volunteer and community service during their formative years are likely to last a lifetime!

# Service Experiences Through The Eyes of Youth

by Eyenga Bokamba, Points of Light Youth Ambassador



## Primary (5-7 Years)

“We prefer to work in teams and pairs, and have high energy levels. We are developing better judgments and making better decisions. We become more goal oriented than in our earlier years and are developing an increased sense of duty and accomplishment. Appropriate and challenging activities for us are:

**Environmentally conscious projects**, like working in local parks cleaning up litter, where we get to work in pairs, be outside, use our energy for the good of the environment, and learn about the responsibility we all have to keeping the earth clean. After the clean-up, we could sit in a circle with all of the other teams and their leaders and count each article of trash we collected, allowing us to use our counting skills. This would also serve as a basis to reflect upon the service we have provided, and the lessons we have learned.

**Visiting the seniors in our community**, giving them gifts of art that we have created. Since we are developing small muscle and hand-eye coordination, and are increasingly skillful with tools, it would be very challenging and fun for us to create flowers out of paper, little cards or books, and other unique gifts that we can deliver to the senior citizens. Our interaction with the seniors will broaden our horizons, and with proper reflection afterwards, we will begin to think about human relations, and how we can play a role in making someone happy with our presence (and presents).”



## Elementary (8-10 Years)

“Like our younger peers, we have high energy levels. During these years, we experience an intensification of peer group influence, and competition is more common. We are capable of prolonged interest, and are beginning to understand the relationships of cause and effect. We are becoming increasingly self-sufficient, and are testing and questioning attitudes, values, and belief systems. Appropriate and challenging activities for us include:

**Adopt a \_\_\_\_\_ projects**, where we are able to adopt a portion of a river, stream, highway, beach, park trail, rabbit family, because we like to be involved in projects that are continual and multi-dimensional. Since we are strongly influenced by adult role models, partnerships between adults in Volunteer Centers, schools and our families would provide a working model of collaboration that would challenge our tendency to be competitive with our peers. If we were to adopt a portion of a river, for example, we could test the water to see if there are any chemicals in it, and we could clean up the banks of the river and develop an anti-litter campaign. If this were to coincide with the writing skills we are learning in school, we could talk about our project with others in the school and encourage our classmates to respect the environment.

**Read-a-thon projects**, where we could read to younger kids, encouraging curiosity and creativity, as well as getting parents to use public libraries and other education resources in the community. Since we have lots of energy, we could play games with the younger children beforehand, allowing us to use our energy in non-competitive ways, modeling self-control and good behavior to our peers as well as the younger children. In cooperation with public libraries, we could check out several books each week, take them to the community center in our neighborhood, and invite young children on a weekly basis to hear stories and play games. This would increase our self-esteem, provide opportunities for parents to get together, and create a sense of cooperation among different community institutions, families, and us.”



## **Middle/Junior (11-13 Years)**

“We focus heavily on physical achievement during these years. Our peers become the source of behavior standards and models, and we conform to rules assigned by the group. We are good at solving problems by considering alternatives, and we begin to assert and develop our own value system. We are becoming more aware of social issues. Appropriate and challenging activities for us include:

**Youth activities councils**, where we design pro-social activities for youth in our communities. It is especially important that we have a significant role in the creation of these activities for two reasons. One: we are extremely aware of what our peers think, and are therefore the most appropriate group to create activities in which they will participate. Secondly: we are facing decisions about the use of alcohol and drugs, and would benefit from social experiences that are alcohol and drug free. We could design and organize sports teams where we compete not against each other, but work together to raise food for a local food shelf. This would allow us to use our understanding of ethical abstractions like justice to examine poverty in our communities. Volunteer agencies could help us organize events.

**Assisting at hospitals**, where we can provide company for our peers who have been hospitalized long-term. We could develop skits for them, play games, read stories, and listen, letting them know that young people care, and are thinking about them. Because we will be working with our peer group, we will share many developmental similarities, allowing us to reflect on our self-concept, behavior, development and coordination.”



## Senior (14-16 Years)

“We are interested in philosophical and ethical problems, and are aware of contradictions in the moral code of our society—and we verbalize them. We formulate and consider all possible ways a problem can be solved, and make fine conceptual distinctions. Appropriate and challenging activities for us include:

**Developing “youth speakouts”** where we can discuss issues affecting us and our communities, and develop plans of action. We could discuss problems as they exist, allowing us to explore our interest in philosophical and ethical problems, and to examine the contradictions we see around us and in us (especially concerning the conflict between peer and adult roles). Then, we could discuss the way we would like to see things (using our increasing capacity to abstract, imagine, and problem-solve). In order to act on what we discuss, we could then develop action plans that would involve our peers, teachers, volunteer agencies, families, and the community at large. The initial step of confiding in each other allows us to combat competitive peer relations that produce distrust among us and keep us immobilized, unable to help ourselves or others. By breaking this tendency, we are able to act.

**Neighborhood revitalization projects**, where we paint, clean, weed, sweep and decorate neighborhoods with the help of volunteer agencies. We could publicize our efforts in conjunction with volunteer agencies in different neighborhoods, and solicit needs from community members who would call the agencies with requests for help in certain areas. We could involve not only our peers, but people younger and older than us by setting a tone of fun, inclusion, and cooperation for the common good. We could develop supply drives for tools, plants, paint and other materials by soliciting area businesses to donate them, encouraging reciprocity between businesses and communities.”

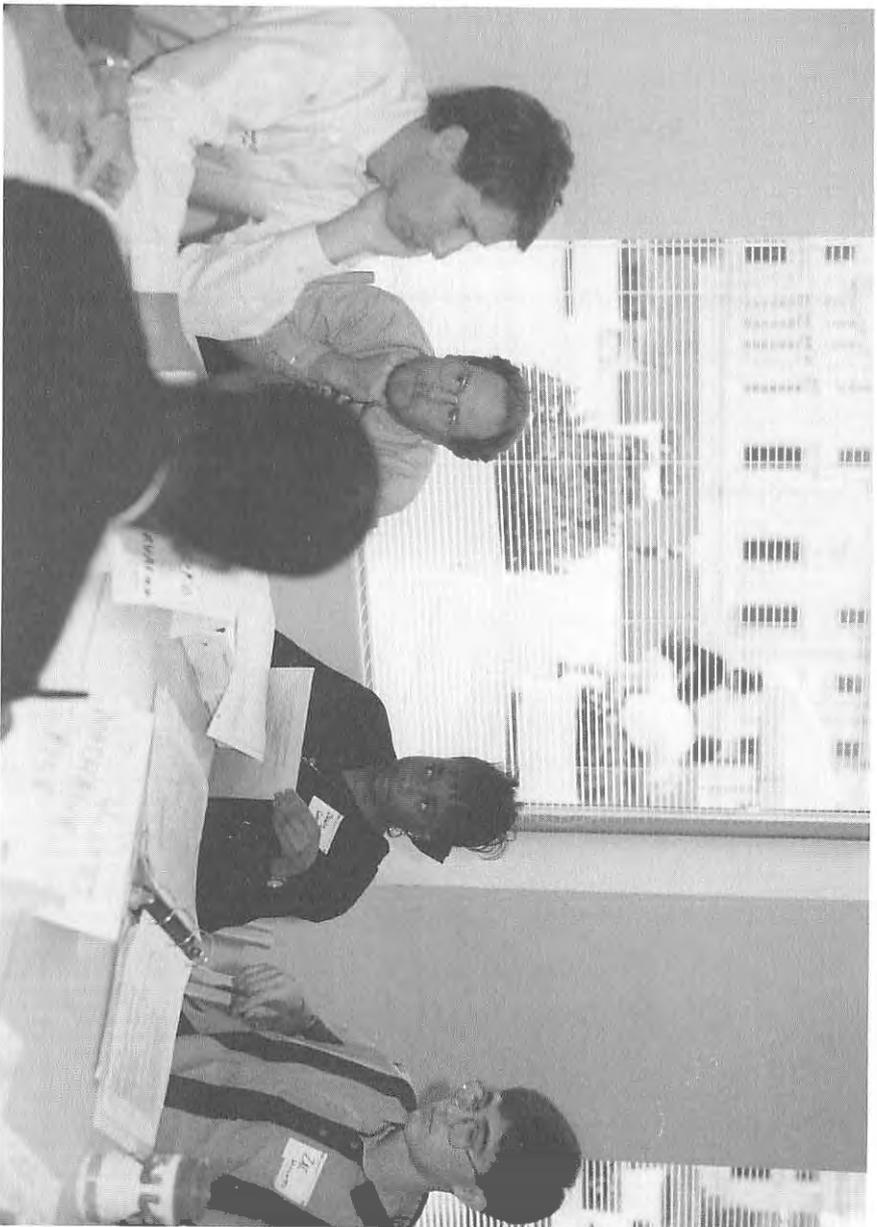


## Post (17-24 Years)

“We continue to refine our language and thinking abilities, and we integrate values into personal philosophy that provides the foundation of ethical and moral standards to be used in our adult lives. Group activities provide an outlet for expressing feelings, and we move to living full time with peers. Appropriate and challenging activities for us include:

**Mentoring younger people**, where we provide role models and positive reinforcements during times of great self-consciousness and doubt, (especially in 11 - 16 year olds). As a group, we could develop weekly programs that would involve physically and mentally challenging and fun activities. This would create a supportive environment for the younger ones, as well as allow us an avenue in which to share knowledge, experience, and expertise, especially since, as a group, we are under-valued in the society at large. Since we are able to make personal commitments, we become trustworthy and reliable support systems for our mentees, making the community more whole and viable.

**Issue awareness promotion teams**, in which we develop cross-age, multicultural, community-based skits, plays and stories to educate the community about AIDS, racism, environmental degradation, and many other issues that divide people and harm the environment. This would give us opportunities to provide moral leadership in our communities by educating ourselves and others, sharing preventative measures, and speaking out against injustice. By organizing these events, we create the space in our communities to collaborate across generational and cultural boundaries, allowing us to recognize and address our problems in pro-active ways.”



# Chapter 5

## Building a Successful, Collaborative Program

**B**uilding a successful youth volunteer or community service program is an exciting challenge which is best approached through “teams.” Work collaboratively with all people and organizations impacted by the services youth provide. “Joint ownership” of the program design and outcomes is fundamental to your success. Be inclusive. Be sure to involve young people in sufficient numbers to have an impact within your planning team. Ask youth, staff members, nonprofit organization leaders, volunteer leaders, policymakers and other respected community members who they feel should be represented on your team. *Get-the-word-out* about your planning process so that people can express interest and get involved *from the outset*.

Determine whether your team will be a governing body, advisory committee, ad hoc group or task force. The legal structure or by-laws of your organization may determine which of these options are available to you. Then, decide the size of your team. Smaller teams often work together more effectively than larger teams. Large teams frequently function better by working in sub-groups. Find a variety of ways to involve people in leadership roles within your program beyond serving on your planning team.

### Our Team

#### Brainstorm List of Possible Team Members

Brainstorm a list of potential team members for your program here. Note the group/s and perspectives that each team member would represent as a member of your team.

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Continuously build support for your youth volunteer/community service program by asking members of your community for their ideas about and assistance with program implementation.

## Creating A Collaborative Relationship

- Identify potential partners
  - Youth
  - Schools
  - Youth-serving or youth-involving organizations
  - Nonprofit organizations
  - Businesses
  - Service Recipients
  - Individuals
  - Other
- Identify needs which are of mutual concern
- Determine individuals who will serve as primary liaisons in the planning and implementation process (team members)
- Negotiate and agree upon desired outcomes for the
  - Service Recipient/s
  - Student/s/Youth Volunteer/s
  - Nonprofit Organization
  - Educational Institution
  - Others
- Negotiate and agree upon expectations of the
  - Service Recipient/s
  - Student/s/Youth Volunteer/s
  - Nonprofit Organization
  - Educational Institution
  - Others
- Determine a method for on-going communication and evaluation
- Periodically, redesign relationships based on changing needs and circumstances

## Tasks for Teams

- Identify program partners and what they will contribute
- Determine incentives/benefits for program partners
- Outline responsibilities and expectations of program partners
- Gather and analyze information on community needs
- Study the mission, vision, management philosophy, organization structure and strategic plan of the overall organization
- Develop the mission, vision, management philosophy, organization structure and strategic plan for the program (must be compatible with the organization's plan)
- Recruit program volunteers and participants
- Promote the program, including guidelines for program quality
- Evaluate program effectiveness including progress toward desired outcomes
- Recognize and celebrate program/individual accomplishments

**The Strategic Planning Workbook for Nonprofit Organizations**, by the Amherst H. Wilder Foundation, can be a valuable resource to assist you with initiating a strategic plan if you do not have one in place.<sup>30</sup> By referring to your mission, vision, management philosophy, organization chart and strategic plan, your team will be in a position to evaluate an appropriate direction and action plan for youth volunteer/community service within your organization.

With these components in place for your overall organization, you can now begin to focus on establishing the plan for your youth volunteer/community service program. These two plans must be compatible with one another and in many cases will be exactly the same. The organization's plan should be looked to for guidance in developing the program plan.

Some organizations initiating youth volunteer/community service programs find that components of their organization's plan require a re-examination. While any decision to change the organization's mission, vision, management philosophy, organization chart or strategic plan is up to the policymakers of your organization, your planning team may be instrumental in calling needed or potential changes to the attention of your decisionmakers.

Put a strong program foundation in place. Start by reviewing and incorporating (tailoring) Youth Service America's "Principles of Best Practice" for community service, as well as the key components for an effectively managed program. Individuals (team members) who have not yet had an opportunity to participate in a Basic Volunteer Program Management training program are encouraged to do so as a preliminary step in your program development process. Contact your local Volunteer Center or state office on volunteerism to find out when and where this training program will be available.

### **Components of an Effectively Managed Program**

Make sure the following components of an effectively managed program have been addressed by your organization prior to initiating youth volunteer or community service for the first time.

These components must be in place for your overall organization:

- A clear mission statement which is easy to remember and can be stated in one to three sentences
- A vision statement for your organization's/program's future (The focus of this statement is what the results of your organization's/program's work will be over a specified time period. Often, a two to five year time period is defined for completion of the vision, at which time a new vision statement may be developed.)
- A management philosophy statement outlining the beliefs/values of your organization
- A strategic plan for your organization, including goals/desired outcomes, objectives, and strategies (Progress toward accomplishing your strategic plan should be reviewed annually, with period check points during the course of each year.)
- A chart describing your organization's structure and where youth engaged in community/volunteer service fit into that structure

**Our Mission**

What is your purpose?

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**Our Vision**

What will be different in your community as a result of the work of your organization/program?

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**Our Management Philosophy**

What are the beliefs of your organization?

For example: "We believe all young people in our community deserve opportunities to serve and to learn in our community."

We believe \_\_\_\_\_

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We believe \_\_\_\_\_

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We believe \_\_\_\_\_

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We believe \_\_\_\_\_

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We believe \_\_\_\_\_

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We believe \_\_\_\_\_

\_\_\_\_\_

We believe \_\_\_\_\_

### **Our Structure**

Obtain and review a copy of your organization chart. Then, develop one for your youth volunteer/community service program. Fill in a diagram of your organization structure here. For example, who do you report to? How do volunteers/policymakers, constituencies, stakeholders, participants, etc. fit into your organization? Which people or groups are in governing positions or have direct authorization to act and which ones are in advisory roles?



## Community Service Principles Of Best Practice

The following principles, developed by Youth Service America's Working Group on Youth Policy, are built upon the premise that community service is a vital tradition. Faithful adherence to them in designing and implementing programs should enhance the likelihood of community service becoming an expected part of growing up for all young people.<sup>31</sup>

- Service and youth development are the central mission of a youth service program.
- Young people are viewed as a vital resource which can help meet pressing human and environmental needs in communities across the nation.
- Appropriate incentives and rewards — such as public recognition, school and college credits, scholarships, stipends or salaries — are utilized to encourage the participation of young people and to emphasize the value our society places upon the ethic of service.
- Community service is recognized as a powerful form of citizenship education that imbues young people with an ethic of social responsibility carried into adulthood.
- A plan for meeting the developmental needs of young participants — for self-esteem, education and basic skills, employability, leadership and a sense of caring for others — is integrated into the delivery of service, along with a reflective component about the service experience.
- Programs and projects respond to local needs, are best planned and administered at the state and local levels, and are an integral part of the community and school policy affecting youth, human service and the environment.
- Projects and programs are carefully structured and require certain minimum hours of service for a sustained period. Young people are organized into well-planned and well-supervised groups.
- Communities and participating young people view service projects as needed by and of real value to the community.
- Programs inculcate a sense of community responsibility and the values of citizenship. Young people are involved in appropriate ways in program design and direction.
- Program design provides for adequate training of participants and the staff of community agencies and organizations in which the participants will serve. Rigorous program evaluation is taken seriously.

## Youth Community Service Policy and Philosophy Worksheet

1. How do you want people in your organization to *feel* and what do you want your organization to *do* about youth volunteer involvement/community service?

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2. Which of these roles for youth volunteers/participants will be incorporated in your organization?

- |  |   |
|--|---|
| <input type="checkbox"/> Direct Volunteering/Service | <input type="checkbox"/> Leading                                    |
| <input type="checkbox"/> Advising                    | <input type="checkbox"/> Partnership Building                       |
| <input type="checkbox"/> Advocating                  | <input type="checkbox"/> Helping With Special Projects - Short Term |
| <input type="checkbox"/> Consulting                  | <input type="checkbox"/> Helping With Special Projects - Long Term  |
| <input type="checkbox"/> Administrative Help         |   |
| <input type="checkbox"/> Other: (Be specific) _____  |   |

---

3. What kind of support do you want to assure for youth volunteers/participants in your organization?

- Reimbursement for expenses
- Appropriate placement
- Orientation
- On-going training
- Supervision
- Evaluation
- Documentation of experience for employment or academic credit
- References
- Recognition
- Opportunities for advancement
- Other: \_\_\_\_\_

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**\*4. What do you view to be the roles and responsibilities of paid staff in relationship to youth volunteers/participants in your organization?**

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**5. What kind of support do you plan to provide for paid or unpaid volunteer coordinators or staff supervisors who work with youth volunteers/participants? (i.e. training, verification of supervisory experience to personnel files, etc.)**

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**6. What do you want to be the result of youth volunteer involvement for your organization and the people your organization serves?**

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**7. What policies do you need to have in place regarding youth volunteers/participants?**

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**\*Omit if not a staffed agency.**

**NOTE:** By circulating this worksheet to others for reaction and modification, it can become the basis for a policy statement or philosophy on youth volunteers/participants for your organization. People from all levels and aspects of the organization need to be involved for this statement to be effective. The final document/policies should be officially approved by top-level policymakers.

## Worksheet For Defining Outcomes For Youth Community Service

1. Identify a youth volunteer/community service position within your organization.

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2. What measurable outcome do you expect to result from this service for the:  
A. Service Recipient:

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B. Student/Youth Volunteer:

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C. Nonprofit Organization:

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D. Education Institution:

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E. Other:

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3. What absolute expectations do you have for the:

A. Service Recipient:

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B. Student/Youth Volunteer:

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**C. Nonprofit Organization:**

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**D. Education Institution:**

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**E. Other:**

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**4. What negotiable expectations do you have for the:**

**A. Service Recipient:**

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**B. Student/Youth Volunteer:**

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**C. Nonprofit Organization:**

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**D. Education Institution:**

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**E. Other:**

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## Elements of an Effective Volunteer Program

(By participating in training on Basic Volunteer Program Management, you will receive a thorough introduction to carrying out these responsibilities.)

- Developing early concept support
- Involving all key players/impacted people in the planning and decisionmaking process
- Providing direction consistent with the organization's strategic plan
- Carrying-out a thoughtful needs assessment and related strategic plan
- Preparing well-defined student/volunteer/community service job descriptions including desired outcomes
- Pursuing an effective recruitment and promotion action plan
- Incorporating an appropriate interview and placement process
- Providing relevant and timely orientation and training
- Including an ongoing support and supervision process
- Offering meaningful recognition
- Utilizing effective evaluation, reflection and problem solving processes

There are two parts to the process of collaboration for youth volunteers/community service. The first, described earlier, involves putting in place necessary policies, procedures and systems for the overall organization/program. The second, focuses on policies, procedures and systems for individual (or group) service placements within your program.

The “up front” investment which you make in establishing sound relationships and expectations early in the placement process will be repaid many times in quality outcomes for everyone who is involved. Make sure the components of an effectively managed volunteer program are in place for each individual participating in your program. Beyond those components, the worksheets on the previous pages are a tool for thinking about and negotiating mutual outcomes and expectations. *Clearly defined outcomes, which can be demonstrated or measured within a specified time period, need to be established prior to starting service.* Then, careful monitoring, with mutual opportunities for reflection and analysis, as well as check points for more formal feedback and evaluation on a regular schedule, will lead to quality experiences and results.

**In addition to evaluating progress on negotiated expectations and outcomes, periodically discuss the following questions with each young person who provides service.**

- **What volunteer/community service tasks have you been doing during this recent time period?**
- **What is the most important thing that you have learned as a result of your volunteer/community service?**
- **What have been your greatest rewards and insights as a volunteer/when providing community service? (What made you feel the greatest joy during your experiences?)**
- **What has been frustrating to you as you provide service? (Are there things that you/we can do to reduce or remove these frustrations?)**
- **What can your peers, supervisors or teachers do to help you do your best job when performing service?**
- **What else do you want to say about your service experience?**

**Together, you will build a successful, collaborative service-delivery system!**



## **Chapter 6**

# **Issues and Opportunities**

**Y**outh community service is growing by leaps and bounds. The idealism and energy of young people is contagious and inspires more and more people to get involved. The current era of service introduces issues and opportunities which, if effectively addressed, will take volunteerism and the broader service movement to new heights. Timely issues and opportunities are discussed here.

Leaders and decisionmakers within your organization will ultimately determine how your organization will respond. Consult your business, personnel and legal advisors for specific needs and interpretations pertaining to your organization. The following information is not a substitute for legal or insurance advice for your program.

**We are not sure if we want to or are legally able to delegate responsibilities to youth. Are we required to do so?**

It is up to the leaders of your organization/program to determine what roles and responsibilities are appropriate for youth. This decision should be evaluated based on the skills and abilities of the particular young people who are being considered for service and the needs of your organization. Laws and regulations (such as licensing regulations) impacting your specific organization should also be consulted when making decisions.

The circumstances for becoming involved are also something to be evaluated. For example, if you are approached by a class or large group of youth on short notice for a service project that is intensive and time-limited, you may decide (using your organization's strategic plan as a guide) that this particular match would not meet the needs of your organization. On the other hand, you may see this as an opportunity to build relationships and experiences that will cultivate future long-term commitments to your organization and those you serve. Pre-planning for such situations can increase your chances of providing a needed, mutually worthwhile service project. Identify potential service projects/tasks before this situation arises and some major, necessary accomplishments may result from drawing upon short-term resources of an enthusiastic group.

Consult federal and state child labor laws to determine factors to consider when defining roles for youth. These laws may or may not technically apply to your situation. In either case, they may provide you with guidance on types of considerations, such as safety, which should be a part of your decisionmaking.

**Benefits and Labor Issues Under the National and Community Service Act: A Community Service Brief from the Nonprofit Risk Management Center**, by Charles Tremper and Anna Seidman, addresses specific legal questions pertaining to the National and Community Service Act, especially as they relate to

community service participants who receive stipends and other benefits. **Children as Volunteers: Preparing for Community Service**, by Susan J. Ellis, Anne Weisbord, and Katherine H. Noyes includes a section on legal/insurance issues specific to children as volunteers.

**We are concerned about data privacy issues for youth and the people served by youth — especially about sharing information between organizations. What should we do?**

Information sharing across organizations is a topic which is under a great deal of discussion right now. As recognition of the value of collaboration and pooling resources continues to grow, more organizations want to exchange information about shared students, volunteers and program participants in order to strengthen the quality and efficiency of their services. Right now, the answers are not always clear. Find out whether or not your state has an expert on data privacy issues and draw upon that person's expertise to help determine your course of action. Research any existing or new laws in your area. Your legal, business or personnel advisors may be able to assist you in analyzing these questions for your specific situation.

Institute a well-researched policy and procedure on sharing information. Brief all affected parties about your policies and practices pertaining to confidentiality and data privacy. People have a right to know in advance how these policies and procedures will personally affect them.

**Our policymakers are concerned about risk management issues related to youth participation. What can we do to protect our organization and all individuals who are affected?**

Institute a risk management plan. Work with your attorney and insurers and write definitions and standards regarding liability and risk management geared toward your program. Communicate your policies on risk management and legal concerns throughout your organization. Require attendance at orientation and training on risk management and inform participants about guidelines prior to initiating new activities.

Here are examples of what to keep on file: a certificate of insurance from all participating sites and agencies, medical releases and parent permissions/waivers for all program participants, drivers license numbers and insurance agency and policy numbers for all drivers, accurate volunteer records, and emergency contact information for staff, volunteers and participants.

Here are examples of topics to investigate: employment liability, personal injury, property safeguards, negligence, protection against fraud, indemnification, background checks, and a system for dealing with accidents, injuries, property damage, health, and labor and safety law compliance.

**Planning It Safe: How to Control Liability and Risk in Volunteer Programs** by the Minnesota Office on Volunteer Services, Minnesota Department of Human Services and Minnesota State Bar Association; as well as the Minnesota Insurance Information Center and materials available through the National Nonprofit Risk Management Center can serve as resources as you carry out the risk management planning process.

**How can we fit the additional responsibilities of working with youth into our already very busy schedules — especially with our constrained resources?**

There is no question that working with volunteers and community service participants is a time consuming process. An organization-wide commitment is required. Consider your time as an investment in services which will produce results for the long-term future. Train community volunteers to assist you with the coordination of your program. Do a cost-benefit analysis of specific types of placements and projects. Then, determine the parameters for involving youth in your organization.

Keep track of opportunities for additional funding for your program. Community-based organizations are eligible to apply for National and Community Service funds within guidelines. Work with your program partners to assure adequate resources to run an effective program and find out what possibilities exist for sharing resources and funds when you agree to take on additional responsibilities.

**Our staff members and volunteers are not formally trained to be educators. What will the value and quality of the service experience be like for youth?**

More and more emphasis is being placed on “communities as places of learning.” You have valuable experience and expertise pertaining to your field and can serve as a significant role model and mentor for young people. Your organization is a site for practical learning about what life is like and how things work in the “real world,” while at the same time providing beneficial service opportunities for youth. Young people serve the community and the community serves young people. Everyone benefits.

Work closely with formal and non-formal educators to determine your respective roles and responsibilities. Clarify the learning objectives which have been established for the service-learning assignment. Share your firsthand knowledge about the relevance of the curriculum to what happens in real life and assist in strengthening learning objectives as appropriate. Find out what types of documentation, support, reflection and analysis will be required with the assistance of your organization as a placement site, and negotiate your role in the learning process before you get started.

**Many youth/students have difficulty getting transportation to our site. What can we do?**

Transportation can be a major deterrent to youth involvement. Plan for transportation issues up front. Discuss options and plans with youth and their advisors/teachers/caregivers prior to or during orientation. Determine whether or not a ride-share program can be worked out. Try to match youth to projects in their neighborhoods to avoid some of their transportation issues. Investigate whether or not your organization or the school can provide transportation through existing transit services. Can transportation scheduling be juggled in order to make existing transportation more available for youth serving at your organization? Provide information on bus routes, fares and schedules. Make sure that young people are waiting for rides in safe places and are ready on time to be picked up so they will not miss their transportation.

If you involve young people as volunteer drivers or have volunteers help with transporting youth, look into related insurance and liability resources. You may also want to read, **Volunteer Drivers: Getting There Safely - Insurance and Liability Information**, by the Office of Transit, Minnesota Department of Transportation and the Minnesota Office on Volunteer Services, for additional background information.

**We are concerned that the influx of youth providing service will displace staff. How can we avoid this?**

Involve paid staff members and labor leaders in the design and implementation of your program. Emphasize that youth volunteers and community service participants provide services that would not be available by other means. They supplement and do not supplant paid staff. For example, youth might provide additional individualized assistance to people, enrichment services, or services that relieve paid staff of responsibilities which distract them from carrying out the primary responsibilities of their positions.

The National and Community Service Act and the Minnesota Youth Works Act both have “non-displacement of workers” language designed to avoid this situation.

**We want to make sure that youth provide meaningful service. What steps can we take?**

Standards emphasizing reciprocal, mutually beneficial placements need to be built into programs. Participation in your program should be encouraged from diverse individuals from all groups in society, with an emphasis on developmental opportunities designed to advance skills and supplement classroom learning. Avoid assigning menial or redundant tasks.





## ***Chapter 7***

# **Model Programs**

**T**he annual Minnesota Governor's Youth Service Recognition Day was founded in 1988 and continues today. According to the Minnesota Department of Education, in 1992, nearly 97,000 Minnesota students were active in service-learning programs. This is a 40,000 increase in participation over the previous year. Each year exemplary youth community service programs are recognized by the Governor at this celebration of youth in service to their communities which seeks to:

- Celebrate the contributions of Minnesota young people.
- Raise standards of excellence for youth service programs.
- Encourage the involvement of diverse communities in youth service.
- Raise awareness among policymakers and the general public of contributions of young people and of the value of youth service programs.<sup>32</sup>

The following criteria for excellence were developed by the Recognition Advisory and Selection Committee for the Governor's Youth Service Recognition Day:<sup>33</sup>

- Significant, necessary, and measurable service accomplished.
- Significant involvement of youth in program planning, implementation and evaluation.
- Celebration of diversity, including involvement of a diversity of staff and participants.
- Demonstrated commitment by program staff and participants to positive change within sponsoring schools or organizations as well as in the broader community.
- Clear institutional commitment to and administrative support of the service program by the sponsoring school or organization.
- Strong community support and involvement, including participation by the people served in the development and implementation of the program.
- Well-articulated learner outcomes for participants.
- Clear linkage of service with the overall curriculum and program of the school or organization.
- Well-designed and implemented preparation, orientation, supervision and ongoing training of staff and participants.
- Structured, active reflection during and after service experiences.

- Regular and significant recognition of youth and adults who participate.
- Careful evaluation of the effectiveness of the program and of its impact on participants, on the sponsoring school or agency, and on the community.

Minnesota was chosen to be one of eight “leader states” in the Serve America (K-12 service-learning) category for National and Community Service Act funding by the Commission on National and Community Service in 1992 and 1993. In addition, Minnesota received funding from the Commission on National and Community Service in the Higher Education Innovative Projects category. Funds received from the Commission are in addition to funds invested in youth community service by the State of Minnesota, local school districts and other Minnesota sources.

Model Minnesota youth community service programs are described on the following pages. These models can be tools for stimulating your thinking about opportunities to develop innovative opportunities with youth involved in community service.

## Minnesota Model Programs Governor's Youth Service Recognition Programs Recognized in 1992 and 1993<sup>34</sup>

### School Based Programs

<p><b>Anoka</b> Anoka-Hennepin School District #11, Community Education 'Helping Hands' Start Up Program</p>	<p>This intergenerational program involves 105 high school youth who provide valuable services for 39 older adults, enabling them to remain independent and in their own homes. This is accomplished by a strong collaboration of senior citizens, the High School Youth Service Program, Anoka County Community Action Program, Handyworks Program and ISD #11 Community Education as well as other local government agencies, churches and service groups. Students and adults learn from one another and realize each other's importance in the community.</p>
<p><b>Bagley</b> Bagley Public School ISD #162 'Habits of the Heart' High School/Extra Curricular</p>	<p>Bagley High School began the "Project Trust" program eight years ago. Each year Project Trust trains high school youth who perform the "Touch" play. The play targets elementary and junior high youth from Clearwater County and provides them with information that increases awareness on HIV transmission, child abuse, sexual harassment and human sexuality. The information they receive meets learner outcomes for the health and sexuality curriculum in the school district.</p>
<p><b>Bloomington</b> Normandale Hills Elementary 'Peace Site Service Projects' Start Up Program</p>	<p>The Normandale Hills' youth service program is designed to meet the needs of children in the community and to address environmental and global concerns as well. Five different service projects developed and conducted by students, parents and teachers at each grade level (K-4) and two projects organized by school support staff were initiated in 1992. Projects range from kindergarten students collecting new and used books and toys for St. Joseph's Home for Children to fourth graders producing a musical entitled "Rainforest Revue" which raised \$500 to purchase and preserve 15 acres of tropical rainforest.</p>
<p><b>Bloomington</b> John F. Kennedy Senior High 'Study Buddies' High School/Curricular</p>	<p>More than 100 senior high school students pair up with elementary school students during a semester long "study buddies" program. Since the study buddies meet daily, they establish a strong bond that goes a long way toward developing social skills and interpersonal relations while at the same time increasing reading, math and other academic skills of elementary students.</p> <p>During weekly seminars, senior high students examine their own beliefs and values, explore career options and develop their problem solving and critical thinking skills. Training sessions are also held on child</p>

	development and related topics. The program has grown from a small pilot project to a major program involving a diverse group of over 200 study buddies.
<b>Bloomington J.F.K High School 'Operation Succeed' Start Up Program</b>	"Enter To Learn, Leave to Serve" is a theme of Operation Succeed, a new and innovative program started at Kennedy High School. 1,400 student volunteers have made a significant impact on their school and community through a host of service projects including peer helping, shoveling-out driveways for senior citizens, welcoming new students, a food drive and blood drive, recycling and more.
<b>Bloomington Poplar Bridge Elementary 'Kids' Quest' Elementary/Extra Curricular</b>	The idea for a community service theme for the school year at Poplar Bridge was sparked through a summer service experience at the Special Olympics. Since then the excitement about community service has grown throughout the student body. Kindergarten through fourth grade students roll up their sleeves to effect positive changes in their school, community, and world. Through their efforts an Asian tapir was adopted at the Minnesota Zoo, a child from Kenya was sponsored, donations were made to cancer research and food was delivered to a local food shelf.
<b>Blue Earth Blue Earth Elementary 'Park Beautification Project' Elementary/Curricular</b>	Third grade students at the Blue Earth Elementary School beautified a newly built Visitors' Center and adjacent park. The project developed out of the social studies curriculum. After contacting many community agencies and businesses for technical information, the students planted 23 trees, many flats of flowers and also painted garbage cans. Students learned that they can make a difference in their community.
<b>Blue Earth Blue Earth Area High School and Children's Crisis Fund 'Project Trust' Start Up Program</b>	In cooperation with Illusion Theatre, high school students perform "Touch", the sexual abuse prevention theatre production usually presented by adults to elementary age youth. High school peer helpers from both Blue Earth and Fairmont participate in the performances and meet regularly to share experiences and evaluate their programs.
<b>Duluth The Marshall School 'Volunteer Outreach' High School/Curricular</b>	<p>In addition to an impressive roster of extensive service commitments (an average of 200 hours per student) working with senior citizens, in hospitals, with young children and through other projects which address the spectrum of human need, Volunteer Outreach features demanding academic requirements related to the service experience. All students must complete a research project related to their placement and a final oral exam in addition to a carefully directed journal-writing process and regular written assignments.</p> <p>In a published evaluation of student learning in the program, participants showed significant gains in self-esteem and problem-solving relative to comparison</p>

	groups. The Service-Learning Inventory developed for the program demonstrated the importance of structured reflection to the success of the program.
Eden Prairie Eden Prairie Schools 'Youth Development Youth S.H.A.R.E.' High School/Extra Curricular	Youth S.H.A.R.E. is a youth-led effort that involves students in volunteering. Through this program, youth identify volunteer opportunities, match students with them and recognize them for their efforts. Youth S.H.A.R.E. has created a data base which students can use at the Career Resource Center. This provides them with convenient and immediate access to volunteer placements. The Youth S.H.A.R.E participants round out their volunteer experiences by providing orientation as well as recognition events.
Edina Edina High School 'Youth Serving You(th)' High School/Extra Curricular	At Edina High School, students are responsible for organizing almost every aspect of over sixteen different service clubs and programs. Each project is decided on by a youth board and facilitated by one or more student coordinators. The community has benefited greatly from the leadership these students provide through service. Younger students now learn how to stay chemically free, receive tutoring, and have "buddies" as positive role models. Students work for a better environment, provide safe rides on weekends and raise resources for a variety of causes. Elementary students serve the community side by side with high school volunteers who lead their service clubs after school.
Hill City ISD #2 'Community Newspaper Project' Start Up Program	Hill City had gone for ten years without a local newspaper, until a group of youths along with school and community members took the initiative to develop a youth-managed paper. Elementary and secondary students assume the responsibilities of reporting, writing, format, design, advertising and distribution. Through desk-top publishing and the support of the English department, the project is now part of the secondary curriculum. The community demonstrates its commitment through donations and placement of ads. Everyone in Hill City now has a local bi-weekly newspaper in his/her mail box, thanks to youth and their initiative.
Hopkins Hopkins West Junior High 'All-School Community Service Project' Middle School/Extra Curricular	The All-School Community Service Project is an excellent model for schools that are considering an all-school service-learning project. Strong administrative support and the participation of the entire school staff, combined with the total student population of 850, as well as a large section of the entire community, made this program a success. Although this program was a one-time project, it provided a critical awareness for the students, administrators, teachers and community about the benefits of service-learning. As a result, new programs have been developed, offering youth after-school service-learning opportunities. For example, a new

	<p>service-learning pilot program for students with high needs has now been implemented.</p>
<p>Mahtomedi O.H. Anderson Elementary 'Harmony at O.H.' Elementary/Extra Curricular</p>	<p>Students select, focus and design various service-activities in consultation with teachers. Orientation and training components magnify the impact of the service projects that these third-, fourth-, fifth-graders accomplish. Nature trail clean-up, tree planting, clothing drives and meal delivery are just a few examples of this far-reaching program.</p>
<p>Minneapolis Minneapolis Public Schools 'WalkAbout' Multiple-Age/Curriculum Based</p>	<p>Two college students and four high school students join each teacher as a teaching team for a class of 25 younger students. WalkAbout is highly experiential, beginning each six week session with a survey of the community around the school, its resources and its needs. Each week of summer school features a unifying interdisciplinary theme such as citizenship or the environment. 1,000 K-7 and high school students participated in 1991.</p> <p>All members of the teaching team participate in an intensive week of training prior to the beginning of school. Students and teachers in the teaching team work together in a weekly planning session to establish the next week's curriculum. In addition to WalkAbout's impact on thousands of summer school students, the program is a major staff development opportunity which has helped to infuse service-learning throughout the curriculum of the Minneapolis Public Schools.</p>
<p>Minneapolis Minneapolis Public Schools 'Summer WalkAbout Program' Comprehensive Program</p>	<p>WalkAbout is an alternative summer school model which harnesses the talents and knowledge of K-8 students to address and solve genuine community needs. In order to complete community service-learning projects, students participate in a range of activities such as surveying local needs, studying local government, writing letters to government officials, taking measurements and building or creating things. In a true service-learning approach, they simultaneously serve their community and learn or reinforce basic core skills in language arts, social studies, mathematics and other subjects.</p>
<p>Minneapolis Anderson Contemporary Elementary 'Peacemakers' Start Up Program</p>	<p>Youth in grades 4 through 6 at Anderson Elementary School have started a program to foster the mind-set of non-violence in the school and wider community. The young "Peacemakers" demonstrate positive ways to deal with anger and conflict as well as learn lifelong problem solving skills. Parents get in on the act as they role play mediation skills with their children in "Parent as Partners" meetings. One result of the project is that the disciplinary behavior room at Anderson Contemporary was eliminated and 144 peer mediators help students solve their own problems.</p>

<p><b>Minneapolis</b>  <b>Franklin Middle School</b>  <b>'Franklin Exploration Team C'</b>  <b>Start Up Program</b></p>	<p>Students in this program provide service, positive role models for students and a positive image of youth in the North Minneapolis community. These students of color are working in Head Start sites and at a retirement home. These young people are changing their own attitudes and impacting others, while also learning skills that will enable them to become future community leaders.</p>
<p><b>Plymouth</b>  <b>Plymouth Middle School</b>  <b>'Eighth Grade Leadership Project'</b>  <b>Middle School/Curriculum</b></p>	<p>With the understanding that leadership involves service to others, students are trained in leadership skills that enable them to identify and address important social issues through service. Eighth grade students have sought to spread a positive "service to others" ethic throughout the entire student body by training their peers and encouraging them to participate in service projects. These students have proven themselves true leaders through their positive impact on their school, the environment and in the lives of others in the community.</p>
<p><b>Rochester</b>  <b>John Adams Junior High School</b>  <b>'Use Your Heart - Take Part'</b>  <b>Middle School/Curricular</b></p>	<p>Rochester biology students combined current events, diversity education, global education and science in a service-learning experience for the entire school. Students studied the current situation in Somalia and mobilized their school to raise funds for food and medical aid. In addition to preparing posters and banners and producing and performing skits, students gave whole school presentations to update the student body on the progress of the program.</p>
<p><b>Rochester</b>  <b>Harriet Bishop Elementary</b>  <b>'Ordinary Heroes/Peer Helpers'</b>  <b>Elementary/Extra Curricular</b></p>	<p>This program offers a variety of service-activities which appeal to a wide range of interests and abilities. Harriet Bishop Elementary School students act as tutors, big brothers, big sisters, playground mediators and/or school decorators. These are just a few of the many roles offered through the program. The comprehensive student training helps ensure the ongoing program success.</p>
<p><b>Roseville</b>  <b>Brimhall Elementary</b>  <b>'Community Service Volunteers'</b>  <b>Elementary/Extra Curricular</b></p>	<p>The contributions of the Brimhall Community Service Volunteers have made a positive difference in the lives of many in their community and school. Fifth and sixth grade students design and implement individual service projects or participate in team efforts that address issues of common concern. Due to their efforts, peer-tutors have assisted others, the lives of nursing home residents have been enriched, food has been collected and donated for local foodshelves and new students can look forward to being individually welcomed to Brimhall next fall.</p>
<p><b>Sandstone</b>  <b>East Central Schools/Private Industry</b>  <b>Council Five</b>  <b>'Summer Remediation Program'</b></p>	<p>Students work on a variety of group projects in the three communities of Askov, Sandstone and Finlayson. They independently design learning plans and a strong evaluation component to ensure that each student meets his/her</p>

	<p>goals. Some examples of their efforts include fire hydrant cleanup and painting, Adopting-a-Highway, designing and building picnic tables and visiting nursing home residents. The partnership between the East Central Schools and the Private Industry Council Five provides many strong resources and gives at-risk youth opportunities for development through school and community involvement.</p>
<p>Spring Valley Spring Valley High School 'Student to Student Tutors' Start Up Program</p>	<p>The Student to Student Tutors Program at Spring Valley High School was initiated by a high school junior. The school administration, teachers and counselors have welcomed, supported and assisted this student-run program. Over 67 students have benefited from the individualized instruction they received from 18 student volunteers trained as tutors.</p>
<p>St. Cloud Oak Hill Elementary 'Senior Citizen Program' Elementary/Curricular</p>	<p>In the sixth grade, Oak Hill students have an "adopted grandparent" as a teacher. Students gain knowledge and insight into people of different ages, abilities and backgrounds through the social studies, language arts, music, science and social living curricula as well as their service experience. Relationships are fostered between students and nursing home residents as they share, teach and learn from each other. As a result, lives are enriched, understanding is expanded and cohesiveness is built between two generations.</p>
<p>St. Cloud Cathedral High School/John 23rd Middle School 'Christian Service Class' High School Course</p>	<p>One-hundred-eighty eleventh and twelfth grade students at Cathedral High School participate in service work in their school, in local churches, and in the local civic community. Within the school, students are peer helpers, coaches for junior high sports and teacher assistants. Students serve as representatives on parish committees and in the community; they also work at local residential treatment centers, hospitals, food shelves, humane societies and in teen outreach programs.</p> <p>At Cathedral High School, service is integrated into both curricular and co-curricular programs. In addition to individual efforts, eleventh graders assess the needs of the community and agree on major group projects. One of the main endeavors this year resulted in action to provide handicap access to buildings and disability awareness education.</p>
<p>St. Paul Mounds Park Academy 'Service Project' Comprehensive Program</p>	<p>Service-learning is an integral part of the curriculum at Mounds Park Academy. Students at every grade level plan and implement projects that address community needs. Through service and learning experiences in the classroom and in the community (nursing homes, homeless shelters, and county parks, etc.), students have become aware of other's needs and the impact they can make on the quality of life around them.</p>

<p>St. Paul St. Paul Open School/Outward Bound 'Service-Adventure Project' Multiple-Age/Extra Curricular</p>	<p>Seeing the world as their community, students ages 12 to 18 at the St. Paul Open School move beyond their own borders to touch the lives of those in Texas, Oregon, and Mexico as well as those close to home. Students of differing abilities and from a variety of cultural backgrounds join together to learn more about their world through the adventure of service.</p>
<p>St. Paul St. Paul Public Schools 'Fresh Force' Middle School/Extra Curricular</p>	<p>Fresh Force is a service-learning and leadership program that provides the youth of St. Paul an opportunity to create and participate in volunteer community service projects with special attention to youth at risk. Since its inception in the spring of 1989, Fresh Force has increased in number of participants and number of schools and programs. Projects include mentoring, adopt-a-river, assistance at hospitals, peer counseling and working with senior citizens. There are 14 Fresh Force programs within 10 schools, including over 550 participants.</p>
<p>St. Paul Cretin-Derham Hall High School 'Spectrum Interdisciplinary Program' High School/Curricular</p>	<p>Working in a wide variety of settings -- from homeless shelters, to Grace House for AIDS victims, to a home for battered women, to tutoring in the schools and working with the elderly and mentally challenged, high school students come to a dramatic understanding of the needs within the Twin Cities community.</p> <p>A unique feature of the program is the strong connection with academic work. The service experiences are integrated into an interdisciplinary class which includes English, social studies and religion. Reading and academic activities, including a critical reflection on such works as Kozol's <i>Rachel And Her Children</i> and Kotlowitz's <i>There Are No Children Here</i>, tie in directly to the students' field work. The enrollment in the course almost doubled from 57 to 109 students. For the reflection aspect of the program, groups of six to eight students meet together weekly before, during and after the service experience.</p>
<p>St. Peter St. Peter High School 'Community Interaction and Awareness (CIA)' High School Course</p>	<p>Each fall students in CIA conduct a thorough assessment of needs in their school and community. Students work closely with school/community leaders to develop solutions to community problems, often with a much different outcome from what either originally planned. The class includes a range of students from those who are college bound to those in special education programs. Students choose placements where they spend four days per week. Placements must engage students in challenging direct personal service. On Fridays, the class convenes for a seminar. Reflection includes a daily journal,</p>

	<p>a case study of an individual encountered through the service project, a book review of a book related to their placement, and completion of a research paper.</p>
<p>Waldorf The Janesville-Waldorf-Pemberton (JWP) Middle School 'Paper Chase: JWP Recycling' Start Up Program</p>	<p>Almost everything that was thrown away at the JWP Middle School ended up in the Waseca Landfill before the Ecology Club turned their school around with the Paper Chase Recycling Project. These student volunteers have successfully involved teachers, school administrators, students and community members in an effort that has made a positive impact in their community and environment.</p>
<p>White Bear Lake St. Pius X School 'Share the Spirit' Multiple-Age/Extra Curricular</p>	<p>Two-hundred-fifty students from St. Pius X School invited mothers and children from the Hmong community for a day of holiday celebration including activities and food. Careful planning under the guidance of the McDonough Early Childhood Learning Center prepared students for cultural differences. Parents and teachers assisted to make this project a school-wide event that was discussed in classes long before and long after the event itself. Everyone involved is committed to continuing the relationship.</p>
<p>White Bear Lake White Bear Lake School District and Community 'Youth Development Program' Comprehensive Program</p>	<p>This program makes the word "comprehensive" a reality as 14 area schools including high schools, junior high schools, elementary schools and the alternative evening school work in cooperation with nine district/school administrative collaborations and 22 community programs and agencies to challenge young people to identify and take action on significant issues and needs of the community. Within the schools, students provide services in peer support, conflict resolution, positive role modeling and cultural awareness. Within the community, they participate in projects involving topics such as chemical awareness, environmental issues and senior activities. Combined curricular and extra-curricular activities encourage students to provide community service while they learn, grow and have fun.</p>
<p>Winona Winona Senior High School 'Community Service-Learning Class' High School Course</p>	<p>Along with their daily service-activity, the 55 students in the Winona Senior High School Community Service-Learning Class plan and carry out a number of community-wide projects each year. This year, for example, the class sponsored a world hunger relief project in which about one-third of the student body participated by fasting and donating their lunch money to Oxfam, a global hunger relief organization. The class also organized and conducted a community-wide AIDS awareness week.</p> <p>Students in the class point out that, "There isn't a clique, subgroup, subculture or social strata that isn't represented in the class. We all work together here as a</p>

	family." The class is so popular that there is a waiting list for those who wish to enroll in it.
<b>Community Based Programs</b>	
<p>Albert Lea Freeborn County Chapter of the American Red Cross/Albert Lea Area Schools Community Education 'Student Theatrical HIV/AIDS Play Production' High School/Community Based</p>	<p>This student-initiated and student-driven program addresses a well-known concern with a very creative approach. Thirty-one high school students participated in an exemplary peer education process involving rural youth who are empowered to design, develop and perform a theatrical production regarding HIV/AIDS. The program's broad community support, strong training and reflection components and far-reaching results are attested to by the 1,300 high school students and the 200 community members who viewed the performance, participated in testing both before and after the production and took part in the post- performance discussions.</p>
<p>Fergus Falls Region IV Council on Domestic Violence 'Improv' Start Up Program</p>	<p>Senior high school students and post secondary students have joined together to create an improvisational theater group to raise awareness on issues relating to health and violence. The overall goal of the group is to address issues and offer information on alternatives to violence and crisis situations. Their messages reached over 1,100 persons in a nine county area.</p>
<p>Marine on the St. Croix Wilder Forest 'Sunflower Project' Elementary/Community Based</p>	<p>Sunflower Project is an appropriate name to describe a group of summer students with emotional and behavioral disorders who remodeled a building that can now be used as a shelter and gathering site for elderly Hmong women when working on their family gardens. The youth, involved in the project from the ground floor through the evaluation, received immediate positive feedback for their work when the Hmong elders held a feast for them and presented them with a tapestry and plaque which are now on display at Wilder Forest. This demonstrates the major impact that the program has had on the people served as well as the students providing the service.</p>
<p>Minneapolis Greater Twin Cities' Youth Symphonies Multiple-Age/Community Based</p>	<p>The arts are made available to all citizens, regardless of personal circumstance, through the efforts of these dedicated young musicians. Students come together from over a 200 mile radius to share their talents with the community through outreach programs, youth-to-youth concerts, personal showcase concerts, non-mobile concert series and civic concerts such as gubernatorial inaugurations and then President Gorbachev's visit to the Twin Cities. Whether in nursing homes, youth centers, senior centers or schools, the lives of many have been enriched through Greater Twin Cities' Youth Symphonies dedication and music.</p>

<p>Minneapolis St. Joseph's Home for Children 'Operation Success Volunteer Program' Start Up Program</p>	<p>The Operation Success Volunteer Program gives youth who have experienced severe emotional and family problems an opportunity to experience the value of giving something back to their community. These young people are involved in a variety of projects such as Paint-a-Thon, food drives and adopting a nearby portion of Minnehaha Creek. While long-term participation is not possible, young people benefit from these experiences by building self-esteem and making meaningful contributions to the community.</p>
<p>Minneapolis Minneapolis Park and Recreation Board 'Youthline' Start Up Program</p>	<p>Youthline involves over 500 middle and junior high youth in a variety of positive leisure time activities as well as community service projects at parks throughout the city of Minneapolis. Youth hosting cultural celebrations, sporting events, family socials and talent shows at the parks, provide activities for young children and assist senior citizens.</p>
<p>Minneapolis Red Cross 'HIV/AIDS Youth Instructors' Start Up Program</p>	<p>Thirty-five youth instructors have provided HIV/AIDS information to over 1,200 youth. These youth participated in a training session in order to earn Red Cross certification before they began their service as peer educators. The program is designed to spread knowledge on how to prevent the transmission of the HIV infection and helps to deter unsafe behaviors including drugs, unsafe sex and dangerous handling of blood. It also stresses the need for care and compassion toward people living with HIV and/or AIDS.</p>
<p>Minnetonka Hennepin County Home School 'We Can Ride, Inc.' Multiple-Age/Community Based</p>	<p>The "We Can Ride, Inc." program puts student residents of the Hennepin County Home School in positions as teachers and leaders. Their task is to develop skills and knowledge in the handling of horses and then to teach those skills to community members with physical, mental or emotional disabilities. Training and reflection are emphasized throughout the program and ongoing relationships are established between community volunteers, students and program participants.</p>
<p>Minnetonka Ridgedale YMCA 'Leadership for Empowerment Program' Middle School/Community Based</p>	<p>One outstanding component of this program is the partnership between urban, suburban and rural sites. Leadership for Empowerment provides middle school students of varying abilities with the foundation for achieving self-determination and leadership skills. Program highlights include a series of posters developed by the students on disability awareness and several plays written and performed by students. Over 400 people are informed about the program through a quarterly newsletter. Innovative reflection activities involve all students.</p>
<p>Moorhead Moorhead Community Education 'Moorhead Youth Leadership Council' High School/Community Based</p>	<p>Students research, plan, implement and evaluate projects that address community needs. Opportunities such as meal preparation in homeless shelters, vaudeville performances at nursing homes, and mentoring and</p>

	<p>puppet shows on disability awareness are just a few examples of ways this program develops youth leaders who are interested in using their skills and abilities to meet the challenging needs of their community. The council has an excellent balance of service and learning with an emphasis on diversity as well as leadership development.</p>
<p>Rochester John Marshall High School 'Teen Life Concerns (TLC)' High School/Community Based</p>	<p>A diverse group of student peer educators representing a cross-section of their school promote healthy sexuality and healthy relationships among teens in Rochester through classes and presentations for over 2,000 youth and through broader public education efforts. Olmstead County Public Health Services initiated the program with strong support and involvement from the administration, teachers and students. Because TLC is a program of teens, for teens, it is planned and organized largely by participants.</p> <p>Tenth grade recruits participate in a full day of training at the beginning of the program and in monthly two-hour sessions throughout the year. A complete evaluation of the program demonstrates that the students consistently achieve targeted learner outcomes related to the health curriculum, including more responsible personal behavior, and efforts to contribute to the community. Class members serve in a variety of public health advisory and policy groups in the Rochester area.</p>
<p>St. Cloud Central Minnesota Council Boy Scouts of America 'Scouting for Food' Multiple-Age/Community Based</p>	<p>For 83 years the Boy Scouts of America have been putting into action their slogan to "Do A Good Turn Daily." Through the annual Scouting for Food drive, over 7,500 scouts and 2,000 adult leaders collect bags of non-perishable food from residents in the twelve-county area by going door-to-door. The project is planned by scouts who address one of the community's greatest needs, hunger. The tremendous success of this project is evidenced by the 51 tons of food that were collected.</p>
<p>St. Paul Women's Association of Hmong and Lao 'McDonough Teen Council' Start Up Program</p>	<p>Twenty-Five Hmong and Laotian youth serve on the McDonough Teen Council. They spend half of their time on teen recreational activities and half of their time on community service projects. Their leadership has made a difference to everyone in their community from young children to senior citizens. The teens have also persuaded their parents to become more involved in community events, including McDonough Homes Clean-Up Days and Family Picnic.</p>
<p>St. Paul West Side Citizen's Organization 'Teens Networking Together (TNT)' High School/Community Based</p>	<p>TNT was created when 30 high school students began meeting weekly to discuss community problems. They developed a methodical five-step system for identifying issues and solutions. Participants advance their ability to address key issues through training sessions, retreats</p>

	<p>and participation in a variety of conferences. As a part of each project, participants carefully evaluate what they have learned as well as what they have accomplished for the community.</p> <p>After 18 months, TNT involves 250 youth in a wide range of projects including: fighting racism, running several recycling programs, hosting a job fair, helping start a childcare program, supporting Special Olympics, providing public information on substance abuse, staging cultural exhibitions, and speaking out publicly and on TV for youth and community issues.</p>
<p>St. Peter Nicollet and LeSueur Extension 'Positive Peers' Multiple-Age/Community Based</p>	<p>The Positive Peers program utilizes the school and the community to deliver powerful messages on chemical abuse prevention. Trained high school students become mentors and teachers for fourth, fifth and sixth grade students. These 22 leaders use a variety of methods to make sure that their message is heard not only by the 515 younger students, but also by the community as a whole.</p>
<p><b>College and University Based Programs</b></p>	
<p>Fergus Falls Lutheran Center for Christian Living 'Internship Program of the Alpha Way' Curriculum Based</p>	<p>Service is a crucial element of the educational philosophy and also a graduation requirement at the Lutheran Center for Christian Learning. Throughout the curriculum, service helps link the academic curriculum with real world problems. For example, students in a "World View" class not only discuss the aging of America, they witness it first-hand when they visit a local nursing home. Students study issues related to feeding the hungry while coming face-to-face with these issues at a local foodshelf.</p> <p>Through the Internship Program of the Alpha Way, 35 students contributed over 700 hours of service in nursing homes, schools, jails, and through Habitat for Humanity, Big Brother/Big Sister, a Pregnancy Center and several other community agencies. Time for weekly reflection in a journal and bi-weekly meetings with a mentor are also an integral part of the Internship Program.</p>
<p>Minneapolis University of Minnesota Homecoming Committee 'Community Service Day' Start Up Program</p>	<p>This large-scale University of Minnesota campus-wide community service event brought over 200 students together to serve at over 12 local non-profit organizations. Community Service Day provided a one-day introduction to long-term service by involving students in a short-term commitment to learn more about local agencies and service opportunities. This successful first-time homecoming event received support from the University community, participating organizations and the local community and will become a regular addition to future University homecomings.</p>

<p><b>Minneapolis</b>  <b>University of Minnesota Office for</b>  <b>Special Learning Opportunities</b>  <b>'AIDS/HIV: Cultural Perspectives'</b>  <b>Curricular Based</b></p>	<p>This program provides a model for a university-level course that combines interdisciplinary teaching and service-learning by both studying and acting to solve a social problem. The course utilizes readings, reports, journaling, papers and presentations to combine academic study and community-based field learning. Field placements encompass a wide variety of positions such as Minnesota AIDS Project home health aide, Aliveness Project foodshelf aide, Planned Parenthood counselor, Project Offstreets group leader and American Red Cross AIDS educator. Students develop their active learning skills, improve citizenship understanding and activity, and gain first-hand knowledge and awareness about a major community issue.</p>
<p><b>Minneapolis</b>  <b>Augsburg College</b>  <b>'Service-Learning and Teacher</b>  <b>Education Project'</b>  <b>Curricular Based</b></p>	<p>This program is recognized for its innovative work to examine if and how to integrate service-learning methodology into a post-secondary education curriculum. College students, college staff, secondary and elementary teachers and community members all collaborate to determine how to best make service-learning a part of the education curriculum at Augsburg College. Through seminars and service-learning projects, the participants identify goals and gain an understanding of the theory and practice involved with service-learning. The project itself is deepening the understanding of students and faculty in the theory and practice of service-learning.</p> <p>Augsburg College serves as a model of commitment to service-learning. Its strong Community Service-Learning Program includes scholarships for students pursuing degrees in service occupations and faculty who are strongly encouraged to utilize service-learning within their courses.</p>
<p><b>Rochester</b>  <b>Rochester Community College</b>  <b>'Cultural Awareness Can Touch Us</b>  <b>(CACTUS)'</b>  <b>Start Up Program</b></p>	<p>In response to the need for cultural and global awareness among rural Minnesota youth, Rochester Community College developed a program called CACTUS, "Cultural Awareness Can Touch Us." In cooperation with the Southeast Minnesota Cooperative Service Unit, college students from a variety of ethnic backgrounds serve as ambassadors to students in grades two to five in six rural elementary schools. Both the college ambassadors and the elementary school students benefit from the opportunity to exchange ideas and develop friendships with persons from other cultures. Most of the college students are international students who gain from being part of the local community. Elementary students become more aware of the real meaning of cultural diversity.</p>

<p>St. Joseph College of St. Benedict/ St. John's University 'VISTO (Volunteers in Service to Others)' Extra Curricular Program</p>	<p>Friendships are made between college students and youth of the community through VISTO's Project Friends program. Parishes receive needed help teaching classes and students benefit from the education provided by VISTO volunteers. VISTO swimming volunteers provide a chance for people with developmental disabilities to make new friends and get out of the house for a while. VISTO Special Olympics volunteers are "training partners" for people with developmental disabilities and accompany them on outings and to meets.</p>
<p>St. Paul Macalester College 'MACTION' Extra Curricular Program</p>	<p>Over 300 Macalester students were involved in weekly service opportunities through programs related to education, hunger and homelessness, English as a Second Language, international awareness and domestic violence. An additional 500 students were involved in one-day community service projects, including a day of service as part of the College's orientation process. MACTION encourages reflection and learning from service through bi-weekly discussions, monthly dinner meetings and a monthly newsletter.</p> <p>With a commitment to service as a guiding principle, Macalester is currently exploring even more ways to involve students in service-learning experiences, including linking service more closely with academic study.</p>
<p>St. Paul University of St. Thomas 'Tutoring Program' Extra Curricular Program</p>	<p>This program addresses needs of K-12 students in 25 inner city schools in Minneapolis and St. Paul. Over 600 tutors assisted over 1,100 grade school students with math, English and other elementary school subjects. They are also actively involved in teaching classes in Spanish, physical education and English as a second language. Friendships are established; trust and confidence are strengthened. During this program's four-year history, the tutors have experienced great success in the service they provide for younger students. Benefits of the program include improved test scores, better study habits, increased desire to learn and achieve, and improved confidence and self esteem.</p>
<p>St. Peter Gustavus Adolphus College 'Study Buddies' Start Up Program</p>	<p>Study Buddies is a student-initiated tutoring program that couples Gustavus Adolphus College students with St. Peter elementary middle and high school students. 152 college students tutor 225 youth and, in the process, are building a bridge of understanding between the college and larger community.</p>

**National and Community Service Act  
Minnesota's Serve America Grant Recipients  
Grants Awarded by the  
Minnesota Department of Education<sup>35</sup>**

<p>Blue Earth Blue Earth Public Schools Serve America Grantee</p>	<p>To broaden its current youth service program, Blue Earth Public Schools is providing staff inservice training programs and minigrants to teachers who are integrating service-learning into the curriculum. Blue Earth youth are working with senior citizens in nursing homes and care facilities, serving as tutors and helpers to children and youth within the school as well as addressing issues of alcohol abuse among youth. A major goal is to provide for community needs while building a service-learning curriculum.</p>
<p>Cambridge Cambridge Community Education 'Youth and Senior Citizens: Exploring Together' Serve America Grantee</p>	<p>Cambridge Community Education is adding a new focus area to its present youth service program. Through "Youth and Senior Citizens: Exploring Together" youth and older adults work together on a number of community projects. Youth from the middle school, senior high and Area Learning Center begin by joining seniors on writing and theater projects. Seniors from nursing homes, senior housing and private residences are invited to participate.</p>
<p>Chaska Chaska Public Schools Serve America Grantee</p>	<p>The Chaska Public Schools and the Department of Court Services of the Carver Scott Educational Cooperative have developed a pilot peer-helper and adult career-mentoring program. The program seeks to instill a sense of service in youth offenders and to reduce recidivism. Other program components include an individual development plan for each youth, education and career planning, referral to other agencies, and continued transitional services after the program is completed.</p>
<p>Duluth/Fond Du Lac Ojibwe School 'MPCA River Watch' Serve America Grantee</p>	<p>The Ojibwe School Sediment Testing Center is an environmental collaborative of the Minnesota Pollution Control Agency (MPCA) River Watch Program, the Ojibwe School, and the Fond Du Lac Reservation. The MPCA River Watch Program trains students at the Ojibwe School as well as teachers and adult volunteers. Students work with younger students on environmental projects.</p>
<p>Hutchinson Area Learning Center Serve America Grantee</p>	<p>Youth in the Area Learning Center and group homes are expanding Hutchinson's youth service program working out of the Dry Dock Youth Center. Youth ages 12-17 are engaged in a variety of service projects, including</p>

	working on environmental and public safety issues and assisting community residents who have physical impairments or are economically disadvantaged.
Minneapolis Alternative Schools in North Minneapolis Serve America Grantee	The Plymouth Christian Youth Center's project works with high school youth in alternative schools in north Minneapolis. Students are involved in volunteer services and learning opportunities, including reading to young children and working at a foodshelf.
Minneapolis Anwatin Middle School 'Students Reaching Out' Serve America Grantee	The Students Reaching Out program at Anwatin Middle School in Minneapolis gives youth with disabilities the opportunity to tutor younger children at a neighboring early childhood center. The tutors have special meetings once a week to receive training, ongoing support and feedback. The program is intended to give the tutors a chance to excel and help their community as well as provide individual help for the young children.
Minneapolis Minneapolis Public Schools Serve America Grantee	Youth Serving America is a collaborative project between the Continuum Center, the Minneapolis Public Schools and the Minneapolis Urban League. The project seeks to create opportunities for students at Harrison Secondary School and Urban League Street Academy to develop a sense of community responsibility by contributing volunteer services in neighborhood groups in north Minneapolis.
Minneapolis Northeast Middle School 'Gathering Place' Serve America Grantee	Gathering Place, a student and community partnership, provides students of Northeast Middle School and community volunteers an opportunity to transform unused middle school courtyard space into an environmentally sensitive, beautiful and functional gathering place. The planning and building of the courtyard links students to school, and school to the community.
Montevideo Montevideo Schools Serve America Grantee	The Montevideo Schools and Prairie Five Community Action Council have teamed up to offer a youth service program in which youth support elderly citizens in their efforts to maintain independence in their homes. Students meet weekly as a group to brainstorm and evaluate each other's action plan. They locate their own sites of service and interview seniors in order to develop their service-learning contracts.
Morris Morris Area Community Education Serve America Grantee	Morris Area Community Education and Stevens County Extension Service are working together to establish a service-learning camp that is a training site for youth from west central Minnesota. Initially, service-learning will focus on environmental issues. Examples of youth involvement include caring for animals and the environment, measuring water quality, recycling, and

	<p>learning how to handle household hazardous wastes. Youth learn to apply their basic academic skills to real-life situations.</p>
<p>Mound/Westonka 'Youth in Action' Serve America Grantee</p>	<p>Westonka Youth in Action involves youth (grades 5 and above) in service to their schools and community. It encompasses activities planned and implemented by youth. Program objectives include providing youth leadership training and establishing a youth drop-in center which is planned and operated by youth.</p>
<p>Pine City Pine City Area Learning Center 'Youth Reaching Out' Serve America Grantee</p>	<p>Youth Reaching Out is a new youth service initiative of the Pine City Area Learning Center. Its aim is to instill the values of active participation in the community to help at-risk youth develop leadership skills and become more responsible citizens through community service-activities. Youth develop the activities with help from an adult coordinator.</p>
<p>Red Wing Red Wing YMCA Serve America Grantee</p>	<p>The Red Wing YMCA is initiating a new program. A youth worker is working with young persons (ages 8-18) who are at risk in their personal lives. The program engages these youth in community service projects. Examples of proposed projects are city park improvement and clean-up, peer tutoring, counseling programs, school leadership programs, YMCA Pal program involvement, work with the Red Wing Area Coalition for transitional housing, meals-on-wheels and other projects initiated by the youth.</p>
<p>Rochester Rochester Public Schools Serve America Grantee</p>	<p>The Rochester Public Schools are increasing the number of youth who participate in community service by cooperating with the Volunteer Connection, Inc. Youth are working at programs such as the Dorothy Day House, Habitat for Humanity, Channel One and other community groups. As Rochester moves to a middle school design, youth service is being integrated into curriculum for 6th through 8th graders.</p>
<p>Roseville Roseville Schools 'Youth Service Learning Leadership' Serve America Grantee</p>	<p>The Youth Service Learning Leadership (YSLL) program aims to enhance and expand youth service in the Roseville schools by developing and training student leaders from groups of students who generally are not offered these opportunities. In addition, teachers are being trained in new ways to incorporate service-learning into their curricula. Youth take ownership for the program as it evolves from service to learning to leadership development. Students promote and model the concept of youth as community leaders through a community-wide youth council.</p>

<p>South St. Paul  South St. Paul High School  'Roosevelt Breakfast Program'  Serve America Grantee</p>	<p>Students from South St. Paul High School's peer-helper and service-learning classes, students enrolled at South St. Paul's Area Learning Center, and adult community volunteers, provide services to elementary students who participate in the Roosevelt Breakfast Program.</p>
<p>St. Paul  Johnson Senior High School  'Key Corps'  Serve America Grantee</p>	<p>The Hmong American Partnership and Johnson Senior High School are starting a Key Corps for Hmong youth. Key Corps students participate in an in-school training and leadership course. Then they become peer tutors and mentors for Hmong 4th-8th graders in three St. Paul public housing sites.</p>
<p>St. Paul  St. Paul Public Schools  'Face to Face Health and Counseling Service'  Serve America Grantee</p>	<p>Face to Face Health and Counseling Service has teamed up with the St. Paul Public Schools to initiate a peer mentorship program for pregnant and parenting students. Peer mentors participate in training which includes such areas as health, wellness, prenatal care, communication skills, and relationship building before they are matched with other youth in similar circumstances.</p>
<p>St. Paul  St. Paul Schools' New Americans  'Youth Service Corps'  Serve America Grantee</p>	<p>The St. Paul Schools' New-Americans Program and the Ramsey County Public Health Department are developing a Youth Service Corps involving youth from families who are recent immigrants or refugees. After working with adults in the health and human services fields, youth share their knowledge with other youth from their own cultural background.</p>
<p>St. Paul  West Side Citizens Organizations  Serve America Grantee</p>	<p>West Side Citizens Organization/Teens Networking Together and the Boys and Girls Clubs of St. Paul focus on including youth service and service-learning in their current youth programs. Youth conduct their own needs assessment in the community and plan their own projects. Youth have already indicated interest in environmental projects at Bluff Park, neighborhood recycling, mentoring programs for younger students at Cherokee Heights Elementary School and a SafeRides program for the West Side.</p>
<p>Waseca  Waseca Public Schools  Serve America Grantee</p>	<p>Waseca Public Schools is adding some new features to its regular youth service program. It is working closely with the Parent Communication Network and Home/School Partnership so that students and adults are able to work together on community service projects. Senior adults are involved as mentors for youth.</p>
<p>White Bear Lake  White Bear Lake School District  'Adventure Bound'  Serve America Grantee</p>	<p>Adventure Bound is an after-school service-learning program for 4th-6th grade students in six elementary buildings in the White Bear School District. This program, held two days a week, is led by a cross-age teaching team consisting of an adult extended day</p>

	<p>staff person, college volunteers and high school service ambassadors. The teaching teams prepare and involve participants in a wide variety of activities and experiences that focus on the theme areas of multiculturalism, aging (senior citizens), and the environment.</p>
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**National and Community Service Act  
Higher Education Innovative Projects  
Grants Awarded by the  
Minnesota Higher Education Coordinating Board<sup>36</sup>**

<p><b>Brainerd</b> Brainerd/Staples Regional Technical College 'Learning by Sharing' Campus Service Grantee</p>	<p>Twenty to thirty students in the Occupational Skills Program participate in this project. These "high risk" youth with disabilities provide service to elementary and preschool youth, many of whom are also "high risk", and senior citizens in health care facilities. Students receive credit for the community service. Course goals and performance objectives are written and developed to allow for and, in some cases, require community service. Other technical college students from a variety of programs are recruited to participate and work with the same population and with older students who are identified as "high risk."</p>
<p><b>Mankato</b> Mankato State University 'Developing Service-Learning for South Central Minnesota' Campus Service Grantee</p>	<p>The project develops institutional capacity to integrate service-learning into the College of Social and Behavioral Sciences and the College of Education, develops community agency capacity to serve as a partner in service-learning, forms partnerships between university faculty and community agencies, increases and enriches student experience in community service, and positively impacts people through social service agencies/class projects. In the College of Social and Behavioral Sciences, approximately 80 students in two classes engage in reflective service-learning experiences. In the College of Education, 30 pre-service teachers combine direct service experiences with curriculum that prepares them to introduce service-learning in K-12 classrooms.</p>
<p><b>Marshall</b> Southwest State University 'Intracampus Community Service Network' Campus Service Grantee</p>	<p>This project provides academic and experiential learning in community service for 125 students through lecture-based coursework, career exploration, and service with a rural community service agency. Students in a cross section of disciplines provide service while learning about prevention education and early intervention programming for youth and families from high risk environments. The academic program component includes values clarification, ethics and leadership</p>

	<p>training, and career exploration. The practical components involve hands-on experience with an agency from a rural 21 county area. The project also develops a community service network to provide a better cross reference between agencies and students as more students seek specific projects for career exploration and development.</p>
<p><b>Minneapolis Augsburg College 'Integrating Service-Learning into a Teacher Education Program: A Demonstration Project' Campus Service Grantee</b></p>	<p>Augsburg is recruiting and training six to eight Augsburg Education Department faculty, Augsburg Teacher Education Program students, and cooperating teachers from K-12 schools in the theory and practice of service-learning. The 18 to 24 program participants enroll in a seminar entitled, "Service-Learning and Experiential Education." Following this training the K-12 teachers develop and deliver service-learning experiences with the assistance of the Augsburg teacher education students and faculty. Academic credit for participation in clinical placements is granted. Following data collection and analysis, a report of these experiences is written by the staff, disseminated at local, regional, and national conferences; and recommendations will be integrated into the general practice of teacher education at Augsburg College.</p>
<p><b>Minneapolis Metropolitan State University 'The Multicultural Center for Community-Based Learning' Campus Service Grantee</b></p>	<p>This project supports establishment of the Multicultural Center for Community Based Learning. The center tailors community-based, service-learning activities to four major communities of color of the Twin Cities area: Hispanic, Southeast Asian, African-American, and Native American. The grant supports infusion of community service throughout the institution by including the integration of service-learning into collegiate courses; providing services to communities of color; providing students with the opportunity to receive academic credit for community service; and facilitating service as part of the work life of faculty, staff, and administration. First-year activities will result in the development or expansion of three service-learning projects in the Hispanic and Southeast Asian communities, with 10 to 12 students participating in each project. Each of these projects includes the development or adaptation of ancillary course work to facilitate students' efforts to reflect on their service. Two new advisory committees</p>

	<p>representing the Hispanic and Southeast Asian communities are being established to help guide development of these service-learning opportunities.</p>
<p><b>Moorhead</b>  <b>Concordia College, Moorhead</b>  <b>'Rural Reinvestment: A Community Leadership and Service Learning Partnership'</b>  <b>Campus Service Grantee</b></p>	<p>This project begins with a four-credit preparation seminar course offered by the Psychology Department and is devoted to studying rural issues. During the four-month summer break, 30-50 students spend time in rural communities working three to five hours per week on a community service project. Student projects include: recreation, reading, or oral interpretation programs for children; developing an oral history program for the community; forming citizen environmental study groups; and developing a marketing plan for businesses and/or other organizations. The students work with a leader-mentor from the community, a faculty supervisor from the academic discipline, and other community people.</p>
<p><b>Moorhead</b>  <b>Moorhead State University</b>  <b>'Visions'</b>  <b>Campus Service Grantee</b></p>	<p>The objectives of this project are: to provide opportunities for meaningful service that meet needs in the community and offer learning experiences for students, to promote community service as a viable leadership experience, to prepare students for a life of involved and committed citizenship, and to expose a greater number of students to community service by providing current information on volunteer opportunities. Each quarter, 30 college students participate in a tutoring program to assist at-risk students with their academic skills and mastery of skills in mathematics, science, and English. This program works with students from Moorhead Senior High and the Youth Educational Services alternative high school.</p>
<p><b>Roseville</b>  <b>National Youth Leadership Council</b>  <b>'Minnesota Campus Service Initiative - Training, Coordination, Technical Assistance, and Evaluation'</b>  <b>Campus Service Grantee</b></p>	<p>The Minnesota Campus Service Initiative (MCSI), a project of the National Youth Leadership Council (NYLC), provides ongoing training, technical assistance, networking, policy development, and recognition services to all higher education grant recipients under the National and Community Service Legislation. Specific training events included a program director's institute, a student leadership retreat, and training activities held in conjunction with NYLC's National Service-Learning Conference. Including workshops on "Effectively Evaluating Service-Learning Programs" and a "Faculty Institute on Infusing Service-Learning into Courses and Curricula." In addition, MCSI assists in developing and implementing a comprehensive evaluation of higher</p>

	<p>education grants, coordinates special efforts to advance the teacher education component of the state program and assists in the formation of a "Minnesota Campus Compact," a coalition of college presidents and chancellors committed to service-learning.</p>
<p>St. Joseph St. John's University and the College of St. Benedict 'Students in Service to Rural and Urban Community Needs' Campus Service Grantee</p>	<p>Through the Volunteers in Service to Others (VISTO) program, St. John's University and the College of St. Benedict have a well established and successful model of student volunteer service to the larger community. Grant funds were used for strengthening and extension of proven community service models. Curricular components combine analysis of volunteerism in American social life with experiential learning through social service projects. Some funds sponsor a visiting lecturer and student transportation.</p>
<p>St. Peter Gustavus Adolphus College 'Seed Funding for A Comprehensive Service-Learning Program' Campus Service Grantee</p>	<p>Approximately 400 Gustavus Adolphus students regularly participate in four ongoing community service programs. This grant supports development of a comprehensive, integrated, service-learning program for the campus. A program coordinator integrates service-learning through increased training and regular supervision of participants, strengthens program design through work with non-volunteer agency personnel, and increases commitment to reflection and learning in existing programs.</p>
<p>Staples Staples Technical College 'Mentorship Program' Campus Service Grantee</p>	<p>Ten technical college machine shop students are mentors for academically-disadvantaged youth enrolled in the high school machine shop program. The program works closely with the Staples High School and Department of Vocational Rehabilitation to identify and monitor high school youth. Mentors attend a four-hour training workshop and monthly meetings to review journals and discuss program issues. A coordinator supervises and promotes this project in the school system and the community. A local advisory board helps implement the program.</p>
<p>Twin Cities University of Minnesota 'University-Community Connection (Youth Tutoring Program)' Campus Service Grantee</p>	<p>The Youth Tutoring Program brings together University volunteers (15 to 20 students, staff, and faculty) and inner city youth enrolled in the Horizons Youth Program at the Sabathani Community Center in Minneapolis. University participants provide a minimum of two hours of tutoring service per week to a Horizons Program participant and assist with other projects and programs at</p>

the community center. University and Horizons program staff provide orientation and skill-building workshops for the University participants. Ongoing opportunities for reflection are provided in the form of non-credit workshops and discussions and a four-credit course, "Community Service as an Element of Social Change: Historical, Cultural, and Interdisciplinary Perspectives." Twice each quarter there are informal get-togethers of tutors, pupils and family members of those being tutored. University volunteers and University program staff develop training materials that can be used for other kinds of youth and tutoring programs.



# Notes

<sup>1</sup>**INDEPENDENT SECTOR, Volunteering and Giving Among American Teenagers 12-17 Years of Age**, Survey conducted by the Gallup Organization for INDEPENDENT SECTOR, published by INDEPENDENT SECTOR, Washington, D.C., 1992.

<sup>2</sup>Marian Wright Edelman, **The Measure of Our Success - A Letter to My Children and Yours**, Beacon Press, Boston, Massachusetts, 1992, p.67 .

<sup>3</sup>Association for Volunteer Administration, **Survey on Community Service** (Taken at the 1992 International Conference on Volunteer Administration), P. O. Box 4584, Boulder, Colorado 80306.

<sup>4</sup>The William T. Grant Commission on Work, Family and Citizenship, **The Forgotten Half: Pathways to Success for American's Youth and Young Families**, William T. Grant Foundation, Washington, D.C., November 1988, p.79.

<sup>5</sup>Minnesota Department of Education, **Model Learner Outcomes For Youth Community Service**, Minnesota Department of Education, 1992, p.6.

<sup>6</sup>National Youth Leadership Council, 1910 West County Road B, Roseville, Minnesota 55113. Phone: 612/631-3672.

<sup>7</sup>**Federal Register**, Volume 57, No. 30, Part II Commission on National and Community Service, 45CFR, Chapter XXV, **National and Community Service Grant Program Final Rule**, Thursday, February 13, 1992, p. 5300.

<sup>8</sup>Ibid

<sup>9</sup>Jon Van Til, **Mapping the Third Sector: Voluntarism in a Changing Social Economy**, The Foundation Center, New York, New York, 1988, p.6.

<sup>10</sup>Ivan H. Scheier, **Exploring Volunteer Space: The Recruiting of a Nation**, **VOLUNTEER: The National Center for Citizen Involvement**, Boulder, Colorado, 1980.

<sup>11</sup>Susan J. Ellis and Katherine H. Noyes, **By The People: A History of Americans as Volunteers**, Jossey-Bass, Inc., San Francisco, California, 1990 Revised Edition.

<sup>12</sup>Jon Van Til, **Mapping the Third Sector: Voluntarism in a Changing Social Economy**, The Foundation Center, New York, New York, 1988.

<sup>13</sup>**Federal Register**, Volume 57, No. 30, Part II Commission on National and Community Service, 45CFR, Chapter XXV, **National and Community Service Grant Program Final Rule**, Thursday, February 13, 1992, p. 5300.

<sup>14</sup>Ibid

<sup>15</sup>The Society For Nonprofit Organizations, **Nonprofit World UPDATES**, 6314 Odana Road, Suite 1, Madison, Wisconsin 53719, Volume 1, Number 3, 1993, Page 7.

<sup>16</sup>Dr. Roger Landrum, Executive Director, Youth Service America (August 1992), **National Service: Roots and Flowers**, developed for the Commission on National and Community Service, Washington DC 20005: Youth Service America, 1101 15th St. NW, Suite 200, Washington, D.C.

<sup>17</sup>**Minneapolis StarTribune**, Thursday, September 9, 1993, p. 7A.

<sup>18</sup>President Bill Clinton, **Statement by the President**, The White House Office of the Press Secretary, Washington, D.C., September 8, 1993.

<sup>19</sup>Paula Beugen, **Minnesota Youth Community Service—A Growing Movement**, Minnesota Office on Volunteer Services, Department of Administration, St. Paul, Minnesota, 1988.

<sup>20</sup>James Kielsmeier and Christina Sorden, **Reclaiming a Needed Resource: Minnesota's Youth—Report and Plan of Action to Governor Rudy Perpich, November 21, 1986**, Minnesota Task Force on Youth Service and Work, University of Minnesota, St. Paul, Minnesota, pp 3-5, as cited in **Minnesota Youth Community Service-A Growing Movement**, Minnesota Office on Volunteer Services, 1990.

<sup>21</sup>Ibid

<sup>22</sup> Ibid

<sup>23</sup>Paula Beugen, **Minnesota Youth Community Service—A Growing Movement**, Minnesota Office on Volunteer Services, Department of Administration, St. Paul, Minnesota, 1988.

<sup>24</sup>Paula Beugen, **Youth Community Service Bubbles Up All Over Minnesota**, Minnesota Office on Volunteer Services, Department of Administration, St. Paul, Minnesota, 1990.

<sup>25</sup>Governor's Blue Ribbon Committee on Mentoring and Youth Community Service, **Promise of the Future. Responsibility Today.**, Findings of the Governor's Blue Ribbon Committee on Mentoring and Youth Community Service, Minnesota Office on Volunteer Services, Department of Administration, St. Paul, Minnesota, March 1993.

<sup>26</sup>Paula Beugen, **Youth Community Service Bubbles Up All Over Minnesota**, Minnesota Office on Volunteer Services, Department of Administration, St. Paul, Minnesota, 1990.

<sup>27</sup>Information prepared by the Minnesota Department of Education.

<sup>28</sup>Ibid

<sup>29</sup>Dan Conrad and Diane Hedin, **High School Community Service: A Review of Research and Programs**, Monograph, National Center on Effective Secondary Schools, Wisconsin Center for Education Research, Madison, Wisconsin, p.38.

<sup>30</sup>**Bryan W. Barry, Strategic Planning Workbook for Nonprofit Organizations, Amherst H. Wilder Foundation, St. Paul, Minnesota., 1986**

<sup>31</sup>**Youth Service America's Working Group on Youth Policy, Principles of Best Practice, Youth Service America, Washington, D.C., 1990.**

<sup>32</sup>**Governor's Youth Service Recognition Day Program, Sponsored by Governor Arne Carlson, The National Youth Leadership Council, Lutheran Brotherhood and twelve additional organizations, last page of April, 1993 event program.**

<sup>33</sup>**Ibid**

<sup>34</sup>**Governor's Youth Service Recognition Day Program, Sponsored by Governor Arne Carlson, The National Youth Leadership Council, Lutheran Brotherhood and twelve additional organizations, adapted from event program, 1992 and 1993.**

<sup>35</sup>**Based on information provided by Minnesota Department of Education.**

<sup>36</sup>**Based on information provided by Minnesota Higher Education Coordinating Board.**



# Recognition Awards

## Minnesota:

### **“Eleven Who Care” Awards**

Type of Award: Individual, statewide, all ages, all types of volunteer activity

Nominations Due: January (formal application)

Announced: September at formal, televised event

Sponsor: KARE 11, 612/546-1111

### **“Minnesota Governor’s Youth Service Recognition” Awards**

Type of Award: Programs and projects, start-up and established groups, teams or schools

Nominations Due: March (no formal application)

Announced: May

Sponsor: Office of the Governor, National Youth Leadership Council, and others 612/631-3672

### **“Good Neighbor” Awards**

Type of Award: Individual, statewide, for all types of public or community service (may or may not be volunteer)

Nominations Due: Accepted on on-going basis, type biography on nominee

Announced: Daily on the radio

Sponsor: WCCO News/Talk 8•3•0, 612/370-0611

### **“Juliet Evans Nelson Scholarship”**

Type of Award: \$1,000 scholarship for outstanding youth volunteerism, must be high school junior in United Way of Minneapolis Area’s service area

Nominations Due: October

Announced: March (United Way’s Annual Meeting)

Sponsor: Glen and Marilyn Nelson through United Way of the Greater Minneapolis Area’s Volunteer Center, 612/340-7621

### **“The McKnight Awards in Human Service”**

Type of Award: Individual, statewide, human service area

Nominations Due: September or October (formal application)

Announced: December

Sponsor: McKnight Foundation, 612/333-4220

## National:

### **“The President’s Award”**

Type of Award: Both individual volunteers and volunteer programs, corporate and nonprofit, are recognized

Nominations Due: December (formal application)

Announced: April

Sponsor: Points of Light Foundation, 202/223-9186

### **“Achievement Against The Odds Award”**

Type of Award: Low-income persons for their outstanding community achievements using self-help approaches

Sponsor: National Center for Neighborhood Enterprise, 202/331-1103

**“Lewis Hine Awards”**

Type of Award: Individuals (paid or volunteer) on behalf of children and youth  
Nominations Due: Late October  
Announced: December  
Sponsor: National Child Labor Committee, 212/840-1801

**“Outstanding School Volunteer Awards”**

Type of Award: A variety of categories (youth, intergenerational, special education, business partnerships, program organizers, etc.)  
Nominations Due: March  
Announced: May  
Sponsor: National Association of Partners in Education, 800/992-6787

**“Educational Sponsorship Award”**

Type of Award: Individuals from the public and private sector who have contributed significantly to the development of the Partnerships in Education movement  
Nominations Due: July - August  
Announced: November  
Sponsor: National Association of Partners in Education, 800/992-6787

**“J.C. Penney Golden Rule Award”**

Type of Award: Monetary awards are given to nonprofit organizations on behalf of volunteer winners, includes a Youth Award  
Sponsor: J.C. Penney Company Inc. , 214/591-1319

**“Caring Awards”**

Type of Award: Adults and youth whose actions exemplify a caring spirit, includes scholarship awards for students  
Nominations Due: May  
Announced: September - October  
Sponsor: The Caring Awards, 202/547-4273

**“Yoshiyama Award”**

Type of Award: Students for exemplary service to the community  
Nominations Due: April  
Announced: Late August  
Sponsor: The Hitachi Foundation, 202/457-0588

**“Jefferson Awards”**

Type of Award: Honors highest achievements in field of public service, awards for young people as well as adults  
Nominations Due: March 1  
Announced: June  
Sponsor: American Institute for Public Service, 202/463-8340  
(Established by Jacqueline Onassis and Robert Taft)

**“John W. Gardner Leadership Award”**

Type of Award: Outstanding Americans who exhibit leadership skills, honors founder of Common Cause and presidential advisor  
Nominations Due: February 28  
Announced: October  
Sponsor: INDEPENDENT SECTOR, 202/223-8100



# Resource Directory

## **ACTION**

1100 Vermont Avenue NW, Room 8100  
Washington, DC 20525  
202/606-5135

## **Alliance for Service-Learning and Education Reform**

Council of Chief State School Officers  
One Massachusetts Avenue NW, Suite 700  
Washington, DC 20001-1431  
202/336-7026

## **American Red Cross**

National Office of Volunteers/Youth Services  
431 18th Street NW  
Washington, DC 20006  
202/639-3378

## **American Youth Policy Forum**

1001 Connecticut Avenue NW, Suite 301  
Washington, DC 20036-5541  
202/775-9731

## **Association for Experiential Education (AEE)**

2885 Aurora Avenue, #28  
Boulder, CO 80303-2252  
303/440-8844

## **Association for Volunteer Administration (AVA)**

Post Office Box 4584  
Boulder, CO 80306  
303/541-0238

## **Boys and Girls Clubs of America**

771 1st Avenue  
New York, NY 10017  
212/351-5900

## **Campus Compact**

Box 1975  
Brown University  
Providence, RI 02912  
401/863-1119

## **The Campus Outreach Opportunity League (COOL)**

264 North Hall  
2005 Lower Buford Avenue  
University of Minnesota  
St. Paul, MN 55108-1011  
612/624-3018  
TDDMRS 612/297-5353

## **Close Up Foundation**

44 Canal Center Plaza  
Alexandria, VA 22314  
703/706-3300

## **Colorado Consortium for Community Service**

Office of Community Services  
Lory Student Center  
Colorado State University  
Fort Collins, CO 80523  
303/491-1483

## **Commission on National and Community Service (CNCS)**

529 14th Street NW, Suite 452  
Washington, DC 20045  
202/724-0600

## **Community Service Fellowship**

Connecticut Department of Higher Education  
61 Woodland Street  
Hartford, CT 06105  
203/566-6154

## **Community Service Learning Center**

258 Washington Boulevard  
Springfield, MA 01108  
413/734-6857

## **The Constitutional Rights Foundation**

601 S Kingsley Drive  
Los Angeles, CA 90005  
213/487-5590

## **Council of Chief State School Officers**

One Massachusetts Avenue NW, Suite 700  
Washington, DC 20001-1431  
202/336-7033

## **4-H Youth Development**

University of Minnesota  
340 Coffey Hall  
1420 Eckles Avenue  
St. Paul, MN 55108  
612/625-6244

## **Florida Association of Colleges and Universities**

4200 54th Avenue South  
St. Petersburg, FL 33711  
813/864-8835

## **Girl Scouts of the U.S.A.**

420 5th Avenue  
New York, NY 10018  
212/852-8000

## **Hitachi Foundation**

1509 22nd Street NW  
Washington, DC 20037-1073  
202/457-0588

**Illinois Board of Higher Education**  
4 West Old Capitol Plaza  
500 Reisch Building  
Springfield, IL 62701-1287  
217/782-2551

**Independent Sector**  
1828 L Street NW, Suite 1200  
Washington, DC 20036  
202/223-8100

**Indiana Conference Compact**  
Indiana Conference on Higher Education  
200 South Meridian Street, Suite 220  
Indianapolis, IN 46225  
317/635-2655

**Indiana University Center on Philanthropy**  
550 West North Street, #301  
Indianapolis, IN 46205  
317/274-4200

**Institute for Responsive Education**  
605 Commonwealth Avenue  
Boston, MA 02215  
617/353-3309

**Junior Achievement**  
7300 Whittier Boulevard  
Bethesda, MD 20817  
301/229-5300

**Michigan Campus Compact**  
Kellogg Center  
Michigan State University, Room 31  
East Lansing, MI 48824  
517/353-9393

**Minnesota Association of Volunteer  
Directors (MAVD)**  
c/o Faith Lutheran Church  
11115 Hanson Boulevard  
Coon Rapids, MN 55433  
612/755-3530

**Minnesota Campus Service Initiative**  
c/o National Youth Leadership Council  
1910 West County Road B  
Roseville, MN 55413  
612/631-3672  
TDDMRS 612/297-5353

**Minnesota Citizens Council on Crime and Justice**  
Court Referred Volunteer Program (CRVP)  
Community Services  
822 S. 3rd Street, Suite B-20  
Minneapolis, MN 55415  
612/371-0107

**Minnesota Conservation Corps (MCC)**  
Department of Natural Resources  
500 Lafayette Road  
St. Paul, MN 55155-4004  
612/296-5042  
TTY/TDD 612/296-2144

**Minnesota Department of Education**  
923 Capitol Square Building  
550 Cedar Street  
St. Paul, MN 55101  
612/296-1435  
TTY/TDD 612/297-2095

**Minnesota Higher Education Coordinating Board  
(MHECB)**  
550 Cedar Street, Suite 400  
St. Paul, MN 55101  
612/296-9665  
TDDMRS 612/297-5353

**Minnesota Insurance Information Center**  
750 Norwest Center  
55 Fifth Street East  
St. Paul, MN 55101-1764  
612/222-3800

**Minnesota Mentor Network**  
Minnesota Office on Volunteer Services (MOVS)  
117 University Avenue  
St. Paul, MN 55155  
612/296-4731  
800/234-6687 (Greater Minnesota Only)  
TTY/TDD 612/297-4022 or  
800/657-3783 (Greater Minnesota Only)

**Minnesota Office on Volunteer Services (MOVS)**  
117 University Avenue  
St. Paul, MN 55155  
612/296-4731  
800/234-6687 (Greater Minnesota Only)  
TTY/TDD 612/297-4022 or  
800/657-3783 (Greater Minnesota Only)

**National Association of Partners in  
Education, Inc.**  
209 Madison Street, Suite 401  
Alexandria, VA 22314  
703/836-4880

**National Association of Partners in Education**  
Minnesota Chapter (NAPE/MN)  
c/o 261 School Avenue  
Excelsior, MN 55331  
612/470-3450

National Association of Service and Conservation  
Corps (NASCC)  
666 Eleventh Street NW, Suite 500  
Washington, DC 20001  
202/737-6272

National Center for Service Learning in  
Early Adolescence  
c/o CASE/CUNY Graduate Center  
25 West 43rd Street, Suite 612  
New York, NY 10036  
212/642-2947

National Community Education Association  
801 N Fairfax Street, Suite 209  
Alexandria, VA 22314  
703/683-6232

National Crime Prevention Council  
1700 K Street NW, Second Floor  
Washington, DC 20006  
202/466-NCPC

National Indian Youth Leadership Program  
605 Vandenbosch Parkway  
Gallup, NM 87301  
505/722-9176

National Service Secretariat  
5140 Sherrier Place NW  
Washington, DC 20016  
202/244-5828

National Society for Internships and  
Experiential Education  
3509 Halworth Drive, Suite 207  
Raleigh, NC 27609  
919/787-3263

National Youth Leadership Council (NYLC)  
1910 West County Road B  
Roseville, MN 55413  
612/631-3672  
TDDMRS 612/297-5353

Office of National Service  
The White House  
OEOB  
Room 145  
Washington, DC 20500  
202/456-6444

PennSERVE  
1304 Labor and Industry  
7th and Forster Streets  
Harrisburg, PA 17120  
717/787-1971

Pennsylvania Campus Compact  
Pennsylvania Association of Colleges  
and Universities  
800 North Third Street  
Harrisburg, PA 17102  
717/232-4446

Pennsylvania Institute for Service Learning  
Rowland & Ryan Avenue  
Philadelphia, PA 19136  
215/335-5653

Points of Light Foundation  
1737 H Street NW  
Washington, DC 20006  
202/223-9186

Public/Private Ventures  
399 Market Street, Suite 300  
Philadelphia, PA 19106  
215/592-9099

Project Service Leadership  
12703 NW 20th Avenue  
Vancouver, WA 98685  
206/576-5070

Quest International  
1984 Coffman Road  
Newark, OH 43055  
800/837-2801

Search Institute  
Thresher Square West  
700 S 3rd Street, Suite 210  
Minneapolis, MN 55415  
612/376-8955  
TDDMRS 612/297-5353

SerVermont  
Post Office Box 516  
Chester, VT 05143  
802/875-2278

Thomas Jefferson Forum, Inc.  
Lincoln Filene's Center  
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2. Minnesota Extension Services, Anoka County 4-H Youth Development, page iv
3. National Youth Leadership Council, page 4
4. Minnesota Office on Volunteer Services, Department of Administration, page 12
5. National Youth Leadership Council, page 22
6. Minnesota Office on Volunteer Services, Department of Administration, page 30
7. National Youth Leadership Council, page 44
8. Minnesota Office on Volunteer Services, Department of Administration, page 50
9. Sibley High School, West St. Paul, Minnesota, page 78
10. National Youth Leadership Council, page 82
11. National Youth Leadership Council, page 86
12. St. Paul Public Schools/Fresh Force, Minnesota, page 92

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