

STATE OF MINNESOTA  
Department of  
Administration



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Saint Paul, Minnesota 55155  
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February 5, 1993

## Appendix A

The Honorable John Marty  
Minnesota Senate  
G-9 State Capitol  
St. Paul, Minnesota 55155

The Honorable Andy Dawkins  
Minnesota House of Representatives  
371 State Office Building  
St. Paul, Minnesota 55155

Dear Senator Marty and Representative Dawkins:

I am writing to you to respond to the content of the recent bills you have introduced (S.F. 100 and House File 2) dealing with youth service. After careful study and conversation with a number of people, I would like to offer a few thoughts on their relationship to the Department of Administration.

Frankly, I think your bills do a great job of capturing the bulk of the recommendations of the Governor's Advisory Task Force on Mentoring and Community Service, although your funding target is considerably more ambitious than that of the Task Force.

Perhaps the most troubling part of the bills (Sections 1 to 11) is assignment of the "Minnesota Youth Works Act" to the Department of Administration, a point which I have brought up in past Task Force meetings. Historically, the Minnesota Office on Volunteer Services (MOVS), located within Admin, has acted as an advocacy office serving to stimulate volunteerism and increase the impact of volunteer programs, citizen participation efforts, and public/private partnerships in Minnesota. We have successfully accomplished this mission through the promotion, leadership, and support of the volunteer community utilizing the talents of a small staff of five people. We have not, however, been in the direct service delivery business as would be required by your bills.

Because of the MOVS leadership and network, and the importance of volunteerism in community service, MOVS was asked to staff the

Architectural Design  
Building Code  
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Purchasing  
Real Estate Management  
Records Management  
Resource Recycling  
State Bookstore  
Telecommunications  
Volunteer Services

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Governor's Task Force and assist in the development of last year's grant request to the Commission on National Community Service. As you know, we were successful in this effort, receiving a \$630,000 grant and were selected as a "leader" state by the Commission. However, although MOVs coordinated the development of the grant, the actual delivery of services from the grant funds has been performed by the Department of Education (DOE), the Higher Education Coordinating Board (HECB), the National Youth Leadership Council and others, with a small coordinating role being played by MOVs. In fact, it is this model of service delivery that we intend to follow and streamline as we pursue an additional grant for the Commission,

MOVS is proud of its efforts to convene and staff the Task Force and the successful receipt of the Commission grant. We are equally proud of our role in bringing together state agencies which have a shared interest and ability to deliver youth service opportunities. However, we have learned from this experience that MOVS participation is, and should be, limited. We simply do not have the knowledge, experience, and support systems needed to deliver the level of quality support services that your bills would require. The mission and purpose of the Minnesota Department of Administration just simply does not include direct service delivery to citizens. Nevertheless, rather than simply point out a problem, I would also like to suggest some solution options.

As you know, the Governor has proposed the creation of a new Department of Children and Education Services. Though the details of this department are still being discussed, my understanding is that it will include an apprenticeship component as well as the Higher Education Coordinating Board, both of which are related to aspects of your bills. This new department could very well be the best vehicle by which to deliver the comprehensive concept of youth service contained in both your bills and in the Task Force's recommendations. It appears to me that our shared vision of youth service and volunteerism includes the creation of a seamless continuum of service opportunities for all citizens, at all stages of life. Locating this program in the new department having a similar perspective may provide the opportunity for this continuum to take root.

In addition, should this new department not be created in time to implement the programs envisioned in your bills, I would suggest that you consider both DOE and HECB as potential homes for such programs. Finally, the Department of Jobs and Training (DJT) has a successful track record of delivering similar youth service opportunities. The Partnership Act and the Minnesota Youth Opportunity Act have been successful in creating a private industry council system that has the capacity to deliver similar programs. The Corps Program in the summer of 1993. In any event, DOE and DJT are far more experienced than MOVS.

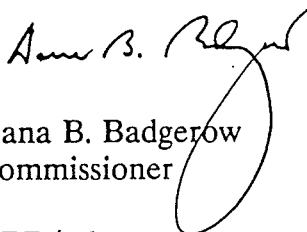
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in both federal grant administration and the delivery of education and youth services. It is for the many reasons stated above that I suggest the Legislature's consideration of alternatives to Admin for the administration and implementation of the program contained in your bills.

In conclusion, let me simply say that we are honored that you would consider the Department of Administration as the agency to deliver such a worthwhile program. However, it is because of the importance of this effort and Admin's inexperience in this activity, and the fundamental inconsistency of the program with our mission, that I suggest better alternatives for delivering this program.

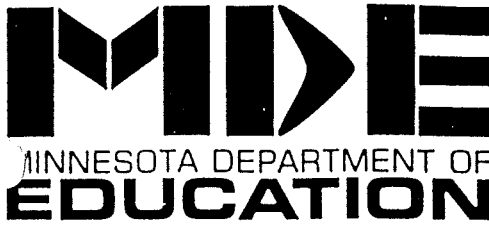
It would be my pleasure to discuss this issue with you at your convenience or please feel free to contact Assistant Commissioner Bob Schroeder for further dialogue.

Sincerely,

  
Dana B. Badgerow  
Commissioner

DBB/mh

c: Linda Runbeck, State Senator  
Kathleen Blatz, State Representative  
Howard Orenstein, State Representative  
Curt Johnson, Deputy Chief of Staff  
Cindy Jepsen, Deputy Chief of Staff  
Jim Kielsmeier, Director, National Youth Leadership Council  
Pat Westhoff, Deputy Director for Cabinet Affairs  
R. Jane Brown, Commissioner, Department of Jobs & Training  
Gene Mammenga, Commissioner, Department of Education  
Bob Schroeder, Ass't. Commissioner, Department of Administration  
David Powers, Executive Director, HECB  
Lauren Weck, Director, MOVS  
Marlys C. Johnson, Chair, MOVS Advisory Council  
Governor's Task Force on Mentoring and Community Service



Capitol Square 550 Cedar Street  
Saint Paul, Minnesota 55101 612/296-6104

February 24, 1993

The Honorable John Marty  
Minnesota Senate  
G-9 State Capitol  
St. Paul, Minnesota 55155

Dear Senator Marty:

Engaging young people as community resources is a proven methodology for educational improvement as well as community development in Minnesota. Over the past five years, the Department of Education has played a key role in community service by involving over 100,000 youth from 325 school districts in the state.

The idea of bringing together the several elements of youth service now being addressed by the Governor's Advisory Task Force on Mentoring and Community Service is something I support. Moreover, a single coordinating hub within state government is now much needed, given the increased interest and resources available from the Federal Government.

The Department of Education is willing to serve this role by continuing the work of the Minnesota Office on Volunteer Services, which currently is no longer able to carry this expanding responsibility. I would assume, as well, that if the new Department of Children and Educational Services is formed, that it too will embrace this leadership opportunity.

In taking on this new coordinating role, the Department of Education would be willing to assume the responsibilities of staffing the Governor's Task Force on Mentoring and Community Service as well as carrying out any new duties in this area as assigned by the Legislature.



An Equal Opportunity Employer

Honorable John Marty  
February 24, 1993  
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Please contact me if you wish to discuss this further. I look forward to working with you.

Sincerely,

A handwritten signature in cursive script, appearing to read "Gene Mammenga".

Gene Mammenga  
Commissioner of Education

cc: Linda Runbeck, State Senator  
Kathleen Blatz, State Representative  
Howard Orenstein, State Representative  
Curt Johnson, Deputy Chief of Staff  
Cindy Jepsen, Deputy Chief of Staff  
✓ Jim Kielsmeier, National Youth Leadership Council  
Pat Westhoff, Deputy Director for Cabinet Affairs  
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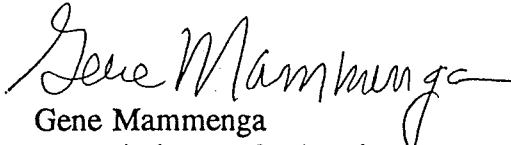
Honorable Andy Dawkins

February 24, 1993

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Marlys C. Johnson, Chair, MOVES Advisory Council  
Governor's Task Force on Mentoring and Community Service

## Governor's Advisory Task Force on Mentoring and Community Service RECOMMENDATIONS

### MISSION FOR COMPREHENSIVE STATE PLAN:

Create an infrastructure enabling all youth to: have the opportunity to participate in community service, have a meaningful service-learning experience, to provide service which is of mutual benefit to young people and communities, and have access to a mentor. (This mission is supported by the two recommended milestones.)

### RECOMMENDED MILESTONES:

- \* The youth community service milestone is "all youth have the opportunity to participate in community service throughout their growing up experience."
- \* The mentoring milestone is "all children will have access to a mentor who encourages and guides their personal growth and development."

### I. HIGHER EDUCATION

All teacher training institutions must ensure that graduates are capable of implementing service-learning methods of instruction as part of every grade and discipline they are qualified to teach by December 31, 1994.

1. Teacher training institutions must report to public System Offices, the Minnesota Higher Education Coordinating Board, and the State Board of Teaching their approach and the results of their teacher preparation for service-learning by December 31, 1995.
2. \$150,000 is requested for the Biennium for networking, training, capacity building and evaluation activities, to be administered by the Higher Education Coordinating Board in cooperation with the Minnesota Department of Education.

All higher education institutions will encourage integration of service-learning into collegiate courses and curriculum.

3. Focus on involving young people in projects that encourage interaction with people from diverse socio-economic backgrounds and from cultural backgrounds which are different from their own.
4. \$300,000, to be administered by the Higher Education Coordinating Board, is requested for mini-grants, training, technical assistance and evaluation related to collegiate curriculum in service-learning.

### II. K-12 SERVICE-LEARNING

- A. Increase the youth service levy/aid from \$.85 to \$1.00 per capita. In order to access the additional \$.15, a school district would need to annually review its youth development/youth service program. Approximate cost of the levy/aid is \$600,000 in state aid and approximately \$600,000 for local levy for the Biennium.
- B. Establish one full-time staff position for capacity building for school-based service-learning. The cost is \$100,000 for the Biennium.



- C. Establish a part-time position to assist community agencies in the capacity building necessary to successfully support youth involved in community service. (Salary + Benefits/Payroll taxes to total \$41,000 for the Biennium.)
- D. Establish a public/private matching grant program for local organizations to prepare them for involving youth in community service. The cost is \$150,000 in state funds and \$150,000 in local match funds for the Biennium.
- E. Establish a public/private matching grant program to local organizations to be designated for youth service entrepreneurial initiatives. The cost is \$50,000 for the Biennium in state funds and \$50,000 for the Biennium in local match funds.

### **III. MENTORING**

- A. Request that the Governor initiate a state focus on mentoring through personal example, a challenge to state agencies and the development of policies to support the involvement of state employees as mentors to children and youth, e.g. through release-time, the opening of state agencies to career-oriented mentoring activities, etc. Encourage State Agencies to give priority in grant distribution to those programs which promote mentoring.
- B. Build capacity for mentoring statewide by funding a part-time staff person in the Minnesota Office on Volunteer Services to develop and support the Minnesota Mentor Network. The staffing for the Mentor Network should come to a total of \$40,000 for the Biennium.
- C. Add the following new milestone to the "Minnesota Milestones:" All children will have access to a mentor who encourages and guides their personal growth and development.
- D. Expand the existing data base on people involved in mentoring in schools, agencies and nonprofit organizations through surveys, hearings and focus groups.

### **IV. FULL-TIME AND PART-TIME SERVICE**

Recommendations are put forth "in total" with no further prioritization.

- A. Implement a full-time, service corps, geared toward the "forgotten half" including individuals who are undereducated and underemployed.
- B. Develop a program involving at least 100 participants.
- C. Incorporate the "Principles of Best Practices," developed by Youth Service America's Working Group on Youth Policy.
- D. The per/participant range for Full-Time Service should be \$21,000 - \$32,000 not including in-kind contributions. The total program cost would be dependent on the per/participant cost ranging from at least \$2.1 - \$3.2 million per year. The cost to the State would be dependent on the per/participant cost ranging from at least \$1.4 - \$2.1 million dollars each year of the Biennium. Economies of scale should be considered when evaluating the Full-Time/Part-Time Service Funding Formula.
- E. A "non-State" funding match would be required to cover costs above the state appropriation for the service corps.
- F. Implement a "request for proposal" process to identify grant recipients in an urban and rural area.

\* A careful analysis of the staffing needs for the Comprehensive State Plan needs to be completed as soon as possible.

\* The Task Force recommends that the Minnesota Office on Volunteer Services Advisory Committee consider expanding the MOVVS mission to include other forms of community service programs in addition to volunteering, and to give particular attention to expanding youth participation.

## Appendix C

### SERVE AMERICA GRANTEES

Through a competitive request for proposal process, the Minnesota Department of Education encouraged a wide variety of partnerships to promote youth service and service-learning in urban, rural, and suburban areas of the state. Of the twenty-three grantees, nine are in urban areas--eight in St. Paul and Minneapolis and one in Rochester; nine are in Greater Minnesota which includes rural areas and small towns and an Indian reservation; five are in the Twin Cities suburban area. Community based organizations accounted for 21.5% of the total amount of funding; school based programs for 69% and other public agencies, such as court services, 9.5%.

#### Blue Earth - "Kids and Community - Growing Together"

The overall goal of the grant is to develop service-learning curriculum. Progress on the objectives of the Serve America grant is proceeding as planned. The community service teacher has completed his documentation of his curriculum and K-12 staff attended an introductory inservice on service-learning. Twenty staff members will attend a local two day workshop on service learning in February. Youth in the community recently planned and conducted a "Youth Alive in the '90's" workshop on youth service for over 140 youth from nine school districts and one college in southern Minnesota.

#### Cambridge - "Youth & Senior Citizens: Exploring Together"

Cambridge/Isanti Community Education's "Youth and Senior Citizens: Exploring Together" has been able to implement the writing program into teacher's curriculum at the middle and high school level. Middle school students are attending a reminiscing workshop, interviewing seniors from local senior housing, and writing about their experience. Students in Creative Writing classes at the high school are being given the option to attend interview training and interview seniors at a nursing home as part of a class project. These projects began later than our original time line had anticipated, but are appreciated by the teachers and students involved. The theater aspect of the program is getting a stronger reception from local seniors than we anticipated. Community seniors and young people, from a local youth service group, are organizing a 10-15 minute intergenerational theater production on social issues relevant to the community. They plan to make the skit available to the community and students later this spring.

#### Chaska - "Sentencing to Service-Plus"

The Sentencing to Service-Plus (STS) Program, a collaborative venture between Carver County Court Services and the Scott-Carver Educational Cooperative formally began on January 4, 1993. Delays

in implementing the program were experienced due to funding issues. Utilizing STS, a program designed to provide supervised and structured community work service in lieu of more traditional sentencing, and the Scott-Carver Educational Cooperative's assessment, educational and vocational services, the program will uniquely intertwine community service and educational programs for the purpose of reducing re-offending behaviors. The participants will experience a positive sense of accomplishment through the opportunity to make amends to the affected community which benefits from services provided by the supervised work crews, as well as, personal skills enhancement and academic credit. Court services and the Educational Cooperative believe the program will be a model for educational and correctional agency collaboration throughout this and other states.

*Duluth/Fond Du Lac Reservation - "River Watch Environmental Project"*

On October 7, 1992 students from the Ojibwe School on the Fond De Lac Reservation participated in St. Louis River Watch water quality monitoring activities. Students conducted water chemistry tests and surveyed the benthic macroinvertebrate community. A core group of students from the Ojibwe School has been identified to develop the sediment testing center. These students have decided to produce a video about sediment contamination and toxicity testing and will share this video with students from other schools in the future. Ojibwe students have taken a field trip to the US EPA Lab in Duluth and have video taped a demonstration of a sediment toxicity tests. Ojibwe students will participate in a major River Watch Congress in Cloquet, MN this spring. Students are learning they can play an important role cleaning up the environment and that they can apply the skills learned in their chemistry classes to real life situations.

*Hutchinson - "Youth Center-Youth Service"*

As of January, 1993 the program includes forty youth who work in city environmental, municipal hospital, and school related educational and service activities. These students are representative of high-risk populations including group home and area learning center students. The program continues on target toward achieving the first year goals.

Minneapolis - "The Continuum"

Activities to date include: A survey of students interests has been conducted at both Harrison Secondary School and the Minneapolis N.L.S.A. to identify the types of community settings needed. Twice weekly classes in the Recovery of Self curriculum are being conducted at the Harrison site and additionally a number of adult volunteers contribute their time, making presentations or working directly with students. Community agencies have been identified for students wishing to do volunteer service in the community. Project staff are working with these agencies to determine the level of training and supervision needed to accommodate these at-risk students. By the end of January, eight students will have been placed at a child care center. Other students are planning a school beautification project at Harrison School, one class has been working on an assembly project to correct an error in a document for the Minneapolis Schools, and a number of students are volunteering to assist persons in their neighborhoods. Attendance problems, student mobility and the level of disability of students are some of the problems faced by staff implementing the project. Overall this project should meet its goals by June but the limited resources available to provide on-site supervision will restrict the number of students who can be placed in community settings.

Minneapolis - "Students Reaching Out"

The Students Reaching Out Program at Anwatin Middle School in Minneapolis currently has 13 students with disabilities tutoring three to eight year olds at an adjacent early childhood center. The middle school students meet every Friday as a group to receive training, feedback and to write in their journals. The teachers of the early childhood students were surveyed in late December, 1992 and were very enthusiastic about the tutors work. They also requested more tutors and wished that they be in the preschool more frequently. As a result of the survey, the number of tutors will be increased to 15 at the beginning of the second semester. The tutors will meet on alternate Fridays for their training and journal writing in order to have more time to work with the younger students.

*Minneapolis - Plymouth Youth Center - "Community Connection and Alternative School Students"*

The Plymouth Christian Youth Center's project has begun with twenty-five high school students who are in alternative schools in North Minneapolis. The students have attended several trainings on working with young children and have begun working with first graders at a neighborhood elementary school. Several students have also been volunteering at a food shelf. There has been positive responses from both students and community members regarding their involvement in this project.

*Minneapolis - Northeast Middle School - "The Gathering Place"*

The Gathering Place staff reports that their project is on schedule and is now celebrating the "kick off" into full operation. The curriculum is made up of six disciplines which include horticulture (with greenhouse), carpentry, math/engineering, multicultural art, documentation and administrative assistance. Students will be included in everything from fund raising and research to building a stage. One hundred and twenty five students have been recruited and on February 2nd will embark on this journey. With the students in place, the staff is beginning to recruit parents and community members. Much interest has been generating throughout the community and they anticipate a good turn out of volunteers.

*Morris - "Partners in Sync"*

Partners in Sync is a 5 component program that culminates in a service-learning camp called Adventure Initiatives. The Youth Development Committee (YDC), which consists of 32 targeted and volunteer youth, has organized and prioritized focus areas; service-learning, leadership, activities, and public relations. These four areas will be integrated into the camp. The YDC has also established the two areas the mentoring program will focus on: careers and services. The YDC also established the topics and will serve as teen facilitator for the teen-to-adult Dialogue Nights, held quarterly during the school year. Peer Partnership is just getting started in the 7th-8th grades. Adventure Initiatives is set for May. During this 3-day/2-night camp, the leadership component will focus on the four areas listed above. The project training will revolve around environmental issues and animal/horticulture therapy. Four students from the psychology department at the University of Minnesota-Morris are assisting with evaluation by

conducting three case studies. The other two evaluation methods are journals and surveys. Criteria is being established to allow YDC members to receive school credit for their YDC work. The program is a collaboration effort on the part of Community Education within the school district and Stevens County Extension Service.

*Montevideo - "Youth Service - Area Learning Center"*

The staff and students at the MN Valley Area Learning Center believe the Youth Service Class, Community Involvement, is here to stay. They have the following components in place: 1) instructor/coordinator, 2) the structure of the class and credit system, 3) the outreach/referral system including Community Action Council and Ministerium, 4) delivery of skills curriculum. The Area Learning Center has existed for 4 years and one of the goals since inception has been "connection" of students with their community. Jobs fill some of this need but job sites are limited in this rural community. They believe volunteer service is even more powerful than work for the students because the risk and investment is greater.

*Mound/Westonka - "Youth in Action"*

The Westonka Youth In Action Project has fulfilled the objective of the establishment of a Youth Drop-In Center, planned and operated by youth themselves. The Westonka Youth Advisory Council planned and implemented a Grand Opening Celebration in October and is currently planning a number of special events for area 5th-12th graders. The Council has acted upon requests for Drop-In Center to be open additional days and has recommended that the Drop-In Center be open two Sundays per month. Building upon the previously established Business/Education Partnership Committee of the Westonka Area Chamber of Commerce, area Business Leaders are being asked to provide training for potential youth employees. Workshops focusing on career planning and skills needed to secure employment, and discussions about problems will be offered during Winter and Spring 1993. A major objective of this program is to facilitate student involvement (grades 5 and above) in their schools and community through youth service-learning activities that will provide avenues for their creativity and energy. Youth, the

schools and the community are linked thus meeting the needs of both the youth and the community. The Youth advisory Council is developing a significant youth service-learning project with the Volunteer Coordinator of Presbyterian Homes, Inc. which serves approximately 450 seniors in a Long Term Care, Assisted Living and Independent Living facility.

*Pine City Area Learning Center - "Youth Reaches Out"*

Both the community and the students are benefiting because of community service. The local Developmental Achievement Center, Senior Citizens Center, and elementary school have participated with the students from the area learning center. Personal learner outcomes have exceeded the expectations of the staff. Three students testified in Minneapolis before the Commission on National & Community Service and President Clinton's transition team about their experiences with youth service. All students participating in the program meet the Minnesota Department of Education's at-risk criteria and are considered disadvantaged.

*Red Wing - "Detached Youth Worker Program - YMCA"*

The Red Wing YMCA, with the assistance of the Red Wing Youth Worker Advisory Committee, went through the hiring process in November and the Detached worker began on January 4, 1993. Since that time, the Detached Worker has met with representatives of youth-serving agencies in Red Wing and has shadowed Detached Workers from Minneapolis. Youth and adults are involved in planning the various aspects of community service.

*Rochester - "Youth Service Leadership Action Teams"*

Seven Youth Service Leadership Action Teams (YSAT) curricular/co-curricular program for 7th and 8th graders at two junior highs, are involved in service learning projects which address community needs related to poverty. A total of 111 7th and 8th graders are members of 7 YSAT and thus far have been involved in the following service projects: Channel One, the local food shelf, Dorothy Day House for the homeless, Samaritan Bethany Nursing Home, Salvation Army, Toys for Tots, TMH room at school.

Team meetings are held once a week during the school day and consist of team building, planning, and reflection activities, speakers, and celebration.

*Roseville - "Youth Service>Learning>Leadership"*

Youth Service>Learning>Leadership empowers youth to take ownership for the program as it evolves and grows from service to learning to leadership development. Through the development of a community-wide Youth Council, students promote and model the concept of youth as community leaders. They are the vehicle for creating youth leadership in the community, and for weaving the school into the community. All students in grades 7-12 were given the opportunity to join the Youth Council (one K-6 alternative elementary school sent two sixth graders). Students are involved in all aspects of the program from planning, identifying needs, to evaluating and reflecting. Members are being trained to become leaders and have identified their leadership styles. In January they will be receiving information on state and local government. Creating interest, identifying members and forming the board have taken longer than anticipated. The Youth Service Coordinator is currently working with elementary teachers and with the high school English, health and Spanish departments as they begin to incorporate service-learning into the curriculum.

*South St. Paul - "Roosevelt Breakfast Program"*

Progress in the Roosevelt Breakfast Program can be shown by the sharp increase in participation rates in the number of breakfasts served this year compared with last year. This year, breakfast participation rates range from 50 to 90 students per day while last year the range was 10 to 25 students. The significant difference is the inclusion of 18 high school students and about 20 adult volunteers who spend time talking, playing, resolving conflicts and socializing with the elementary students. Significant developments are seen in positive responses to the program given by elementary students on a questionnaire administered in October. Highschool students have received training in conflict management as part of the program.



*St. Paul - Face to Face - "Peer Mentors - Young Parents"*

Progress so far includes identifying the project participants for the peer leadership training. The leadership group consists of five young mothers between the ages of 17 and 19. All of them attend A.G.A.P.E. high school, have primary responsibility for their children, and live on their own. The group is diverse in race and ethnicity. There are two African American, one Hispanic, one Cambodian, and one white/European American member. The program is held during school hours, in order to be able to access the day care provided at A.G.A.P.E. The focus of the project to date has been developing group goals and rules, building trust between members, and group cohesiveness. Sessions are two hours long, and have included formal training in communication, healthy boundaries, and professional ethics. During these times they have discussed their different cultures and the need to respect others' differences. This has resulted in their own values clarification. They had an all day retreat on 1/5/93, which included cultural diversity training and team building. An eight week training schedule has been devised which includes: anatomy and body image, sexuality and safer sex practices, STD and AIDS information and prevention, relationship issues, stress management, and public speaking. Mentors will earn school credit for their participation.

*St. Paul - Hmong American Partnership - "Hmong American Partnership Hmong Youth Pride"*

Half-way through the 1992-1993 school year, 13 (out of a total goal of 25) Hmong high school students have participated as mentors for fourth to eighth graders enrolled in Hmong Youth Pride, a drug and crime prevention program serving young Hmong children living in St. Paul Public Housing. The majority of the Hmong Youth Pride (HYP) mentors are juniors and seniors and attend Central and Como High Schools. Each student receives individualized and/or group training and those that complete 20-30 hours of service receive a certificate of completion. This December, Hmong American Partnership (HAP) hosted a luncheon and bowling party in honor of the HYP mentors. The mentors are gaining many insights and developing many skills at HYP. As Kita Vang, a Como HYP mentor, said in a recent article for the HAP newsletter, "I've improved my skills working with children and have a better understanding

of my own culture. With HYP, I've learned that children, in this case Hmong children, are so precious. They are living in a place where traditions and values are different from their own. They need guidance. I'm glad to be there to guide them."

*St. Paul - "St. Paul New Americans (SNAP)"*

After orienting volunteer mentors within The Public Health Department the students began their mentor and large group meetings in early November. From that period to present, the students have explored various public health topics and selected one that would be of interest to them and their community. After this process was completed, they were then paired with a mentor that worked in that particular area. During their weekly mentor meetings they have been acquiring knowledge about their specific topic and developing a project that will allow them to disseminate the information. Some of the students are writing pamphlets, others are translating materials that their mentors feel would be valuable to the Southeast Asian population and community at large while others are creating visual aids. They are also providing other community services, such as volunteering at hospitals, shelters, and other community based organizations.

*St. Paul - "Teens Networking Together (TNT)"*

A committee of Networking Together (TNT) involved 40 youth - 20 each of teens and elementary age students in a mentoring program at Cherokee Elementary School. Members of a second committee, "Teens Running Our Own Streets"-TROOS, has been working in the field of gangs and anti-violence. They have helped with a gang graffiti cleanup project and held workshops on gang issues in cooperation with the Riverview Neighborhood Crimewatcher's crime prevention group. Representatives from TROOS attended a workshop on gangs at the LaRaza Conference in L.A. Youth from TNT work cooperatively with the other West Side youth groups on environmental projects and participate in leadership workshops conducted by NYLC. A majority of the youth in TNT are Hispanic and Southeast Asian backgrounds and many live in the two West Side low income housing developments.

Waseca - "Waseca Youth Service and Leadership"

Waseca Youth Service and Leadership has been focusing its attention on both developing service-learning into the middle school curriculum and on developing a peer helping program designed to focus on students helping other students. Youth Service Coordinator has met with all middle school "Interdisciplinary" teams to help develop a service component to fit their academic needs. Service learning curriculum, has been developed by seventh grade math and science teachers (with input from community professionals, parents and students) with a service component. Fifth and sixth grade "Interdisciplinary" teams have made a commitment to do a spring curriculum service learning project working with Home/School/Community Partnership. Training for new peer helper program, "Youth Caring For Youth," will begin the second week of February.

White Bear Lake - "Adventure Bound"

The Adventure bound program is up and running and has begun to meet several of its program objectives in the process. The after school program, for 4th-6th grade students in the White Bear Lake School District, ran its first six week theme session, November 10 - December 17, 1992 and will be beginning its second theme February 2, 1993 and run through March 18, 1993. A third and final theme for the year is scheduled April 13, 1993 - May 20, 1993. Thus far the following events and accomplishments have occurred: hired Mary Larimo as a part time project leader, Mary works out of the Northeast YMCA of St. Paul and the Adventure Bound sites in the District Elementary Buildings; hired adult extended day staff to serve as site managers at three Adventure Bound building sites; recruited college volunteers from Lakewood Community College and Bethel College; and high school volunteers from the White Bear Lake's High School Ambassador program. All paid and volunteer staff went through an intensive training day on teaching and cross-age mentoring on October 28, 1992 at the Salvation Army Lakewood Day Care Center in Maplewood. Over 50 elementary students, and 20 volunteer staff attended the two day a week sessions. The remainder of this year will be a focus on strategies to increase numbers of participants, Adventure Bound sites, and volunteer staff to meet our program demographic goals. In

addition, we are developing better communication systems to assure coordination and delivery of quality programs by the high school, college and adult staff. We are seeing exciting results by both the elementary participants and volunteer staff. See attached article.

While the grant proposals differ widely in the types of participants and types of service programs, there are some common themes which run through all of the programs. First, youth leadership is a major thrust in all of the proposals with youth involved in planning as well as implementing programs. Second, over half of the grantees are already integrating service-learning into the curriculum and others are planning on doing so in the future. Third, all have strong community partnerships involving schools, public and non profit agencies and other community support. For example, over 80% of the programs include adult volunteers from the community. Serve America grantees will be on hand at the National Service-Learning Conference in Minneapolis in April to discuss progress, problems and opportunities.

# FINANCIAL STATUS REPORT SHORT FORM

1. Federal Agency & Organization <i>Dept. Health &amp; Human Services</i>		2. Federal Identifying Number Grant #92SATMN0025 #92SASTMN0025		OMB approval No. <i>0348-0039</i>	Page 1 of 1
3. Recipient Organization: MINNESOTA STATE DEPARTMENT OF EDUCATION 550 CEDAR STREET, CAPITOL SQUARE BLDG. ST. PAUL, MN 55101					
4. Employee Identification No <i>1416007162108</i>		5. Recipient Acct. No. <i>5465 G</i>		6. Final Report yes (ng) <input checked="" type="checkbox"/>	
7. Basis cash (accrual) <input checked="" type="checkbox"/>					
8. Project/Grant period FROM 07/01/92 TO 06/30/93		9. Period covered by this report FROM 09/30/92 TO 12/31/92			
10. TRANSACTIONS		I PREVIOUSLY REPORTED	II THIS PERIOD	III CUMULATIVE	
a. Total Outlays		610,407.62	1,227,582.38	1,837,990.00	
b. Recipient share of outlays		540,000.00	1,185,000.00	1,725,000.00	
c. Federal share of outlays		70,407.62	42,582.38	112,990.00	
d. Total unliquidated obligations				1,847,952.00	
e. Recipient share of unliquidated obligations				1,725,000.00	
f. Federal Share of unliquidated obligations				122,952.00	
g. Total federal share (sum of lines c and f)				235,942.00	
h. Total Federal funds authorized				235,942.00	
i. Unobligated balance federal funds (line h minus line g)				0.00	
Indirect Expense					
a. Type of Rate (place "X" in appropriate box)					
<input type="checkbox"/> Provisional <input type="checkbox"/> Predetermined <input checked="" type="checkbox"/> FIXED <input type="checkbox"/> Final					
b.		d. Total Amount		e. Federal share	
Certification: I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.					
Typed or Printed Name and Title: JOHN E. WILKINS, ACCOUNTING DIRECTOR <i>Lawrence R Dowdle Accounting Director</i>				Telephone (Area, nmb, ext) 612-296-6253 <i>612-297-3142</i>	
Signature of Authorized Certifying Official <i>Lawrence R Dowdle</i>				Date Report Submitted FEB 9, 1993 <i>2-10-93</i>	

COMMISSION ON NATIONAL & COMMUNITY SERVICE

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SUITE 452,  
WASHINGTON DC 20045

Note: Minnesota was also awarded a Serve-America "Leader State Grant" for Field Enhancement Initiatives in the amount of \$245,000. No funds were expended from this portion of the Minnesota Serve America Grant as of 12/31/92.

## MINNESOTA'S STATE COMPREHENSIVE SERVICE PLAN

### Status Update - January, 1993

Since the mid-1980's Minnesota has clearly articulated a comprehensive vision for youth service which would include several streams of service -- K-12, college, adult volunteerism, and full- and part-time service -- practice which would become integrated into all aspects of our daily living. We continue to move toward that vision. This report documents how far we have come in just the past year, building on the work of many who have gone before. It speaks to collaborations across all sectors, cultures, ages, and circumstances. It points to the unity of vision among an energizing force of citizens throughout Minnesota.

#### THE MISSION

Create an infrastructure enabling all youth to: have the opportunity to participate in community service, have a meaningful service-learning experience, provide service which is of mutual benefit to young people and their communities, and have access to a mentor. *(As adopted by the Governor's Advisory Task Force on Mentoring and Community Service)*

#### THE PROGRAM

1. The focus is on connections -- connecting youth, adults, and agencies with service experiences (personal opportunities to serve) and in return, connecting them to needed services, real-world experiences, educational opportunities, and networks of peers and mentors.
2. The process is inclusive -- it supports governance at the local level, unity through collaboration among programs and agencies, diversity in participants, and equity through strong, statewide, legislative policy and administrative teamwork.
3. The subject is service -- especially for those youth who are not yet connected to their ongoing place in society. In Minnesota, for preschoolers through adults, the educational streams are connecting. Primary education is reaching into the social development of preschoolers, via special-needs programs and community education. All educational levels are building connections with parents, the community and the workplace. By seventh grade, many youth are finding more curriculum enhancements and pathways to connect to the community and work through partnerships with businesses.

4. The goals are multiple -- to build into the web of our everyday lives the habit of serving each other. Although focused on youth, this program influences the lives of everyone it touches, from the very young to the frail elderly, thereby giving youth the chance to serve their community through leadership by experience and example.

#### MINNESOTANS ARE READY

Minnesota was pleased to host the regional hearing in December for the Commission on National and Community Service. Minnesotans of all ages and backgrounds came forward to testify in support of youth service, many (from CCC veterans to grade-school arbitrators) providing moving testimony about the life-changing impact of their own service experiences. Students filed in and out of the auditorium throughout the day, either to testify or to observe. School systems in Minnesota are integrating service into student education. Minnesota provides funding to those school districts which incorporate service-learning into their curricula.

The Governor's Vision -- In his January 26 budget message, Governor Carlson focused on three priorities for Minnesota -- Jobs, children, and quality of life. Minnesota continues to be a leader in collaboration, service approaches, mutually rewarding solutions, and synergy instead of competition. Governor Carlson's message included these points relating to the importance of service strategies.

- While demands for service increase, the state's financial means continue to decrease.
- *Reinventing Government* has become more than the title of a book. We have reached the spending zenith and can no longer turn to government to meet all our needs.
- Inflation will be matched with service redesign instead of salary increases. Spending growth will be the lowest in 20 years. Since 1991, we have taken Minnesota from one of the fastest growing governments in the country to being the state with the second lowest government growth rate in the nation.
- A Department of Children and Education Services will be established to bring all services for children under one administration, thereby strengthening and coordinating programs while

cutting bureaucratic delays and administrative costs. (The Comprehensive Service Plan and grant will be administered through this department.)

These are difficult times for many Americans, especially our youth, and specifically our disadvantaged youth. Minnesota is responding; nearly half the state's budget is directed toward the needs of children; a third is dedicated to vulnerable citizens and jobs. The focus is truly on Minnesota's citizens, enhancing their quality of life through self-help, community service, and protecting and serving our vulnerable citizens. Environmental stewardship is another special focus. All of these priorities lend themselves to service opportunities and help from our youth.

**Collaboration** -- Minnesota Milestones have been laid out with the help of thousands of citizens in discussions throughout the state over the last two years. From this dialogue, priorities and goals have been set for the next 10, 20, and 30 years. Service delivery will be restructured to provide our children and youth comprehensive help and linkages to jobs. Local governments are asked to work together to reinvent their operations with help from the Metropolitan Council and the newly established Advisory Commission on Intergovernmental Relations.

In discourse throughout the state, people are talking about new, participatory ways of working together to serve our mutual needs. The State budget and structures support these approaches. Through service experiences, our youth (from preschool to adulthood) and their parents are learning new ways to meet their social needs -- experiencing the self-awareness that comes from serving others, educating themselves through new experiences, and reflecting together on the joys of their new learning.

**The Community Vision** -- Through Minnesota Milestones, we have found that Minnesotans share a common vision with these themes.

- Minnesota will be a community of people who respect and care for one another.
- Our economic activity will create wealth and provide a good standard of living for all our people.
- Our citizens will be good thinkers, creative, always learning, with the skills to compete internationally.



- We will protect and enjoy the natural world.
- Our government will be responsive, effective and close to the people.

*(Minnesota Milestones, A Report Card for the Future, December, 1992)*

**Legislative Support** -- State Representatives Andy Dawkins, Howard Orenstein, and Kathleen Blatz and Senator John Marty have been a leading force in moving this state toward a legislated program of youth service. "House File 2," introduced in January, establishes the "Minnesota Youth Works" program. Drafted to be compatible with the National and Community Service guidelines, this bill would begin a statewide program in Minnesota through legislative initiative and commitment by the people of Minnesota. The bill has received much community support, including the forty youth who helped to draft it over the last eighteen months. As House Speaker, Dee Long, said at the press conference, "There's nothing wrong with our communities that can't be cured by youth working for our communities." Minnesota's long and broad-based history of volunteerism will be further energized by this legislation.

Included in this pending legislation is a 15¢ increase in the allowed per-capita levy to help underwrite youth service programs, raising the total amount to \$1.00. Last year 325 of 400 school districts had completed youth development plans and were then eligible to levy.

Representative Karen Clark, has authored a bill which would expand the apprenticeship initiative, "YouthBuild." Modeled after Habitat for Humanity, it includes youth in the construction and rehabilitation of low-income housing. Other apprenticeship components are being developed along with the Youth Works bill and will be incorporated into the MN'Serve program.

#### **MINNESOTA'S RECORD**

Minnesota's years of experience in community and youth service have helped to implement the Comprehensive Service Plan. Several related actions in the past year support the original intent, and serve to coordinate and strengthen Minnesota's already documented record of youth service. Listed here are recent initiatives and improvements in Minnesota's approach to community and youth service

- Governor Arne Carlson established the **Governor's Advisory Task Force on Mentoring and Youth Community Service**, following the CNCS guidelines for inclusiveness. The 25

member Task Force replaced the Blue Ribbon Commission on Mentoring and Youth Community Service established by former Governor Perpich. Additionally, the 1992 State Legislature appointed six legislators (3-House; 3-Senate) to serve as non-voting members of the Task Force and assigned it specific tasks. Currently, the Task Force is staffed by the Minnesota Office on Volunteer Services, assisting it to coordinate Minnesota's Comprehensive Service Plan, advise the Governor on related policy issues, coordinate efforts to expand initiatives, disseminate information about service programs, and help recruit participants. Members of the full Task Force have convened monthly to create and craft recommendations, budgets, and timelines for the Minnesota Comprehensive Service Plan. The Plan will be submitted to the Governor and Legislature with recommendations concerning the areas of higher education, K-12 service-learning, mentoring and full- and part-time service.

- Established in 1975, **MOVS, Minnesota Office on Volunteer Services**, promotes, coordinates, and expands volunteer service opportunities. It has recently entered the third year of its five-year plan and continues to provide innovative relationships with all sectors of the community and all ages of the population. This year has seen a change in the director and assistant director. Lauren Weck, the new director, brings a wealth of experience, enthusiasm, and new perspectives to the organization and is already closely involved in the service-learning activities and proposals related to this program.
- **The Youth Community Service Training Redesign Work Group** meets regularly to expand the training resources provided by MOVS for agencies receiving youth volunteers. Involvement of young people is assisted by the United Way of Minneapolis Area's Volunteer Center, the National Youth Leadership Council, and Eyenga Bokamba, Youth Engaged in Service Ambassador for Minnesota. Coordination and support is supplied by MOVS.
- The new **Minnesota Department of Children and Education Services** will focus on the whole child. Early childhood, elementary and secondary education, and higher education services programs will be put under its aegis. Through its four divisions -- Basic Services,

Children Services, Career Preparation, and Higher Education -- services will be coordinated to all children and youth from early school through the technical-training and college years.

- **The Minnesota Department of Jobs and Training** is currently reformulating its guidelines for use of JTPA funds to incorporate the principles of the youth-service-corps model and is assisting the 17 Private Industry Councils to implement these changes. The Department will be closely associated with the job-training, apprenticeship and placement aspects of the Service Corps.
- Governor Carlson created as part of his **Action for Children** initiative a state **Youth Advisory Committee** which has youth representatives from every region of the state. *Kids Can't Wait*, the report to the Governor and the people of Minnesota from the Action for Children Commission, was released February 1992.
- Minnesota is one of five states awarded a grant of up to \$175,000 from the **Pew Charitable Trust**. The grant will allow Minnesota to develop "family resource centers" in three areas of the state, Saint Paul and two rural counties, with the eventual goal of creating centers throughout the state. The grant application was a product of the Governor's newly created **Children's Cabinet**. Minnesota was selected because it has "established a well-developed vision for children and families that has broad support from the Governor, Legislature, private sector, business community, and local officials."
- **The Minnesota Community Education Association** represents community education and youth service coordinators from school districts throughout the state and provides a network of information for use of the per-capita levy. Local and specialized programs, too numerous to mention, pepper the state with service initiatives, collaborations, and enthusiastic commitment to what they do.
- **Minnesota's Points of Light Ambassador**, Eyenga Bokamba, is developing a youth leadership network, and COOL, the Campus Outreach Opportunity League is developing a team of young persons who will be promoting exemplary service programs and projects.

KTCA public television channel 2 is helping these youth disseminate information about service programs.

- Minnesota is the home of many non-profit agencies which support and/or operate youth service-learning programs. The **National Youth Leadership Council** provides training, curriculum materials, policy support, and a national network of groups working in the areas of youth service and service learning. The **Minnesota Campus Compact** provides similar assistance on behalf of a network of over 40 Minnesota campuses and, in 1987, was the first such state-based post-secondary initiative.

#### ACCOMPLISHMENTS OF THE 1992 GRANT PROGRAM

*The Governor's Advisory Task Force on Mentoring and Community Service* has developed its mission for the Minnesota Comprehensive Plan which is presented at the beginning of this report. Specific recommendations have been completed in each of four areas: higher education, K-12 service learning, mentoring, and full and part-time service. The first-year projects and second-year operational plans have been developed to meet these recommendations, as have the Minnesota Youth Works legislation and the MN'Serve proposal. The "Minnesota Milestones" report includes recommendations on community service. The following two milestones are being recommended by the Task Force and are being submitted to the Governor.

- All youth will have the opportunity to participate in community service throughout their growing-up experience.
- All children will have access to a mentor who encourages and guides their personal growth and development.

Serve America -- From over 90 grant applications received, 23 grants were awarded to schools and nonprofit organizations for youth-service and service-learning programs -- nine in urban areas, nine in Greater Minnesota, and five in suburban areas. Highlights of these programs are presented in the "Second Quarter Progress Report." More than 325 school districts currently operate service-learning programs involving over 97,000 youth (an increase of 40,000 from the previous school year). Approximately 140 of these districts offer academic credit for service-learning.

During year two of Serve America, the regional networks which have been forming during year one will be more fully developed and become part of the comprehensive strategy to provide regional support networks for all youth-service and service-learning initiatives in Minnesota. During year two, all grantees will be expected to incorporate four areas of emphasis:

Promoting youth voice and leadership development  
Integrating service learning into the curriculum  
Linking Serve America to education reform or revision  
Linking Serve America to other streams of service

These areas of emphasis are explained in more detail in the "Year Two Operational Plan."

**Field Enhancement Activities** -- Work in these three areas is well underway. Practitioners are involved in learning self-directed evaluation methods and the draft of the manual is being circulated. The five sites involved in curriculum development are at a midpoint in their work. The group of high-school representatives and higher-education faculty which is developing criteria for academic credit for service-learning is meeting monthly and will be presenting a workshop in April at the National Youth Leadership Council national conference in Minneapolis, Minnesota. More information is available in the Field Enhancement Activities Report. MN'Serve will use and expand upon this knowledge and experience in its comprehensive evaluation plan to be established in conjunction with the intensive evaluation activities planned at the national level for all "Subtitle D" grantees.

**Higher Education Innovative Projects** -- Contracts were awarded in September with the 12 colleges and universities participating in the consortium. The three priorities for funding and the number of awards in each category were as follows:

1. Support demonstration programs that train prospective K-12 teachers in the skills necessary to implement service-learning in their classroom (2 projects);
2. Support the integration of service -learning into collegiate courses and curriculum (6 projects);
3. Support creation and/or expansion of extracurricular service-learning programs (3 projects).

One project emphasized provision of statewide coordination, training, technical assistance, and evaluation assistance for the campus grantees.

Minnesota Conservation Corps -- Based on MCC's request, the 1992 Legislature authorized the MCC to reconfigure its existing program to mirror the federal model. Even though not funded in 1992 under "Subtitle C," it is expanding its program content. The MCC was established in 1981 and is one of the longest serving youth conservation corps in the United States.

Minnesota Service Corps -- Legislation was introduced in the state legislature this January to create "Minnesota Youth Works," a service and training program which is based on the federal model as outlined in "Subtitle D" of the National and Community Service application. This act would make the Governor's Youth Service Task Force a legislated body and would authorize it to accept funds and proposals and make grants to eligible youth service corps within Minnesota. Youth Works is setting the stage for a federally-assisted program in Minnesota. The state legislation requires that at least one grant be available for a metropolitan corps and one for a rural corps, and that at least one corps be residential and one nonresidential.

Minnesota is submitting a proposal under "Subtitle D" for a collaborative model of a community-service corps. MN'Serve will be operated out of the new department of Children and Education Services and will be closely associated with the K-12 and higher-education components of the grant. Requests for proposals will be accepted from each of the six regional networks in the state currently being defined in partnership among the Serve-America grantees in collaboration with Community Education programs and Higher Education agencies in those regions. The Minnesota Community Education Association is heading the effort to ensure that these task forces are broad-based consortia of local agencies which promote youth development/youth service. Among their responsibilities, these Task Forces will provide review and assistance for agencies applying for youth-service-corps funding.

Restructuring Service Delivery -- Since the mid-1980's Minnesota has articulated a comprehensive vision for youth service which would include all streams of service, K-12, higher education, adult volunteerism, and full- and part-time service, to address the unmet needs in the state. There is now a movement to

coordinate efforts among all sectors to address significant needs. Regional networks are forming to coordinate youth-service and service-learning programs at the local level in order to maximize their impact. Models of effective coordination exist; replication is spreading. The Year Two strategy is to encourage regional collaboration, and use it to enhance local youth leadership and service opportunities while bringing together all the local resources which impact on the health of the local community, including public, private, non-profit, and ethnic.

Both Governor Arne Carlson and members of the legislature are redesigning structures at the state level in order to better serve children and youth. The Governor has proposed a new department of Children and Education Services to replace the Department of Education and to bring together all the programs that address the needs of children and their families. MN'Serve would be a core component of the new Department. We need the resources that youth bring to solve the problems our state faces. The Governor's Task Force and the new department will provide a home for the Minnesota comprehensive vision and a solid administrative base for bringing together MN'Serve and the other service streams in Minnesota.

Year Two of Minnesota's Serve America program, its Higher Education Projects, along with year one of MN'Serve, and the service-focused Minnesota Conservation Corps are major forces for educational and governance reform in Minnesota. All have broad community support. Solid research is being done on service-learning through the Field Enhancement and other projects. Projects will continue to be supported with the ongoing activities of Minnesota's many volunteers. Implementation will be contracted out throughout the state. Most programs will continue to be developed and run at the local level, with strong youth involvement, either in the school or the community.

# **NATIONAL AND COMMUNITY SERVICE ACT**

## **Minnesota Proposal Writers Group**

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Introduced by Dawkins, Blatz, Simoneau,  
Cooper, Orenstein  
January 7, 1993  
Referred to Committee on EDUCATION

H.F. No. 2

Companion S.F. No. \_\_\_\_\_

1                                   A bill for an act

2           relating to youth; service learning and work-based  
3           learning; establishing a task force on community  
4           service; promoting youth service; developing youth  
5           community service and work-based learning programs;  
6           appropriating money; amending Minnesota Statutes 1992,  
7           sections 121.88, subdivision 9; 124.2713, subdivision  
8           5; 124A.29, subdivision 1; 124C.46, subdivision 1; and  
9           126.70, subdivision 1; proposing coding for new law in  
10          Minnesota Statutes, chapters 16B; and 121.

11 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

12          Section 1. [16B.90] [SHORT TITLE.]

13          Sections 1 to 11 shall be cited as the "Minnesota Youth  
14 Works Act."

15          Sec. 2. [16B.901] [PURPOSE.]

16          The purposes of sections 1 to 11 are to:

17          (1) renew the ethic of civic responsibility in Minnesota;

18          (2) empower youth to improve their life opportunities

19 through literacy, job placement, and other essential skills;

20          (3) empower government to meet its responsibility to

21 prepare young people to be contributing members of society;

22          (4) demonstrate the connection between youth and community

23 service, community service and education, and education and

24 meaningful opportunities in the business community;

25          (5) demonstrate the connection between providing

26 opportunities for at risk youth and reducing crime rates and the

27 social costs of troubled youth;

28          (6) help meet human, educational, environmental, and public

1 safety needs, particularly those needs relating to poverty;  
2 (7) prepare a citizenry that is academically competent,  
3 ready for work, and socially responsible; and  
4 (8) coordinate federal and state activities that advance  
5 the purposes in this section.

6 Sec. 3. [16B.902] [DEFINITIONS.]

7 Subdivision 1. [APPLICABILITY.] The definitions in this  
8 section apply to sections 1 to 11.

9 Subd. 2. [ELIGIBLE ORGANIZATION.] "Eligible organization"  
10 means:

11 (1) a local unit of government including a city, township,  
12 county, or group of two or more contiguous counties;

13 (2) an existing nonprofit organization organized under  
14 chapter 317A;

15 (3) an educational institution; or

16 (4) a state agency.

17 Subd. 3. [FEDERAL LAW.] "Federal law" means Public Law  
18 Number 101-610, as amended, or any other federal law or program  
19 assisting youth community service, work-based learning, or youth  
20 transition from school to work.

21 Subd. 4. [MENTOR.] "Mentor" means a business person, an  
22 adult from the community, or a person who has successfully  
23 completed the youth community service program who volunteers to  
24 establish a one-on-one relationship with a participant in the  
25 youth community service program to encourage and guide the  
26 participant to obtain an education, participate in service and  
27 work-related activities, and effectively use postservice  
28 benefits.

29 Subd. 5. [PARTICIPANT.] "Participant" means an individual  
30 enrolled in a program that receives assistance under sections 1  
31 to 11.

32 Subd. 6. [PLACEMENT.] "Placement" means the matching of a  
33 participant with a specific project.

34 Subd. 7. [PROGRAM.] "Program" means an activity carried  
35 out with assistance provided under sections 1 to 11.

36 Subd. 8. [PROJECT.] "Project" means an activity that

1 results in a specific identifiable service or product that could  
2 not be done from the resources of the eligible organization and  
3 that does not duplicate the routine services or functions of the  
4 eligible organization.

5 Subd. 9. [YOUTH SERVICE TASK FORCE.] "Youth service task  
6 force" means the task force established in section 4.

7 Sec. 4. [16B.903] [YOUTH SERVICE TASK FORCE.]

8 Subdivision 1. [CREATION.] The youth service task force is  
9 established to assist the governor and the legislature in  
10 implementing sections 1 to 11 and federal law. The terms,  
11 compensation, filling of vacancies, and removal of members are  
12 governed by section 15.059. Members shall be asked to  
13 voluntarily waive payment of per diem. Notwithstanding section  
14 15.059, the youth service task force does not expire. The youth  
15 service task force may accept gifts and contributions from  
16 public and private organizations.

17 Subd. 2. [MEMBERSHIP.] The youth service task force  
18 consists of 31 voting members. The membership includes the  
19 chief administrator or the chief administrator's designee of  
20 each of the following agencies: department of administration,  
21 department of education, department of jobs and training, higher  
22 education coordinating board, department of human services,  
23 department of health, department of corrections, department of  
24 natural resources, department of agriculture, department of  
25 public safety, department of finance, office of strategic and  
26 long-range planning, Minnesota office of volunteer services,  
27 Minnesota High Technology Council, Minnesota housing finance  
28 agency, and Minnesota Technology, Inc. The governor shall  
29 appoint the remaining 16 members, including representatives of  
30 labor, business, students, educators, out-of-school and  
31 out-of-work youth, senior citizen organizations, local agencies  
32 working with youth service corps programs, school-based  
33 community service programs, higher education institutions, local  
34 educational agencies, volunteer public safety organizations,  
35 education partnership programs, and other organizations working  
36 with volunteers. The governor shall ensure that, to the extent

1 possible, the membership of the task force is balanced according  
2 to geography, race, ethnicity, age, and gender. The speaker of  
3 the house and the majority leader of the senate shall each  
4 appoint a legislator to be a nonvoting member of the task force.

5 Subd. 3. [DUTIES.] The youth service task force shall:

6 (1) develop, with the assistance of the governor and  
7 affected state agencies, a comprehensive state plan to provide  
8 services under sections 1 to 11 and federal law;

9 (2) actively pursue public and private funding sources for  
10 services, including funding available under federal law;

11 (3) coordinate volunteer service-learning programs within  
12 the state;

13 (4) develop, in cooperation with the commissioner of  
14 education under section 13, subdivision 2, volunteer  
15 service-learning and work-based learning programs, including  
16 curriculum, materials, and methods;

17 (5) work collaboratively with schools, public and private  
18 agencies, and for-profit and nonprofit employers to identify  
19 mentoring, work-based learning, and service-learning  
20 opportunities, solicit and recruit participants for these  
21 programs, and disseminate information on the programs;

22 (6) administer the youth community service grant program  
23 under sections 5 to 10, including soliciting and approving grant  
24 applications from eligible organizations, and administering  
25 individual postservice benefits;

26 (7) establish an evaluation plan for programs developed and  
27 services provided under sections 1 to 11; and

28 (8) report to the governor and legislature.

29 Sec. 5. [16B.904] [YOUTH COMMUNITY SERVICE PROGRAM.]

30 The youth community service program is established to  
31 fulfill the purposes of section 1. The youth community service  
32 program shall supplement existing programs and services, and  
33 shall not displace any employee engaged in work similar to the  
34 work performed by a program participant.

35 Sec. 6. [16B.905] [YOUTH COMMUNITY SERVICE GRANTS.]

36 Subdivision 1. [APPLICATION.] An eligible organization

1 interested in receiving a grant under sections 5 to 10 may  
2 prepare and submit to the youth service task force an  
3 application that complies with section 7.

4 Subd. 2. [GRANT AUTHORITY.] The youth service task force  
5 shall use any state appropriation and any available federal  
6 funds, including any grant received under federal law, to award  
7 grants to establish programs for youth community service meeting  
8 the requirements of section 8. At least one grant each must be  
9 available for a metropolitan proposal, a rural proposal, and a  
10 statewide proposal. In awarding grants, the youth service task  
11 force shall select at least one residential proposal and one  
12 nonresidential proposal, if the proposals comply with section 8.

13 Sec. 7. [16B.906] [GRANT APPLICATIONS.]

14 Subdivision 1. [APPLICATIONS REQUIRED.] An organization  
15 seeking federal or state grant money under sections 5 to 10  
16 shall prepare and submit to the youth service task force an  
17 application that meets the requirements of this section. The  
18 youth service task force shall develop, and the applying  
19 organizations shall comply with, the form and manner of the  
20 application.

21 Subd. 2. [APPLICATION CONTENT.] An applicant on its  
22 application shall:

23 (1) propose a program to provide participants the  
24 opportunity to perform community service to meet specific unmet  
25 community needs, and participate in classroom, work-based, and  
26 service learning;

27 (2) assess the community's unmet educational, human,  
28 environmental, and public safety needs, the resources and  
29 process available for meeting those needs, and how young people  
30 participated in assessing community needs;

31 (3) describe the classroom component of the program,  
32 including classroom hours per week and classroom time for  
33 participants to reflect on the program experience;

34 (4) describe the work to be performed, the ratio of youth  
35 participants to crew leaders and mentors, and the expectations  
36 and qualifications for crew leaders and mentors;

1 (5) describe local funds or resources available to meet the  
2 match requirements of section 10;

3 (6) describe any funds available for the program from  
4 sources other than the requested grant;

5 (7) describe any agreements with local businesses to  
6 provide participants with work-learning opportunities and  
7 mentors;

8 (8) describe any agreement with local post-secondary  
9 educational institutions to offer participants course credits  
10 for their community service learning experience;

11 (9) describe any agreement with a local high school or an  
12 alternative learning center to provide remedial education,  
13 credit for community service work and work-based learning, or  
14 graduate equivalency degrees;

15 (10) describe any pay for service or other program delivery  
16 mechanism that will recover costs of services participants  
17 perform;

18 (11) describe the arbitration mechanism for dispute  
19 resolution required under section 8, subdivision 2;

20 (12) describe involvement of community leaders in  
21 developing broad-based support for the program;

22 (13) describe the consultation process to be used with any  
23 local labor organization representing employees in the area  
24 engaged in work similar to that proposed for the program to  
25 ensure that no current employees or available employment  
26 positions will be displaced by program participants;

27 (14) describe the length of the required service period,  
28 which may not be less than six months or more than two years,  
29 and any opportunity for participating part time or in another  
30 program;

31 (15) describe a program evaluation plan that contains cost  
32 effectiveness measures, outcome measures based on a preprogram  
33 and postprogram survey of community rates of arrest,  
34 incarceration, teenage pregnancy, and other indicators of youth  
35 in trouble, and a list of local resources dedicated to reducing  
36 these rates;

1 (16) describe a three-year financial plan for maintaining  
2 the program; and

3 (17) describe the role of local youth in developing all  
4 aspects of the grant proposal.

5 Sec. 8. [16B.907] [PROGRAM PROVISIONS.]

6 Subdivision 1. [PARTICIPANT ELIGIBILITY.] An individual is  
7 eligible to participate in youth community service if the  
8 individual:

9 (1) is 17 to 24 years old;

10 (2) is a citizen of the United States or lawfully admitted  
11 for permanent residency;

12 (3) is a Minnesota resident;

13 (4) is applying for service and has received a high school  
14 diploma or its equivalent, or agrees to attain a high school  
15 diploma or its equivalent while participating in the program;  
16 and

17 (5) agrees to act as an alumni volunteer or an alumni  
18 mentor upon successfully completing the program and postprogram  
19 education.

20 Subd. 2. [TERMS OF SERVICE.] (a) A participant shall agree  
21 to perform community service for the period required unless the  
22 participant is unable to complete the terms of service for the  
23 reason provided in paragraph (b).

24 An agreement to perform community service must be in the  
25 form of a written contract between the participant and the  
26 grantee organization. Terms of the contract must include a  
27 length of service between six months and two years, the  
28 anticipated date of completion, dismissal for cause, and the  
29 exclusive right to challenge a dismissal for cause through  
30 binding arbitration. The arbitrator must be chosen jointly by  
31 the grantee organization and the participant or must be  
32 determined from a list of arbitrators provided by the American  
33 Arbitration Association. The sole remedy available to the  
34 participant through arbitration is reinstatement to the program  
35 and eligibility for postservice benefits. The parent or  
36 guardian of a minor shall consent in writing to the contract

1 between the participant and the grantee organization.

2 (b) If the grantee organization releases a participant from  
3 completing a term of service in a program receiving assistance  
4 under sections 5 to 10 for compelling personal circumstances as  
5 demonstrated by the participant, or if the program in which the  
6 participant serves does not receive continued funding for any  
7 reason, the grantee organization may provide the participant  
8 with that portion of the financial assistance described in  
9 subdivision 3 that corresponds to the quantity of the service  
10 obligation completed by the individual.

11 If the grantee organization terminates a participant for  
12 cause or a participant resigns without demonstrating compelling  
13 personal circumstances under this section, no postservice  
14 benefit under subdivision 3 may be paid.

15 (c) A participant performing part-time national service  
16 under sections 1 to 11 shall serve at least two weekends each  
17 month and two weeks during the year; or at least an average of  
18 nine hours per week each year. A participant performing  
19 full-time national service under sections 1 to 11 shall serve  
20 for not less than 40 hours per week.

21 (d) Notwithstanding section 176.011, subdivision 9, or any  
22 other law to the contrary, for purposes of workers'  
23 compensation, while participating in a program a participant is  
24 exclusively an employee of the state.

25 (e) Notwithstanding any other law to the contrary, for  
26 purposes of tort liability under sections 3.732 and 3.736, while  
27 participating in a program a participant is an employee of the  
28 state.

29 (f) Participants performing community service in a program  
30 are not public employees for purposes of chapter 43A, 179A, 197,  
31 353, or any other law governing hiring or discharge of public  
32 employees.

33 Subd. 3. [POSTSERVICE BENEFIT.] (a) Each participant shall  
34 receive a nontransferable postservice benefit upon successfully  
35 completing the program. The benefit must be \$2,000 per year of  
36 part-time service or \$5,000 per year of full-time service.



1       (b) In the event that a program does not receive a federal  
2 grant that provides a postservice benefit, the participants in  
3 the program shall receive a postservice benefit equal in value  
4 to one-half the amount provided under paragraph (a).

5       (c) Nothing in this subdivision prevents a grantee  
6 organization from using funds from nonfederal or nonstate  
7 sources to increase the value of postservice benefits above the  
8 value described in paragraph (a).

9       (d) The state shall provide an additional postservice  
10 benefit to any participant who successfully completes the  
11 program. The benefit must be a credit of ..... points to be  
12 added to the competitive open rating of a participant who  
13 obtains a passing grade on a civil service examination under  
14 chapter 43A. The benefit is available for ... years after  
15 completing the community service.

16       Subd. 4. [USES OF POSTSERVICE BENEFITS.] (a) A postservice  
17 benefit for a participant provided under subdivision 3 must be  
18 available for five years after completing the program and may  
19 only be used for:

20       (1) paying a student loan;

21       (2) costs of attending a public institution of higher  
22 education as provided under section 13, subdivision 5; or

23       (3) expenses incurred in an apprenticeship program approved  
24 by the department of labor and industry.

25       Financial assistance provided under this subdivision must be in  
26 the form of vendor payments whenever possible. Any postservice  
27 benefits provided by federal funds or vouchers may be used as a  
28 downpayment on, or closing costs for, purchasing a first home.

29       (b) Postservice benefits are to be used to develop skills  
30 required in occupations where numbers of jobs are likely to  
31 increase. The youth service task force shall determine how the  
32 benefits may be used in order to best prepare participants with  
33 skills that build on their service and work-based learning and  
34 equip them for meaningful employment.

35       Subd. 5. [LIVING ALLOWANCE.] (a) A participant in a  
36 full-time community service program shall receive an annual

1 stipend of \$..... An eligible organization may provide  
2 participants with additional amounts from nonfederal or nonstate  
3 sources.

4 (b) Nothing in this subdivision requires an existing  
5 program to decrease any stipend, salary, or living allowance  
6 provided to a participant under the program.

7 (c) In addition to the living allowance provided under  
8 paragraph (a), a grantee organization shall provide health and  
9 dental coverage to each participant in a full-time community  
10 service program who does not otherwise have access to health or  
11 dental coverage. The state shall include the cost of group  
12 health and dental coverage in the grant to the eligible  
13 organization.

14 Subd. 6. [PROGRAM TRAINING.] (a) The youth service task  
15 force shall ensure an opportunity for each participant to have  
16 three weeks of training in a residential setting. Each training  
17 session must:

18 (1) orient each participant in the nature, philosophy, and  
19 purpose of the program;

20 (2) build an ethic of community service through general  
21 community service training; and

22 (3) provide additional training as it determines necessary.

23 (b) Each grantee organization shall also train participants  
24 in skills relevant to the community service opportunity.

25 Subd. 7. [TRAINING AND EDUCATION REQUIREMENTS.] Each  
26 grantee organization shall assess the educational level of each  
27 entering participant. Each grantee shall work to enhance the  
28 educational skills of each participant. The youth service task  
29 force may coordinate or contract with educational institutions  
30 or other providers for educational services and evaluation. All  
31 grantees shall give priority to educating and training  
32 participants who do not have a high school diploma or its  
33 equivalent, or who cannot afford post-secondary training and  
34 education.

35 Sec. 9. [16B.908] [PRIORITY.]

36 The youth service task force shall give priority to an

1 eligible organization proposing a program that meets the goals  
2 of sections 5 to 8, and that:

3 (1) involves youth in a meaningful way in all stages of the  
4 program, including assessing community needs, preparing the  
5 application, and assuming postservice leadership and mentoring  
6 responsibilities;

7 (2) serves a community with significant unmet needs;

8 (3) provides an approach that is most likely to reduce  
9 arrest rates, incarceration rates, teenage pregnancy, and other  
10 indicators of troubled youth;

11 (4) builds linkages with existing, successful programs; and

12 (5) can be operational quickly.

13 Sec. 10. [16B.909] [MATCH REQUIREMENTS.]

14 A grant awarded through the youth community service program  
15 must be matched at \$2 of grant funds for at least \$1 of  
16 applicant funds. Grant funds must be used for the living  
17 allowance, postservice benefits, and health and dental benefits  
18 for each program participant. Applicant funds, from sources and  
19 in a form determined by the youth service task force, must be  
20 used to pay for crew leaders, administration, supplies,  
21 materials, and transportation. Administrative expenses must not  
22 exceed .. percent of total program costs.

23 Sec. 11. [16B.910] [EVALUATION AND REPORTING  
24 REQUIREMENTS.]

25 Subdivision 1. [GRANTEE ORGANIZATIONS.] Each grantee  
26 organization shall report to the youth service task force at the  
27 time and on the matters requested by the youth service task  
28 force.

29 Subd. 2. [INTERIM REPORT.] The youth service task force  
30 shall report semiannually to the legislature with interim  
31 recommendations to change the program.

32 Subd. 3. [FINAL REPORT.] The youth service task force  
33 shall present a final report to the legislature by June 30,  
34 1997, summarizing grantee evaluations, reporting on individual  
35 participants and participating grantee organizations, and  
36 recommending any changes to improve or expand the program.

1 Sec. 12. Minnesota Statutes 1992, section 121.88,  
2 subdivision 9, is amended to read:

3 Subd. 9. [YOUTH SERVICE PROGRAMS.] A school board may  
4 offer, as part of a community education program with a youth  
5 development program, a youth service program ~~for-pupils-to~~  
6 promote that provides young people with meaningful opportunities  
7 to become involved in their community, develop individual  
8 capabilities, make career connections, seek support networks and  
9 services, become active citizenship citizens, and to address  
10 community needs through youth service. The school board may  
11 award up to one credit, or the equivalent, toward graduation for  
12 a pupil who completes the youth service requirements of the  
13 district. The community education advisory council, after  
14 considering the results of the commissioner's study under  
15 section 13, subdivision 1, shall design the program in  
16 cooperation with the district planning, evaluating and reporting  
17 committee and local organizations that train volunteers or need  
18 volunteers' services. Programs must include:

- 19 (1) preliminary training for pupil volunteers conducted,  
20 when possible, by organizations experienced in such training;  
21 (2) supervision of the pupil volunteers to ensure  
22 appropriate placement and adequate learning opportunity;  
23 (3) sufficient opportunity, in a positive setting for human  
24 development, for pupil volunteers to develop general skills in  
25 preparation for employment, to enhance self-esteem and  
26 self-worth, and to give genuine service to their community;  
27 (4) integration of academic learning with the service  
28 experience; and  
29 (5) integration of youth community service with elementary  
30 and secondary curriculum.

31 Youth service projects include, but are not limited to, the  
32 following:

- 33 (1) human services for the elderly, including home care and  
34 related services;  
35 (2) tutoring and mentoring;  
36 (3) training for and providing emergency services;

1 (4) services at extended day programs; and  
2 (5) environmental services; and  
3 (6) work-based learning programs in which schools,  
4 including post-secondary schools, and employers work together  
5 with young people to provide them with meaningful opportunities  
6 for community service and with the academic and technical skills  
7 that employers require.

8 The commissioner shall maintain a list of acceptable  
9 projects with a description of each project. A project that is  
10 not on the list must be approved by the commissioner.

11 A youth service project must have a community sponsor that  
12 may be a governmental unit or nonprofit organization. To assure  
13 that pupils provide additional services, each sponsor must  
14 assure that pupil services do not displace employees or reduce  
15 the workload of any employee.

16 The commissioner must assist districts in planning youth  
17 service programs, implementing programs, and developing  
18 recommendations for obtaining community sponsors.

19 Sec. 13. [121.885] [SERVICE LEARNING AND WORK-BASED  
20 LEARNING CURRICULUM AND PROGRAMS.]

21 Subdivision 1. [SERVICE LEARNING AND WORK-BASED LEARNING  
22 PROGRAMS STUDY.] The task force on youth service, established in  
23 section 4, shall assist the commissioner of education in  
24 studying how to combine community service activities and service  
25 learning with work-based learning programs. The commissioner  
26 shall consult with the commissioners of trade and economic  
27 development, jobs and training, and labor and industry, the  
28 president of the higher education coordinating board, and the  
29 director of the office of volunteer services in determining the  
30 effective methods for on-the-job training, assessing the  
31 work-based learning programs of the economic competitors of the  
32 United States, compiling research on work-based learning  
33 programs, and coordinating community service activities and  
34 service learning with work-based learning programs. The task  
35 force shall make the results of the commissioner's study readily  
36 available to interested individuals and organizations.

1        Subd. 2. [SERVICE LEARNING AND WORK-BASED LEARNING  
2 PROGRAMS DEVELOPED.] The commissioner, in consultation with the  
3 task force, shall develop a service learning and work-based  
4 learning program curriculum that includes a policy framework and  
5 strategies for youth community service and an infrastructure for  
6 mentoring youth. The commissioner shall include in the  
7 curriculum at least the following:

8        (1) youth community service strategies that enable young  
9 people to make significant contributions to the welfare of their  
10 community through such organizations as schools, colleges,  
11 government agencies, and community-based organizations or  
12 through individual efforts;

13        (2) mentoring strategies that enable young people to be  
14 matched with caring, responsible individuals who can encourage  
15 and guide the young people in their personal growth and  
16 development;

17        (3) guidelines, criteria, and procedures for combined  
18 community service and work-based learning programs that  
19 incorporate the results of the study in subdivision 1;

20        (4) criteria for community service activities, service  
21 learning, and work-based learning occupations;

22        (5) competency criteria for participants and trainers in  
23 specific occupational fields, and for mentors; and

24        (6) certification procedures for participants and trainers.

25        Subd. 3. [SERVICE LEARNING AND WORK-BASED LEARNING PROGRAM  
26 PARTNERSHIPS.] The task force shall assist the commissioner in  
27 establishing service learning and work-based learning  
28 partnership agreements between organizations engaged in  
29 community service, schools, and employers. The purpose of the  
30 agreements is to enable organizations engaged in community  
31 service, secondary or post-secondary schools, and employers to  
32 jointly provide service learning and work-based learning to  
33 students enrolled in school, or young people ages 17 to 24 who  
34 are not currently enrolled in school and who are without a clear  
35 career goal. Public, private, and private nonprofit  
36 organizations are eligible to enter into service learning and

1 work-based learning partnership agreements with schools. A  
2 service learning and work-based learning partnership agreement  
3 must describe:  
4 (1) the purpose of the partnership;  
5 (2) how service learning, mentoring, and work-based  
6 learning will be integrated;  
7 (3) what the partnership perceives current and future  
8 community service and work force needs to be and how those needs  
9 will be met;  
10 (4) what activities the partnership will offer;  
11 (5) the way in which each member of the partnership will  
12 participate in the partnership and promote the active  
13 involvement of students and other young participants in  
14 partnership activities;  
15 (6) the administrative services that the schools in the  
16 partnership will offer students and other young participants;  
17 (7) courses available to students and other young  
18 participants;  
19 (8) the way in which students and other young participants  
20 will be selected;  
21 (9) the personal growth and development and the academic  
22 and technical skill levels students and other young participants  
23 must achieve at the end of the service learning and the  
24 work-based learning;  
25 (10) what stipends and other benefits are available to  
26 students and other young participants;  
27 (11) the estimated amount of time a student or other young  
28 participant must spend in community service activities, in  
29 school, and in work-based learning training;  
30 (12) how students and other young participants will be  
31 mentored, monitored, and evaluated; and  
32 (13) how the organizations engaged in community service and  
33 the employers will assist the schools in the partnership with  
34 strategic planning, developing curriculum, and coordinating  
35 service learning and work-based learning activities.

36 Subd. 4. [STRUCTURING PROGRAMS ACCORDING TO GRADE OR

1 EDUCATION LEVEL.] The service learning and work-based learning  
2 partnership agreement must accommodate students' grade level or  
3 the last-completed grade level of the participants not currently  
4 enrolled in school. Schools must provide at least the following:

5 (1) for students in grades seven to nine, an opportunity to  
6 learn about service learning activities and possible  
7 occupations;

8 (2) for students in grade ten, an opportunity to apply for  
9 service learning and work-based learning programs; and

10 (3) for students in grades eleven and twelve and young  
11 people not currently enrolled in school, an opportunity to  
12 become involved in community service activities, train at work  
13 sites, and complete high school or pursue post-secondary  
14 coursework.

15 Subd. 5. [PROGRAMS FOLLOWING YOUTH COMMUNITY SERVICE.] (a)  
16 The youth service task force established in section 4, in  
17 cooperation with the commissioner and the higher education  
18 coordinating board, shall provide for those participants who  
19 successfully complete youth community service under sections 5  
20 to 11 the following:

21 (1) for those who have a high school diploma or its  
22 equivalent, an opportunity to receive work-based training and  
23 attend a community or technical college; and

24 (2) for those who are post-secondary students, an  
25 opportunity to receive on-the-job training that supplements  
26 post-secondary courses leading to a degree.

27 (b) Participants who successfully complete a youth  
28 community service program under sections 5 to 11 are eligible to  
29 receive an education voucher as provided under section 8,  
30 subdivision 4, equal to \$..... The voucher recipient may apply  
31 the voucher toward the cost of the recipient's tuition and other  
32 education-related expenses at a public post-secondary school  
33 under paragraph (a).

34 (c) The youth service task force, in cooperation with the  
35 state board of technical colleges, shall establish a mechanism  
36 to transfer credit earned for work skills between the technical



1 colleges and other post-secondary institutions offering applied  
2 associate degrees.

3 Subd. 6. [NONDISPLACEMENT.] An employer participating in a  
4 service learning and work-based learning partnership agreement  
5 shall not displace any employee engaged in work similar to the  
6 work performed by service learning and work-based learning  
7 participants or remove any similar position as a result of the  
8 agreement. This precludes an employer from reducing an  
9 employee's hours of work, wages, or employment benefits.

10 Sec. 14. Minnesota Statutes 1992, section 124.2713,  
11 subdivision 5, is amended to read:

12 Subd. 5. [YOUTH SERVICE REVENUE.] Youth service program  
13 revenue is available to a district that has implemented a youth  
14 development plan and a youth service program. Youth service  
15 revenue equals 75 85 cents for fiscal year ~~1992~~ 1993 and 85  
16 cents \$1.00 for fiscal year ~~1993~~ 1994 and thereafter, times the  
17 greater of 1,335 or the population of the district. .

18 Sec. 15. Minnesota Statutes 1992, section 124A.29,  
19 subdivision 1, is amended to read:

20 Subdivision 1. [STAFF DEVELOPMENT, AND VIOLENCE PREVENTION  
21 PARENTAL INVOLVEMENT PROGRAMS.] (a) Of a district's basic  
22 revenue under section 124A.22, subdivision 2, an amount equal to  
23 \$15 times the number of actual pupil units shall be reserved and  
24 may be used only to provide staff time for in-service education  
25 for violence prevention programs under section 126.77,  
26 subdivision 2, develop youth service curriculum or service  
27 learning and work-based learning programs under section 121.88,  
28 subdivision 9, or staff development programs, including  
29 outcome-based education, under section 126.70, subdivisions 1  
30 and 2a. The school board shall determine the staff development  
31 activities to provide, the manner in which they will be  
32 provided, and the extent to which other local funds may be used  
33 to supplement staff development activities.

34 (b) Of a district's basic revenue under section 124A.22,  
35 subdivision 2, an amount equal to \$5 times the number of actual  
36 pupil units must be reserved and may be used only to provide

1 parental involvement programs that implement section 126.69. A  
2 district may use up to \$1 of the \$5 times the number of actual  
3 pupil units for promoting parental involvement in the PER  
4 process.

5 Sec. 16. Minnesota Statutes 1992, section 124C.46,  
6 subdivision 1, is amended to read:

7 Subdivision 1. [PROGRAM FOCUS.] The programs and services  
8 of a center must focus on academic and learning skills, trade  
9 and vocational skills, work-based learning opportunities, work  
10 experience, youth service to the community, and transition  
11 services.

12 Sec. 17. Minnesota Statutes 1992, section 126.70,  
13 subdivision 1, is amended to read:

14 Subdivision 1. [ELIGIBILITY FOR REVENUE.] A school board  
15 may use the revenue authorized in section 124A.29 for developing  
16 youth service curriculum or service learning and work-based  
17 learning programs under section 121.88, subdivision 9,  
18 in-service education for violence prevention programs under  
19 section 126.77, subdivision 2, or if it establishes a staff  
20 development advisory committee and adopts a staff development  
21 plan under this subdivision. If a school board establishes an  
22 advisory committee, a majority of the advisory committee must be  
23 teachers representing various grade levels and subject areas.  
24 The advisory committee must also include parents and  
25 administrators. The advisory committee shall develop a staff  
26 development plan that includes related expenditures and shall  
27 submit the plan to the school board. If the school board  
28 approves the plan, the district may use the staff development  
29 revenue authorized in section 124A.29. Districts must submit  
30 approved plans to the commissioner.

31 If a school board uses the revenue to develop youth service  
32 curriculum or service learning and work-based learning programs,  
33 it must incorporate into its curriculum or programs, the  
34 recommendations for service learning and work-based learning  
35 programs developed by the youth service task force under section  
36 4.

1       Sec. 18. [HECB TO HELP COORDINATE YOUTH COMMUNITY  
2       SERVICE.]

3       Subdivision 1. [HECB DUTIES.] (a) The higher education  
4       coordinating board shall coordinate the application process for  
5       higher education grants under federal law. The board shall  
6       submit to the youth service task force under section 4 a  
7       proposal described in subdivision 2 for a consortium of higher  
8       education institutions to be included in the state's  
9       comprehensive service plan under section 4, subdivision 3.

10       (b) The board shall also coordinate the activities of  
11       individual Minnesota higher education institutions applying  
12       directly for federal community service grants.

13       Subd. 2. [COMMUNITY SERVICE PROPOSAL.] The proposal  
14       submitted by the higher education coordinating board shall  
15       develop programs that allow:

16       (1) higher education institutions to modify existing and  
17       create new courses, curricula, and extra-curricular activities  
18       that effectively use service learning and work-based learning  
19       methods;

20       (2) one or more higher education institutions to conduct  
21       research to evaluate the benefits of service learning programs  
22       and to make recommendations to improve service learning  
23       programs;

24       (3) higher education institutions to train K-12 teachers in  
25       the skills necessary to develop, supervise, and organize  
26       community service activities, consistent with the principles of  
27       service learning; and

28       (4) higher education institutions to create or expand  
29       community service or work-based learning activities for students  
30       attending the institutions.

31       Sec. 19. [FEDERAL APPLICATION.]

32       The youth service task force shall prepare timely and  
33       complete applications for federal grants. At a minimum, the  
34       task force application must describe:

35       (1) a program designed to meet the unique needs of the  
36       state that will provide community service opportunities to

1 youths ages 17 to 24;

2 (2) the amount of funds requested for the youth community  
3 service program plan;

4 (3) how the task force ranks applications and awards grants  
5 to Minnesota applicants under sections 5 to 10.

6 Sec. 20. [SEVERANCE.]

7 Any provision in this act that makes the state ineligible  
8 to receive a grant under Public Law Number 101-610 is severed  
9 and has no effect.

10 Sec. 21. [REPEALER.]

11 Sections 5 to 10 are repealed on June 30, 1997.

12 Sec. 22. [APPROPRIATIONS.]

13 Subdivision 1. [DESIGNATED AGENCIES.] The sums indicated  
14 in this section are appropriated to the designated agencies for  
15 the fiscal years 1994 and 1995.

16 Subd. 2. [DEPARTMENT OF EDUCATION.] \$..... is  
17 appropriated from the general fund to the commissioner of  
18 education for fiscal years 1994 and 1995. \$..... of this  
19 sum shall be used to establish one full-time position for  
20 capacity building, evaluation, design and developing  
21 service-learning and work-based learning. \$..... shall be  
22 used to establish a public private matching grant program for  
23 local organizations to provide a youth service entrepreneurship  
24 initiative contingent upon local match requirements. \$566,000  
25 is appropriated to the commissioner of education to pay for the  
26 increased amount of community service aid under section ...

27 Subd. 3. [HECB.] \$..... is appropriated from the  
28 general fund to the higher education coordinating board for  
29 fiscal years 1994 and 1995. The appropriation shall be used to  
30 meet the goals of section 18 through networking, training,  
31 capacity building and evaluation of service-learning and  
32 work-based learning. \$..... of this sum shall be used for  
33 mini-grants, training, technical assistance and evaluation  
34 related to collegiate curriculum in service learning.

35 Subd. 4. [DEPARTMENT OF ADMINISTRATION.] \$..... is  
36 appropriated from the general fund to the commissioner of

1 administration for fiscal years 1994 and 1995. The  
2 appropriation is for the youth service task force on mentoring  
3 and community service to be used as follows:

4 (1) \$..... for grants for the youth works program under  
5 this act;

6 (2) \$..... for the Minnesota High Technology Council to  
7 provide staff for the youth service task force on mentoring and  
8 community service;

9 (3) \$..... to establish one full-time position for  
10 capacity building to prepare community agencies to work with  
11 youth in service, contingent upon matching funds from nonpublic  
12 sources;

13 (4) \$..... for one part-time staff person to develop,  
14 support, and build capacity for the Minnesota mentor network;  
15 and

16 (5) \$..... for a grant program to support the development  
17 of local mentoring networks, contingent upon local matching  
18 funds from nonstate sources.

19 Subd. 5. [DEPARTMENT OF NATURAL RESOURCES.] \$..... is  
20 appropriated from the general fund to the commissioner of  
21 natural resources for the youth corps programs under Minnesota  
22 Statutes, section 84.0887.

SUMMARY HOUSE FILE 2, SENATE FILE 100

MINNESOTA YOUTH WORKS ACT

HOUSE FILE 2, INTRODUCED BY DAWKINS, ORENSTEIN, SIMONEAU, COOPER, BLATZ, LINKS YOUTH TO COMMUNITY SERVICE, COMMUNITY SERVICE TO EDUCATION, AND EDUCATION TO THE BUSINESS COMMUNITY. IT INCLUDES EXPANSION OF THE CURRENT K-12 YOUTH SERVICE PROGRAMS, A NEW YOUTH CORPS FOR 17-24 YEAR OLDS, A WORK BASED LEARNING PARTNERSHIP WHICH LEADS TO APPRENTICESHIPS IN GRADES 11 AND 12 AND COORDINATION WITH HECB.

SENATE FILE 100, MARTY, ANDERSON, RUNBECK, BECKMAN

Included in the bill are:

- o creation of a State Advisory Task Force to over-see program development, seek multiple funding sources and award grants on a competitive basis. This is an expansion of the current Governor's Task Force on Mentoring and Community Service.

- o the new Youth Corps for 17 to 24 year olds is targeted to youth who have dropped out of high school or who cannot afford post-secondary training and education; youth serve from 6 months to two years and receive education, stipends and an account with post service benefits. Entities which provide the training-work may apply for grants to run the program; three proposals will be funded by the above Task Force in metro, rural and statewide areas; one will be a residential program.

- o expansion of the current K-12 youth service program currently administered by the MN Dept. of Education; \$566,000 is allocated toward this, plus funding of a position in the Department for capacity building, evaluation and coordination with work-based learning.

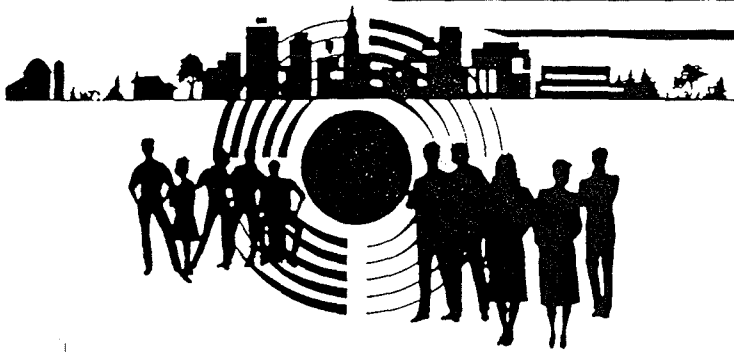
- o a work-based learning partnership is established between schools and employers; 7th-9th grade students learn about career opportunities; 10th graders can apply for work-based and/or service-learning opportunities; 11th-12th graders can apply for service-learning or work-based apprenticeship opportunities.

- o youth service curriculum and service-learning and work-based learning programs are incorporated into the violence prevention statute.

- o HECB will be involved in several aspects of the bill.

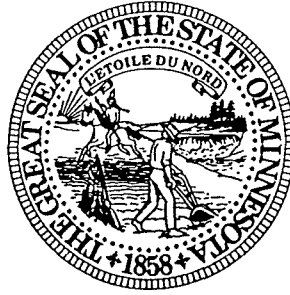
In general, this is comprehensive community youth service, service-learning legislation as well as work-based learning legislation. It provides several options for community connections and work connections for youth from elementary age through post high school.

# Model Learner Outcomes for Youth Community Service



**MDE**  
MINNESOTA DEPARTMENT OF  
EDUCATION

**1992**



## **MINNESOTA DEPARTMENT OF EDUCATION**

**Gene Mammenga** Commissioner of Education

**Ceil Critchley** Assistant Commissioner  
Division of Learning and Instructional Services

**Joyce E. Krupey** Assistant Commissioner  
Division of School Management and Support Services

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<b>Marsha Gronseth</b>	Executive Director



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## **ACKNOWLEDGMENTS**

### **Youth Community Service Learner Outcomes Committee**

*The Minnesota Department of Education gratefully acknowledges the contributions and generosity of the youth and adults dedicated to youth service who have assisted in the development of this document. The youth committee members represent rural and metropolitan areas; the adult committee members represent schools, colleges, community education, community agencies and service organizations. All of the following committee members have demonstrated their knowledge of service learning and have been generous with their time, talents and expertise.*

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## ***PREFACE***

**"We have to treat children as responsible people who can make a contribution. As people who value others, and see their own beliefs in helping others."  
(Cohen, November 18, 1990)**

This publication is intended for all who are interested in enriching learning through community service. It provides information for discussion, suggestions for creative ways to involve K-12 youth in service learning activities, encouragement to develop new curricula as well as model outcomes which can be accomplished by students when service is provided.

Across Minnesota, there is growing interest in the social potential of youth and the need to reconceptualize the roles of youth in our society. Children want to be helpful; they want to feel needed, and they have a great desire to be an important part of today's world.

Whiting and Whiting wrote in *Children of Six Cultures* (1975): "Comparisons of the nature of childhood in six cultures reveal that in societies that encourage children to perform socially significant tasks, children's behavior is dominated by attempts to offer help, support, and responsible suggestions."

All children can benefit from service learning activities. Service learning connects life in the "real world" to classroom academics in an enlightening, meaningful and humanitarian manner. We must not just tell youth that they can make a difference; we need to provide the opportunities for them to use their knowledge, skills and abilities to help others.

Finally, I would like to acknowledge the efforts of the many youth whom I have met who are "making a positive difference" in Minnesota communities and the many adults dedicated to fostering success for youth.

Janet Bourdon, Education Specialist  
Minnesota Department of Education

5177  
11921500

**Catalog # E741**  
**Model Learner Outcomes for Youth Community Service**

**1992**  
**© MDE**  
1992 First Printing

**Minnesota Educational Services**

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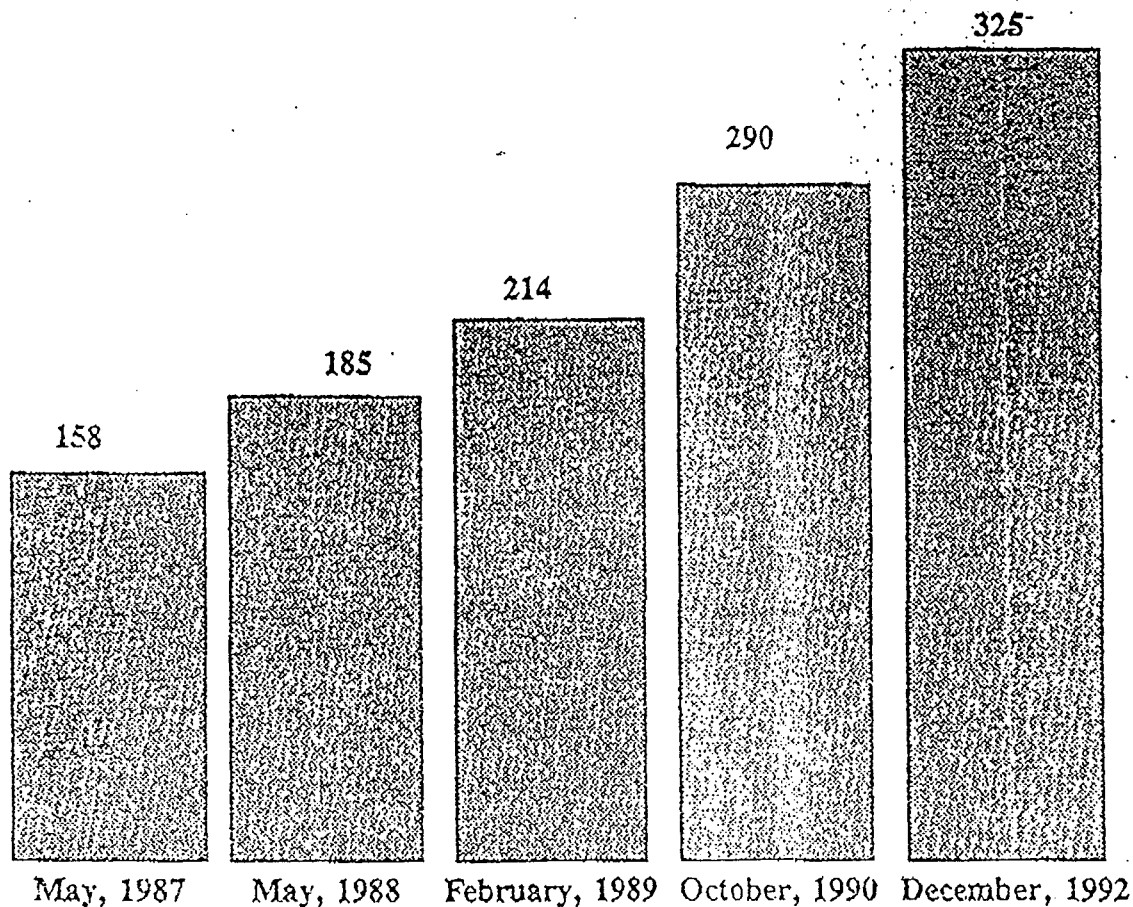
# YOUTH DEVELOPMENT AND YOUTH SERVICE REPORT

Minnesota Department of Education  
Community Collaboration

## Appendix G

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 may be used to "implement a youth development plan approved by the school board and to provide a youth service program." The annual community education reports include the following information on youth development and youth service.

### Youth Development Plans



### YOUTH DEVELOPMENT:

Involving youth in decision making has been a major focus for youth development since the Minnesota legislation went into effect in 1987. Again this year, districts reported an increase of youth involvement in a variety of ways. Below is a 3 year comparison between the 1989 through the 1992 school years. Districts were asked to check all the areas that applied.

YOUTH INVOLVEMENT IN DECISION-MAKING ROLES			
1989-90*	1990-91**	1991-92***	COMMITTEES
94	138	159	Community Education Advisory Committee
110	167	175	Youth & Adults on Task Forces
41	63	79	Youth Community Councils
66	95	186	City, School & Comm. Boards
18	30	50	Other Committees

\* Based on reports received from 224 districts.

\*\* Based on reports received from 234 districts.

\*\*\* Based on reports received from 292 districts.

The second area, which has been emphasized since the beginning of the youth development movement, is collaboration with community groups, especially those organizations involved with youth.

This year's community education report also indicates continued growth in this area. The following tables show the types of group with which the school districts are cooperating and the three year comparison between 1990, 1991 and 1992.

#### COMMUNITY COLLABORATION

NUMBER OF SCHOOL DISTRICTS COOPERATING WITH COMMUNITY GROUPS THROUGH YOUTH DEVELOPMENT			
1989-90	1990-91	1991-92	Organizations
28	41	47	Y's
73	105	109	Boy Scouts and Girl Scouts
15	23	29	Boys and Girl Clubs
113	140	176	4-H / Extension
84	102	123	Social Service Agencies
102	141	160	Park and Recreation
107	139	159	Church and Religious Groups
88	124	146	Business Groups
108	148	164	Service Groups
47	54	67	Correction Agencies
31	66	72	Other

#### YOUTH SERVICE:

The Minnesota legislation which authorizes youth service for those districts with youth development programs specifies that youth service programs must include:



1. Preliminary training for pupil volunteers conducted, when possible, by organizations experienced in such training;
2. Supervision of the pupil volunteers to ensure appropriate placement and adequate learning opportunity;
3. Sufficient opportunity, in a positive setting for human development, for pupil volunteers to develop general skills in preparation for employment, to enhance self esteem and self worth, and to give genuine service to their community;
4. Integration of academic learning with the service experience;
5. Integration of youth community service with elementary and secondary curriculum.

The number of youth participating in community service increased by 40,000 over the previous year. There are now close to 97,000 youth involved in school-based youth service programs. The breakdown by age group is as follows:

42,104	Early Elementary
18,366	Middle School
13,303	Junior High
22,730	Senior High

At the senior high level, 148 districts reported that they are offering credit for youth service and service learning during the 1991 - 92 school year. This compares with 112 districts in 1990 - 91 and 49 districts in 1989 -90. This dramatic increase has been of national influence for other states considering youth service programs.

The types of credit offered for youth service within a school curriculum or program by the 148 participating districts include the following:

63	Separate Class
43	Independent Study
48	Within existing class for credit
28	Other

There has been a noticable increase in the number of districts offering a specific "Youth Service" class for credit on the high school level during the past 3 years.

## FURTHER RESOURCES

When asked "What further resources do you need to support youth service activites?" the districts responded as following:

135	Additional Workshops for Staff
150	Additional Youth Service - Leadership Prog.
168	Additional Funding
44	Other

## EAST GROWING PROGRAM AREAS UNDER YOUTH DEVELOPMENT SINCE 1988

### Percent of Schools Offering Program:

<u>PROGRAM AREA</u>	<u>1988</u>	<u>1992</u>
Youth Service/Service-Learning:		
Peer Tutoring	42%	77%
Peer Helpers	34	76
Environmental Projects	21	62
Service to the elderly	18	49
Youth Involvement/Leadership:		
Service/Leadership	26	59
Other Leadership Development	17	41
Youth Enrichment:		
Wellness/Fitness	27	55
Visual Arts	30	53
Youth Support Networks:		
Parental Involvement	23	59
Family Crisis Programs	18	45

## SLOW GROWING PROGRAM AREA SINCE 1988

### Percent Of Schools Offering Program:

<u>PROGRAM AREA</u>	<u>1988</u>	<u>1992</u>
Youth Career Connections:		
Internships	11%	17%
Career Mentorships	18	25

### FUTURE DEVELOPMENT:



The 1993 legislature is considering several bills which would link youth service to career preparedness and to citizenship education. For example, H.F. 2, S. F. 100, adds the following language to the Youth Service section of the Community Education legislation, M.S. 121.88, Subd. 9: A youth service program "that provides young people with meaningful opportunities to become involved in their community, develop individual capabilities, make career connections, seek support networks and services, become active citizens, and address community needs through youth service."

Minnesota Department of Education, February, 1993.

## MINNESOTA DEPARTMENT OF NATURAL RESOURCES

### Office of Youth Programs

#### Program Offerings:

1. **Minnesota Conservation Corps (MCC):**  
A Serve-Earn-Learn program devoted to natural resources conservation and youth development. Both summer youth (ages 15 to 18) and year round young adult (ages 18-26) components are offered. Participants are paid the minimum wage. MCC affords participants the experience of success and provides a nurturing and meaningful work placement under competent supervision. Orientation, on-the-job training and experiential education opportunities are provided with an aim to developing participant work maturity, self-management, reasoning and decision making skills, self-esteem, appreciation for the environment, citizenship, etc.
- 
- 
2. **Youth In Natural Resources (YINR);**  
The Youth In Natural Resources program introduces minority youth to career and educational opportunities in resource management. The eight week summer program employs youths both male and female from ages 15 to 18. The participants spend up to 20 hours per week learning about their cultural ties to the natural world, resource management issues and techniques, various career options, and corresponding educational requirements. The balance of each week is devoted to field work experience. Youth are paid the minimum wage. Community agency partners include: Minneapolis Urban League, American Indian Occupational Industrialization Center, Hmong Youth Association of Minnesota, Neighborhood House (Hispanic), the Mille Lacs and Leech Lake reservations.
- 

# MINNESOTA CONSERVATION CORPS

## Mission Statement

### DNR Vision Statement:

We will work with the people of Minnesota to manage the state's diverse natural resources for a sustainable quality of life.

### MCC Mission Statement:

The Minnesota Conservation Corps exists to provide productive natural resources work experience and meaningful service-learning opportunities to the young men and women of this state in a healthful outdoor environment.

### Objectives:

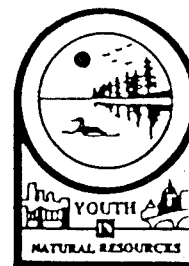
1. Perform labor-intensive, team-orientated, priority natural resource conservation work, having long-term public benefit, in a quality and cost-effective manner.
2. Provide participants with: training in basic work and life skills; structured opportunities for reflection on their service experience; education and other support services designed to enhance self-esteem, skills development, an ethic of civic responsibility/leadership and, to empower participants to improve their lives.
3. Increase participant awareness and commitment to the stewardship of the natural environment.
4. Enable participants to make a sustained commitment to effectively serve environmental and community needs.
5. Engage participants in service-learning-work experiences that will not otherwise be performed.
6. Provide equal opportunity for service to all state youth with preference given to those who are economically, socially, physically or educationally disadvantaged and youth residing in areas of substantial unemployment.
7. Evaluate the Corps' plans, policies, procedures and practices to ensure quality control and performance goal attainment.

9-10-92

:rb



## YOUTH IN NATURAL RESOURCES



**MISSION:** The Youth in Natural Resources program exists to introduce minority youth to career and educational opportunities in resource management while exploring their cultural ties to the natural world.

### GOALS:

1. To develop avenues of access for minority peoples to employment in natural resource management agencies.
2. To attract and facilitate entry of a well educated and culturally diverse work force to natural resource management agencies.
3. To establish working partnerships between minority communities and public agencies, with private sector involvement and support, which foster cross-cultural understanding and cooperation and further the cause of Affirmative Action employment.

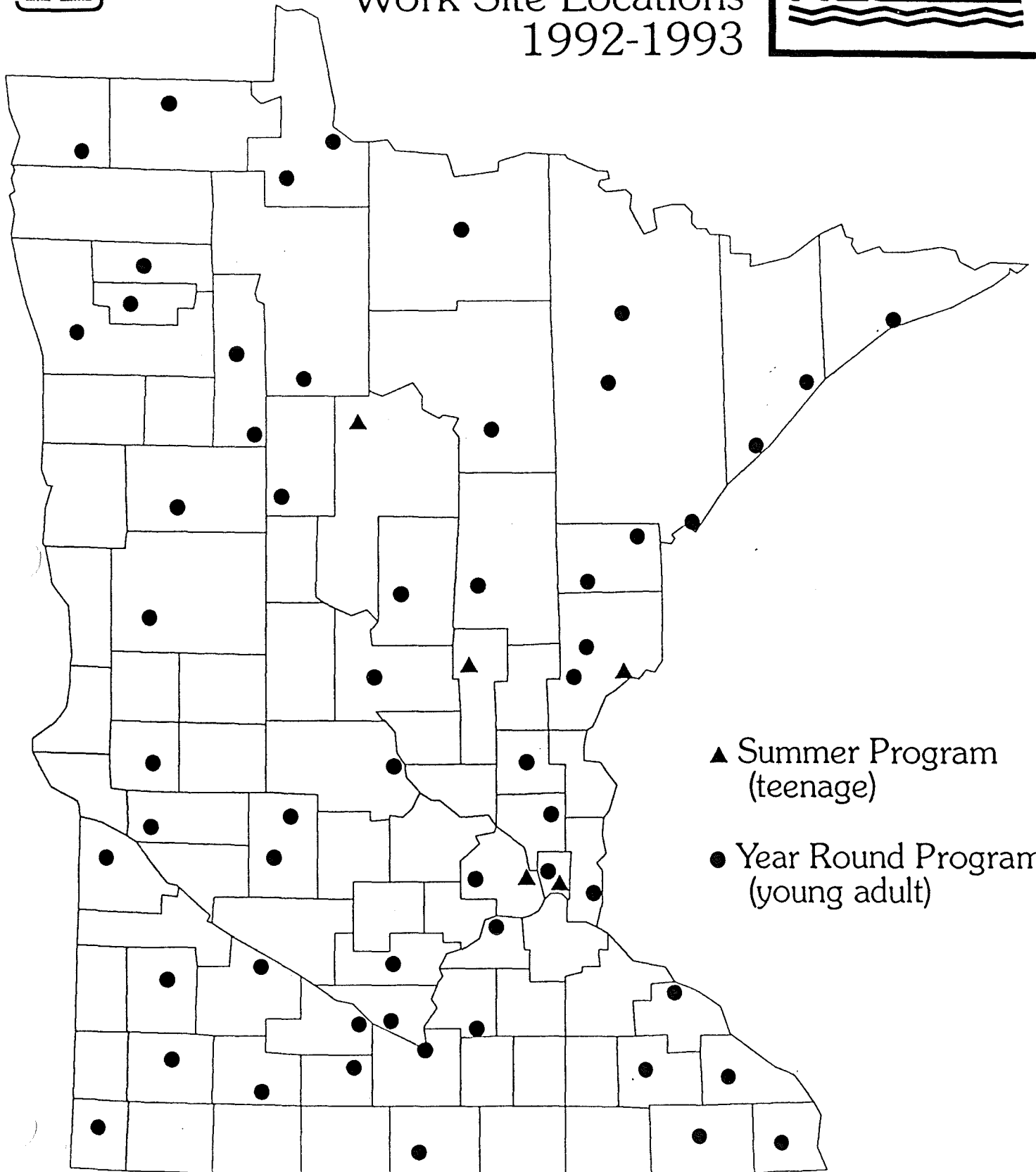
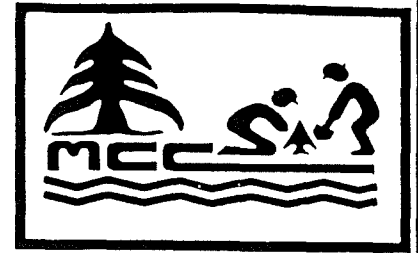
### OBJECTIVES:

1. Measure participant interest, skills and aptitudes for natural resource management and related career options utilizing various evaluation techniques;
2. Provide experiential learning in natural resource management and related career options utilizing validated work experiences and teaching models;
3. Develop participant life skill competencies in areas such as school to work transition, world of work attitudes and behaviors and team work;
4. Raise participant awareness to post-secondary natural resource education programs and institutions utilizing on-site campus orientations.
5. Provide participants with a heightened appreciation of nature while exploring their historical and cultural ties to the natural world drawing upon the support and expertise of the various minority communities;
6. Encourage and facilitate participants continued pursuit of formalized education and/or training utilizing financial incentives, mentors, and employment opportunities.

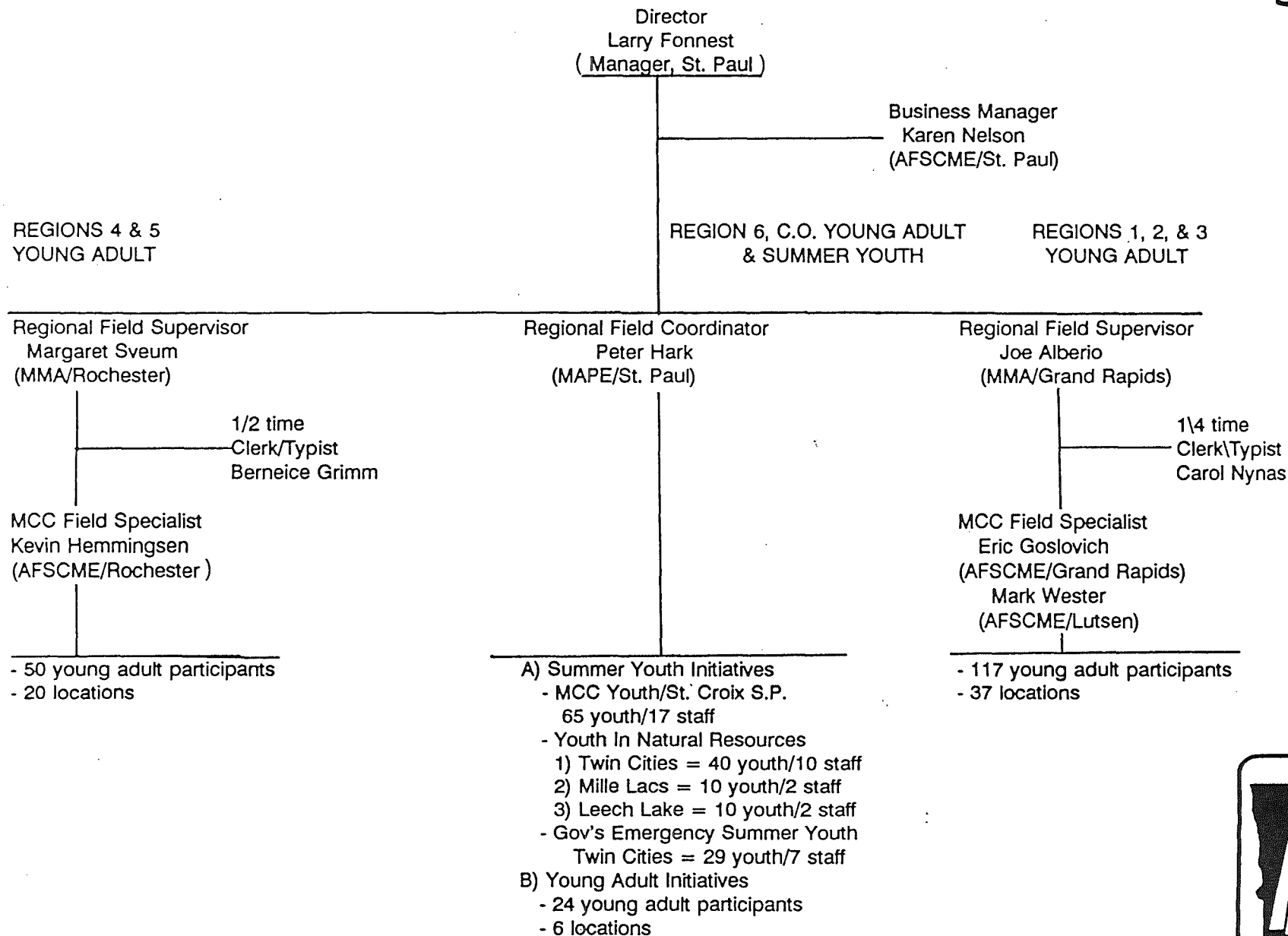


# Minnesota Conservation Corps

## Work Site Locations 1992-1993



MINNESOTA CONSERVATION CORPS  
July 1992



# MINNESOTA CONSERVATION CORPS

Budget Accounts  
Fiscal Year 1993

<u>AID#</u>	<u>DESCRIPTION</u>	<u>\$'s</u>	<u>APID</u>
335653	MCC\License Surcharge	\$321,000	31405-05-23
335661	MCC\Nongame	\$ 45,600	31400-78-18
335679	MCC\Forest Management Fund	\$188,148	31000-68-10
335687	MCC\Snowmobile	\$182,000	31000-21-18
335695	MCC\Water Recreation	\$ 71,000	31000-68-18
335703	MCC\General	\$546,930	31000-68-10
335752	MCC\Superior Hiking Trail	\$ 76,000	31602-67-13
335646	MCC\County Forest Management	\$182,543	31200-22-10
335612	MCC\Jobs and Training	\$ 13,907	31500-41-20
335737	MCC\Clean Rivers	\$ 78,112	31000-68-10
335729	Youth In Natural Resources	\$ 53,014	31602-70-13
335760	MCC\Exotic Species	\$ 32,673	31401-79-18
335778	MCC\Mpls Com College/ Hennepin Parks	\$ 40,000	31500-40-20
335745	MCC\Gov's Emergency Summer Youth	\$ 17,535	31500-40-69

9-8-92

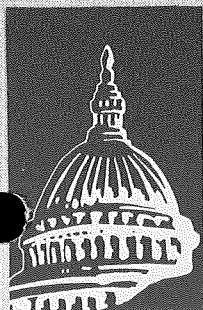
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*Appendix I*

*Fifth Annual*

GOVERNOR'S  
YOUTH  
SERVICE  
RECOGNITION  
DAY



*Tuesday,  
May 12, 1992*

*Minnesota State Capitol*

**Sponsored by:**  
**Governor Arne Carlson**  
**The National Youth Leadership Council**  
**and**

- Control Data
- Edwin Neuger and Associates
- Hewlett Packard Company
- League of Minnesota Cities
- Lutheran Brotherhood
- Minneapolis YMCA
- Minnesota Community Education Association
- Minnesota Conservation Corps
- Minnesota Department of Education
- Minnesota Education Association
- Minnesota Extension Service, 4-H Youth Development
- Minnesota Federation of Teachers
- Minnesota Office on Volunteer Services, Department of Administration

Program printed and cover design by Lutheran Brotherhood

**Governor's Youth Service Recognition Day**  
**Tuesday, May 12**

- |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2:00 - 2:15 | Registration in the Great Hall of the Capitol                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 2:30 - 3:00 | <p>Recognition Program in the Rotunda</p> <ul style="list-style-type: none"> <li>• Welcome and Opening Remarks: <ul style="list-style-type: none"> <li>- Dawn Campbell, Student Mistress of Ceremonies; Member of Governor's Advisory Task Force on Mentoring and Community Service and St. Paul Schools' Fresh Force</li> </ul> </li> <li>• Testimonials from Youth: <ul style="list-style-type: none"> <li>- Tim Rowen, Oak Hill Elementary School Student</li> <li>- Palupi Sudarko, Rochester Community College Student</li> </ul> </li> <li>• Comments on Youth Service: <ul style="list-style-type: none"> <li>- The Honorable Lt. Governor Joannell Dyrstad</li> </ul> </li> <li>• Testimonials from Youth: <ul style="list-style-type: none"> <li>- Richard Ramberg, Poplar Bridge Elementary Student</li> <li>- Thad Lesiak, Minneapolis Red Cross Youth Instructor</li> </ul> </li> <li>• Recognition of Governor's Advisory Task Force on Mentoring and Community Service, Minnesota Youth Service Movement Leaders</li> <li>• Introduction of Governor: <ul style="list-style-type: none"> <li>- James C. Kielsmeier, Chair of Governor's Advisory Task Force on Mentoring and Community Service</li> </ul> </li> <li>• Governor's Address and Proclamation: <ul style="list-style-type: none"> <li>- The Honorable Governor Arne Carlson</li> </ul> </li> </ul> |
| 3:00 - 3:30 | <p>Presentation of Certificates to and photographs taken of representatives from star programs in the Rotunda:</p> <ul style="list-style-type: none"> <li>- The Honorable Governor Arne Carlson</li> </ul> <ul style="list-style-type: none"> <li>• Presentation of Star School Based Programs: <ul style="list-style-type: none"> <li>- Commissioner of Education, Gene Mammenga</li> </ul> </li> <li>• Presentation of Star Community Based Programs <ul style="list-style-type: none"> <li>- Director of the Minnesota Office on Volunteer Services, Department of Administration, Laura Lee Geraghty</li> </ul> </li> <li>• Presentation of Star College Level Programs <ul style="list-style-type: none"> <li>- Director of Higher Education Coordinating Board; David Powers</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 3:00 - 4:00 | On-going informal reception in the West Corridor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## Star School Based Programs

### 1) Star Elementary/Curriculum Based Program

#### **St. Cloud -Oak Hill Elementary Senior Citizen Program**

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.

### 2) Star Elementary/Extra Curricular Program

#### **Bloomington-Poplar Bridge Elementary Kids' Quest**

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.

### 3) Star Elementary/Extra Curricular Program

#### **Roseville-Brimhall Elementary, Community Service Volunteers**

The contributions of the Brimhall Community Service Volunteers have made a positive difference 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 addresses 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 food to local food shelves and new students can look forward to being individually welcomed to Brimhall next fall.

### 4) Star Middle School/Curriculum Based Program

#### **Plymouth-Plymouth Middle School, Eighth Grade Leadership Project**

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 young servants have proven themselves true leaders through their positive impact on their school, the environment and in the lives of others in the community.

### 5) Star Middle School/Extra Curricular Program

#### **St. Paul-St. Paul Public Schools, Fresh Force**

450 middle school/junior high students in St. Paul, including 70% students of color and 20% special needs students, contributed 18,000 hours of service in 1992. Examples of the effective links made between service and learning include: economics and natural science lessons integrated into a service project raising vegetables for homeless people; performing and visual arts, writing and leadership skills developed through a theater and oral history project with the mentally ill; reading, writing, art, music and communication skills honed through long term relationships with residents of over 15 area nursing homes. Reflection activities include directed group discussions as well as regular written exercises and journals.

Fresh Force is run by a student task force at each school. Fresh Force students also participate regularly in city-wide and statewide educational policy initiatives. Students research community need for all service projects. Participants receive recognition of a Fresh Force T-shirt or sunglasses for 15 hours of service and/or a letter of commendation from the mayor for 35+ hours.

### 6) Star High School/Curriculum Based Program

#### **Duluth-The Marshall School, Volunteer Outreach**

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.

In a published evaluation of student learning in the the program, participants showed significant gains in self-esteem and problem-solving compared to comparison groups. The Service-Learning Inventory developed for the program demonstrated the importance of structured reflection to the success of the program.

### 7) Star High School/Extra Curricular Program

#### **Edina-Edina High School, Youth Serving You(th)**

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 benefitted 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.

#### 8) Star High School Course

##### **St. Peter-St. Peter High School, Community Interaction and Awareness (CIA)**

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. Fridays, the class convenes for a seminar. Reflection includes a daily journal, a case study of an individual encountered through the service project, a book review of a book related to their placement, and complete a research paper.

#### 9) Star Multiple-Age/Curriculum Based Program

##### **Minneapolis-Minneapolis Public Schools, WalkAbout**

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.

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 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.

#### 10) Star Multiple-Age/Extra Curricular Program

##### **St. Paul-St. Paul Open School / Outward Bound Service-Adventure Project**

Seeing the world as their community, students aged 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. Able bodied and disabled students from a variety of cultural backgrounds join together to learn more about their world through the adventure of service.

#### 11) Star Comprehensive Program

##### **White Bear Lake-White Bear Lake Youth Development.**

This far-reaching program addressed goals developed by a representative group from the school and community. Programs to address these goals included clearly stated goals, intensive training and trust building for participants, cross age and intergenerational interaction, and linkage to the curriculum throughout. All aspects of the program emphasized significant elements of leadership development for all students, elementary school to senior high, and in the alternative evening school.

A small sampling of the many issues addressed by students through service include: the environment, peer support, poverty and economic need in the community. Through classes, clubs and activities, the program pursued a thoughtful program of service through curricular and extra-curricular options at virtually every level of the school district.

#### 12) Star Comprehensive Program

##### **St. Paul-Mounds Park Academy Service Project**

Service-learning is an integral part of the curriculum at Mound Park Academy. Students at every grade level plan and implement projects that address real 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.

#### 13) Star Start Up Program

##### **Minneapolis-Anderson Contemporary Elementary School Peacemakers**

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 life long 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.

#### 14) Star Start Up Program

##### **Waldorf-The Janesville-Waldorf-Pemberton Middle School, Paper Chase: JWP Recycling**

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.

15) Star Start Up Program

**Bloomington-J.F.K. High School, Operation Succeed**

"Enter To Learn, Leave To Serve" is a theme of Operation Succeed, a new and innovative program started at Kennedy High School this year. 1,400 student volunteers have made a significant impact on their school and community through a host of service projects including peer helping, tutoring, shoveling out senior citizens, welcoming new students, a food drive and blood drive, recycling and more.

16) Star Start Up Program

**Blue Earth-Blue Earth Area HS & Children's Crisis Fund, Project Trust**

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 Fairmount participate in the performances and meet regularly to share experiences and evaluate their programs.

17) Star Start Up Program

**Spring Valley-Spring Valley High School, Student to Student Tutors**

The Student to Student Tutors Program at Spring Valley High School was initiated this year by high school junior, Kara Franke. The school administration, teachers and counselors have welcomed, supported and assisted this student-run program. Over 67 students have benefitted from the individualized instruction they received this year from 18 student volunteers trained as tutors.

**Star Community Based Programs**

18) Star High School/Community Based Program

**Rochester—John Marshall High School, Teen Life Concerns (TLC)**

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.

New 10th 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 range of public health advisory and policy groups in the Rochester area.

19) Star High School/Community Based Program

**St. Paul-West Side Citizen's Organization, Teens Networking Together (TNT)**

TNT began 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 and participation in a range 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.

After 18 months, TNT now involves 250 youth in a wide range of projects including: fighting racism through SCARED, running several recycling programs, hosting a job fair, helping start a day care 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, as well as many other activities.

20) Star Multiple-Age/Community Based Program

**Minneapolis—Greater Twin Cities' Youth Symphonies**

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 Governor inaugurations and recently, 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 their dedication and music.

21) Star Start Up Program

**St. Paul-Women's Assoc. of Hmong & Lao, McDonough Teen Council**

During the past year, 25 Hmong and Laotian youth served 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 real difference to everyone in their community from young children to senior citizens. The teens have also influenced their parents to become more involved in community events, including McDonough Homes Clean Up Days and Family Picnic.

22) Star Start Up Program

**Fergus Falls—Reg. IV Council on Domestic Violence, Improv**

Senior high school students and post secondary students have joined together to create an improvisational theatre 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. This year their messages reached over 1,100 persons in a nine county area.

23) Star Start Up Program

**Minneapolis-Minneapolis Park & Recreation Board, Youthline**

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 host cultural celebrations, sporting events, family socials and talent shows at the parks, as well as providing activities for young children and assisting senior citizens.

24) Star Start Up Program

**Minneapolis-Red Cross HIV/AIDS Youth Instructors**

Thirty-five youth instructors have provided HIV/AIDS information to over 1,200 youth this past year. These youth participated in a training session themselves in order to be given official 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 of people living with HIV and/or AIDS.

**Star College/University Level Programs**

25) Star Star College/University Curriculum Based Program

**Minneapolis-Augsburg College Community Service**

Augsburg College is recognized for their exemplary commitment to combine academic learning with service. Community service-learning is now an integral educational method used in 14 courses throughout the Augsburg curriculum, including courses in English, Business, Art Psychology, Sociology and History.

Through these 14 courses, over 200 students were involved in a variety of service experiences this past year, including tutoring academically challenged youth, working with adults who are illiterate and people who struggle with homelessness or a mental or physical disability. Equally important, all of these experiences are then connected to academic content through a variety of methods, including class discussion, reading, writing, and research.

Augsburg's efforts to infuse service-learning into courses and curriculum are supported by a comprehensive Community Service-Learning Program that, with strong student and staff leadership, involves almost 400 additional students in co-curricular service-learning experiences.

26) Star College/University Curriculum Based Program

**Fergus Falls-Lutheran Center for Christian Living, Internship Program of the AlphaWay**

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 food shelf.

Through the Internship 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.

27) Star College/University Extra Curricular Program

**St. Paul-Macalester College MACTION**

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 this past year. 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.

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.

28) Star Start Up Program

**Rochester-Rochester Community College, Cultural Awareness Can Touch Us (CACTUS)**

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.

## Minnesota Exemplary Youth Service Programs

Albert Lea Area Schools Community Education Youth Development/Youth Service  
Alden-Conger Public School Knights Inn  
Alexandria CEASE Jefferson High School Youth Encouraging Awareness (YEA)  
Alexandria CEASE Jefferson High School S.O.S Club  
Anoka Senior High School Community Service Program  
Anoka High School Caring Hearts  
Anoka County Extension Service; 4-H Youth Development Anoka County Alcohol Decisions Program  
Apple Valley Scott Highlands Middle School Armful of Love  
Arlington High Island Clovers 4-H Club Project Bike  
Austlin Public Schools Student Environmental Concerns Organization (ECO)  
Battle Lake Youth Development Service Grant  
Blaine Senior High School Study Buddys  
Bloomington Hubert Olson Jr. High School Ambassadors  
Bloomington Hubert Olson Junior High Norse Chapter of the National Junior Honor Society  
Bloomington Jefferson High School PALs (Partners Always Learning)  
Blue Earth Area High School Senior Solidarity Day  
Blue Earth Area High School CAY-D Advisory Council  
Brainerd Crow Wing County 4-H Pollution Solution  
Brooklyn Center Northport Elementary School Student Helpers  
Brownton FLA/FHA Project S.A.F.E.  
Buffalo Wright County Peer Helper Association  
Burnsville Senior H. S. Youth Service: Community Volunteers  
Burnsville Nicollet Junior High School Nicollet Peer Tutors  
Carlton High School Carlton High School National Honor Society  
Champlin Jackson Jr. High S.T.A.R. Club  
Cook Lions Club Boy Scouts  
Coon Rapids L.O. Jacob Elementary School L.O. Jacob Student Council  
Coon Rapids L.O. Jacob Elementary School School Patrol  
Crookston Lions Clubs & Crookston Central High School The Central Leo Club Student Volunteers  
Dalton North St. Olaf 4-H Club North St. Olaf Vikings Community Pride  
Deer River ISD #317 Deer River Youth Leadership/Service  
Delano Catholic Elementary School Adopting Grandparents  
Dover-Eyota Public Schools Youth Development/Service  
Duluth Area Family YMCA High School Mentoring Program  
Duluth ISD #709 Community Education Adventures in Education  
Duluth ISD #709 Community Education (PALS) Project Adventure Leadership and Service  
Duluth Denfeld High School Peer Helpers  
Duluth Morgan Park Middle School Peer Helpers

Duluth The Marshall School The Marshall Service Unit  
Edina Concord Elementary School Caps for Kids Mittens Too  
Edina Concord Elementary School Our Partnership - Concord Elementary School and The Edina Care Center  
Edina Cornelia Elementary School Ethical Values Plan  
Edina Cornelia Elementary School Cornelia Continues To Grow  
Edina Cornelia Elementary School Adopt-A-Family and Mitten Tree  
Edina Southdale YMCA Youth Make Our Community Awesome  
Edina Southdale YMCA Fresh Force  
Edina Countryside Elementary School Holiday Bazaar  
Elk River Community Education Youth Expo  
Excelsior Minnetonka Intermediate School Fly High With Senior Citizens  
Farmington Dakota County Extension Service Alcohol Decisions  
Fergus Falls Community College; Students in Free Enterprise Science and Inventors Fair  
Fergus Falls Community College Character Education  
Fertile 4-H Youth Protection Program  
Floodwood School Youth Service Program  
Fridley Totino-Grace High School A.C.T. (All Caring Together)  
Fulda Future Leaders of America/FHA P.A.I.N. Program  
Glencoe Public Schools Teen Teachers  
Glencoe Public Schools Eagle Buddies  
Grand Rapids Community Education Global Perspectives 2000  
Granite Falls-Clarkfield High School PEER HELPERS  
Hastings Tilden Elementary School Regina and Tilden... A Bridging of Ages  
Hibbing High School Key Club  
Hill City ISD #2 Breakfast Program  
Hill City ISD #2 Annual Community Halloween Party  
Hutchinson McLeod County Extension Service 4-H Bear Lake Beavers 4-H Club  
International Falls School District #361 Youth Task Force  
Inver Grove Heights South Grove Elementary School Peer Tutor Program  
Janesville-Waldorf-Pemberton Middle School JWP MUTT BI-Monthly Wayzata High School Youth Extending Service (Y.E.S.)  
Kiester United South Central FLA/FHA Senior Impact  
Kiester United South Central FLA/FHA Little Friends/Early Childhood  
Lake Crystal Wellcome Memorial High School Red Cross Bloodmobile  
Lakefield HLOL Schools Peer Helpers  
LeRoy-Ostrander Schools FLA/FHA  
LeRoy-Ostrander Schools Youth Management Class  
Lester Prairie Future Leaders of America/FHA Big Brother/Big Sister Program  
Madison Hantho 4-H Club Cleaning Ditches  
Mahtomedi Wildwood School Helping Hands  
Maplewood Mounds Park Academy Multi-Cultural Awareness  
Maplewood Ramsey County Extension Service Alcohol & Safety Project

Maplewood District 625 Campfire & Ramsey County Extension Service "I'm A Healthy Choicer"

Marshall Public Schools & Lyon County 4-H/Youth Development Project 4-Teens

Mendota Convent of The Visitation Campus Ministry

Milaca Community Education Milaca A-Team

Minneapolis The Blake School Cambodian Tutoring Project

Minneapolis The Institute for Education and Advocacy Study Connections

Minneapolis Prevention Alliance Youth Alliance

Minneapolis American Red Cross Leadership Development Camp

Minneapolis Catholic Youth Ministry Services Our Neighbor Corps

Minneapolis Project for Pride in Living/The City Inc. Pride In The City

Minneapolis MN Dept. of Human Services CD Division Eden Youth Statewide Project on Inhalant Abuse & Children's Services

Minneapolis Project For Pride in Living P.P.L. Summer Youth Program

Minneapolis Teen Age Medical Service "TAMS TALK" Peer Education Program

Minneapolis Phyllis Wheatley Community Center Let's Motivate

Minneapolis Roosevelt High School Leadership/Student Council

Minneapolis Anwatin Middle School & Ridgedale YMCA Anwatin Y-Partnership

Minneapolis Level IV & Leadership Class Peer Connection Program

Minneapolis South High School Student Volunteer Corps/Teen Outreach

Minneapolis Lake Country School 410 School Learning Center

Minneapolis Northeast Regional Catholic School "I Make A Difference"

Minneapolis Webster Open School Mediation Program

Minneapolis University of Minnesota YMCA Y-Tutors

Minneapolis Waite Park Contemporary School Everyone's Going to the ASCARRs

Minneapolis LAO PTA Lao Youth/Adult Partnership

Minnesota Lake Maple River East Middle School Youth Service Program

Minnetonka Junior High School Give Something Back

Minnetonka High School C.A.R.E.

Moorhead Park Christian School Elim Nursing Home Service Project

Morgan St. Michael Elementary School Helping Others

Morgan St. Michael Elementary School Reaching Out

Morris Area High School FFA

Morris Area High School Peer Helpers

Morris Stevens Co. Extension Service Swan Lake 4-H Club

Morris Area Elementary School Global Awareness Day

Morris Community Education Youth Develop. Program Homework Helping Center

New Brighton Northwest Youth & Family Services Mounds View Schools Youth Service Learning

New Hope Highview Alternative Program Service Learning Program

North Branch Green Acres Country Care Center Student Community Involvement Program

Northfield Carleton College; ACT (Acting in the Community Together ) Faribo Project

Oakdale Tartan Senior High Peer Tutor Program

Olivia BOLD High School NHS Clothing Drive

Owatonna High School SHOC (Students Helping Others Choose)

Redwood Falls Peacepipe Girl Scout Council Girl Scout Gold Award

Rochester ISD 535 Community Education The Youth Service Advisory Council

Rochester Harriet Bishop Elementary School Ordinary Heroes Peer Helper Program

Rochester Non-Profit Group Rochester Area Girls' Choir

Rochester Lincoln at Mann Elementary Ronald McDonald Service Project

Rochester Public School #535 Willow Creek Peer Tutor Program

Rochester Hawthorne Elementary School Multi-age Red Cross Project

Rochester Willow Creek Junior High Conflict Management

Rochester Olmstead Co. 4-H Youth Development Adopt-A-Recycling Shed

Rochester Kellogg Junior High School Positive Life Skills

Rochester Kellogg Junior High School Experiences in Youth Service (KEYS)

Rochester Pinewood Elementary School Learning Through Service

Rosemount High School GRADE BOOSTERS

Rosemount High School Teens Need Teens T.N.T.

Rosemount High School Peering Into Minnesota

Roseville Distributive Education Clubs of America - DECA Roseville Teen Center Promotion

Roseville Brimhall Elementary School Student Volunteer Program

Roseville Area High School Peer Helpers

Roseville Ramsey Redhots 4-H Club Beautifying Roseville

Rothsay Public Schools ISD #850 Tiger Mart

Sauk Rapids High School Peer Tutor Program

Sauk Rapids High School Youth Service Class

Slayton Public High School Paper Recycling

Springfield Cottonwood River Co-op Center Health Occupations/Careers

St. Cloud Cathedral High School Christian Service Program

St. Cloud Stearns County 4-H Stearns County Ambassadors

St. Cloud Boy Scouts of America/Central Minnesota Council Scouting for Food

St. Cloud Apollo High School Peer Helpers

St. Michael Hanover Honey Bees 4-H Club

St. Paul Job Creation and Training Youth Service Corps

St. Paul Youth Express

St. Paul Open School Community Involvement Team

St. Paul College of St. Catherine Career Services The Community Service Careers (CSC) Project

St. Paul University of St. Thomas Business 200/Community Service

St. Paul Holy Spirit School Project Spirit

St. Paul Neighborhood Action Project-NAPDAP Serving Our Surroundings (SOS)

St. Paul Cretin-Derham Hall Spectrum Interdisciplinary Class

St. Paul Battle Creek Middle School Grade eight Pre-Voc Class

St. Peter Nicollet County Extension Service; 4H Youth Development Positive Peers

Two Harbors Lake Superior Schools Lake County Council for Youth Development

Two Harbors Lake Superior School District & American Heart Association Lake Superior Skippers



Underwood Community Education Youth Development Service Grant  
 Vergas Camp Fire Boys and Girls Sparks Camp Fire  
 Waconia Carver County 4-H Youth Development 4-H Alcohol Decisions  
 Welcome MCW Community Education Great Expectations  
 Wells O-TA-KU-YE Camp Fire Group Recycling Service Project  
 West St. Paul Garlough Elementary School Student Service  
 White Bear Lake Central Junior High Central Embassadors Extended Day  
 White Bear Lake St. Pius X School Reach Out To Others  
 Willmar Community College Mentor Program  
 Winona State University YOUTH Mentor Program  
 Winona Senior High School Community Service-Learning  
 Winona Central Elementary School Kids Care & Share  
 Worthington Nobles County 4-H Go-Getters Club Prairie Restoration Project

## Youth Service in Minnesota

1984 - 1992

Minnesota's comprehensive youth service initiative began in 1984 when the National Youth Leadership Council launched a series of conferences with educators and policy makers to expand service opportunities for young people at every level of their growing up experience. National experts have called this grass roots effort "the most comprehensive state youth service program in the Nation." Minnesota's model significantly influenced the 1990 National and Community Service Act.

- Through 1987, 1989 and 1991 legislation, 324 Minnesota school districts (representing 90% of the state's student population) annually levy a total of nearly \$3.5 million for school-based youth service and service-learning programs administered through Community Education.
- In 1991, nearly 60,000 students were active in school-based service-learning programs and courses.
- 112 school districts offer credit for service-learning programs, 54 of these through special service-learning classes.
- 1989 Minnesota Legislation provided \$150,000 for college and university service programs. 11 of the 12 campuses continue to involve more than 2,000 tutors and mentors statewide each year.
- The Minnesota Conservation Corps, Department of Natural Resources, has been addressing Minnesota's environmental needs since 1981 with full-time and summer programs involving over 250 young people annually.
- Minnesota's 1992 proposal to the Commission on National and Community Service could bring up to \$6.5 million to the state for youth service programs.
- In April, 1992 Governor Carlson appointed the Governor's Task Force on Mentoring and Community Service, administered by the Minnesota Office on Volunteer Services, continuing the work of two previous Governor's committees, to advance policies supportive of youth service and service-learning.
- The National Youth Leadership Council, Minnesota Department of Education and Minnesota Office on Volunteer Services have trained hundreds of teachers, community members and youth in the development of quality service programs.
- Since 1988, the annual Minnesota Governor's Youth Service Recognition has received over 700 exemplary youth service program nominations. The range and quality of nominated programs has improved every year. On May 12, 1992, Governor Arne Carlson is recognizing the top 28 programs in the state.

For further information about Youth Service in Minnesota, contact:

*National Youth Leadership Council, 1910 W. County Rd. B, Roseville, MN 55113 (612) 631-3672 or (800) 366-6952*

*Minnesota Office on Volunteer Services, Department of Administration, 500 Rice St., St. Paul, MN 55155 (612) 296-4731 or (800) 652-9747*  
*Minnesota Department of Education, 550 Cedar St., St. Paul, MN 55155 (612) 296-1435*

*Minnesota Conservation Corps, 500 Lafayette Rd., St. Paul, MN 55155 (612) 296-5042*

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- Control Data
- Edwin Neuger and Associates
- Greater Twin Cities' Youth Symphonies, String Quartet
- Hewlett Packard
- League of Minnesota Cities
- Lutheran Brotherhood
- Minneapolis YMCA
- Minnesota Community Education Association
- Minnesota Conservation Corps
- Minnesota Department of Education
- Minnesota Education Association
- Minnesota Extension Service, 4-H Youth Development
- Minnesota Federation of Teachers
- Minnesota Office on Volunteer Services, Department of Administration
- National Youth Leadership Council
- Office of Governor Carlson and Lt. Governor Dyrstad
- St. Paul Council of Camp Fire
- St. Paul Public Schools' Fresh Force
- Sgt. Howard Berg, Veterans Affairs

### *The Recognition Advisory & Selection Committee:*

**Marcia Applen**, St. Peter High School; **Mary Ellen Arvanitis**, St. Paul Fresh Force; **Paula Beugen**, Minnesota Office on Volunteer Services, Department of Administration; **Jan Bourdon**, Minnesota Department of Education; **Adrienne Bryant**, Student; **NYLC Youth Board**; **Rich Willits Cairn**, National Youth Leadership Council; **Lynn DeWitt**, St. Paul Campfire; **Meghan Flanagan**, Student, St. Paul Fresh Force; **Larry Fonest**, Minnesota Conservation Corps; **Dottie Hecht**, Rochester Youth Service; **Julie Hesse**, Student; **St. Paul Fresh Force**; **Deb Kielsmeier**, National Youth Leadership Council; **Mark Langseth**, Minnesota Campus Service Initiative, National Youth Leadership Council; **Rick Nelson**, White Bear Lake Area Schools; **Gerry Ouellette**, The Marshall School; **Joan Pauley-Schneider**, Catholic Education Center; **Mary Jo Richardson**, Minnesota Department of Education; **Janet Schaitel**, St. Paul Public Schools' Fresh Force; **Kathleen Sheerin**, U of Minnesota; **Sharon VanKley**, Blue Earth Area Schools; **Becky Warzyniack**, Student; **Augsburg College**; **Barbara Winikoff**, Robbinsdale Area Schools; **Jeanne Zinter**, Southwest State University

## Governor's Youth Service Recognition Nomination Criteria

Youth service is a distinctive educational process whereby the idealism and energy of youth are transformed into valuable contributions to communities. Founded in 1988, the Minnesota Governor's Youth Service Recognition seeks to:

- 1) Celebrate the contributions of Minnesota young people.
- 2) Raise standards of excellence for youth service programs.
- 3) Encourage the development of new youth service programs.
- 4) Encourage the involvement of diverse communities in youth service.
- 5) Raise awareness among policy makers and the general public of contributions of young people and of the value of youth service programs.

Young people who serve through well-designed and implemented programs gain improved self-esteem, enhanced academic understanding, a sense of citizenship, and a tangible connection to their communities.

Schools and organizations can gain motivated learners and participants, an improved internal community, involvement in broader educational reform and community development initiatives, and active partnerships between participants, staff and community members.

Communities can gain valuable services by youth as well as young citizens who are invested in community life.

Successful programs demonstrate certain attributes. Though few programs will exhibit all of these characteristics, taken together, these criteria offer a standard of excellence for which to strive:

- 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.

## COMPARISON BETWEEN CORRECTIONS COSTS AND CRIME PREVENTION ACTIVITIES

As part of our report, the Legislature requested that we provide an analysis of the fiscal impact of the state's sentencing and corrections policies, including unfunded liabilities for state and local governments. (See Laws of Minnesota for 1992, Chapter 571, Article 7, Subdivision 1, Paragraph 1.)

Our analysis has four parts. First, a brief description of the state's criminal justice system and the role of the components; second, a summary of this system's current costs; third, information on the trends in this system and a forecast of the future costs; and fourth, a series of charts to highlight some of this information.

### Part I - Criminal Justice System:

The criminal justice system includes police, courts, prosecution, public defense, and corrections (both state and local systems). Though we were asked to provide an analysis focusing on the sentencing and correctional policies, any recommendations for programs that improve the opportunities for juveniles and young adults and thereby reduce their criminal activity will have an impact throughout the criminal justice system. It is juveniles and young adults that have the highest crime rate of any age group,<sup>1</sup> and any change in their behavior at this age is likely to impact their future behavior and the size and activity of the criminal justice system for many years.

There are pieces of the criminal justice system that we have not included in this analysis. One piece of the system not completely included is the cost of treatment. This cost is shared between the criminal justice and the human service systems. The costs of treatment in the human service system are not included in this analysis.

Minnesota correctional policy is rooted in statute and practice standards. Minnesota statutes through the sentencing guidelines established the principle of increasing punishment relative to the seriousness of the crime and the number of previous offenses. This policy was directed to reserving prisons, the most costly and restrictive punishment, to the repeat offenders and the most serious offenders. Both in and out of prison, Minnesota has required and created treatment and training programs for offenders in attempts to reduce recidivism and prepare offenders for success in society. Practice standards have paralleled and led policy in both these areas. With strong emphasis on intermediate sanctions and treatment, Minnesota's correctional

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<sup>1</sup>See Chart 1.

system professionals have established a practice standard that focuses on a continuum of increasing the severity of penalties with the severity and repetition of crimes.

These policies have had two effects on the corrections system. First, the emphasis on intermediate sanctions has given Minnesota the second lowest incarceration rate in the country, only behind North Dakota and placed Minnesota well below the average in criminal justice spending per/capita (\$160/Minnesotan and \$210/U.S. citizen).<sup>2</sup> Second, the emphasis on programming has given Minnesota the third highest prison cost/inmate in the country at \$24,565/year.<sup>3</sup> Through these policies, Minnesota has targeted its resources at the most difficult and serious offenders.

In recent years, there has been a trend away from the above correctional policies in response to several serious and high profile crimes and perceived public demand. Two examples are the creation of mandatory minimum sentences and increasing sentences for the possession/sale of cocaine. Mandatory minimum sentences target specific crimes, repositioning their priority in the sentencing guidelines and upsetting the continuum of increasing sentences relative to seriousness and repetition. Examples of mandatory minimum sentences include subjecting all repeat violators of controlled substance laws to some time in prison as a minimum sentence and the state's policy of requiring a 30-year prison sentence for certain violent and repeat sex offenders.

Secondly, in the 1992 legislative session, the legislature increased the sentence for the possession/sale of cocaine by decreasing the amount of cocaine in possession required for the offender to receive a prison sentence under the sentencing guidelines. This change, which may have made Minnesota the toughest state in the country for the possession of cocaine, was estimated to require the State to construct an additional 340 prison beds by the year 2000.<sup>4</sup>

#### Part II - Costs:

Precisely calculating the total cost of the criminal justice system is not a straightforward task since there is no uniform reporting and collection system across local government for this task. We have chosen to present these costs in two ways.

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<sup>2</sup>See Chart 2.

<sup>3</sup>See Chart 3.

<sup>4</sup>See Chart 4.

The first source is the U.S. Department of Justice, Bureau of Justice Statistics report "Justice Expenditure and Employment, 1990" which uses data collected by the U.S. Bureau of the Census survey. This shows Minnesota with a total criminal justice system cost of \$821,228,000 in fiscal year 1990. Broken into components, this is:

Components

	<u>1988</u>	<u>1990</u>
Police Protection	\$344,000,000	\$387,000,000
Courts	\$ 96,000,000	\$112,000,000
Prosecution	\$ 65,000,000	\$ 78,000,000
Public Defense	\$ 17,000,000	\$ 17,000,000
Corrections	\$212,000,000	\$226,000,000
Other Justice	\$ 1,000,000	\$ 1,000,000
Total	\$735,000,000	\$821,228,000

This same survey reported a \$735 million cost in fiscal year 1988, thus a 12% increase over two years or an average 5.7% increase.

The second way to report this information is to use a variety of Minnesota sources. For the same fiscal years, these costs are:

State Components

	<u>1988</u>	<u>1990</u>
Prisons	\$ 71,259,000	\$ 89,806,000
Dept. of Corrections	\$ 13,312,000	\$ 18,576,000
Community Corrections Act	\$ 13,440,000	\$ 18,183,000
Dept. of Corrections Ombudsman	\$ 340,000	\$ 385,000
Trial Courts	\$ 17,643,000	\$ 22,580,000
Public Defense Bd.	\$ 2,275,000	\$ 2,712,000
Sentencing Guidelines	\$ 202,000	\$ 249,000
Public Safety	\$ 19,774,000	\$ 27,531,000
Subtotal State	\$138,245,000	\$180,022,000

Counties Components

Public Safety	\$252,461,000	\$307,242,000
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### Cities Components

Police	<u>\$267,376,000</u>	<u>\$301,314,000</u>
TOTAL	\$658,082,000	\$788,578,000

### Part III - Future Costs

There are three factors to consider in forecasting future unfunded costs of the criminal justice system: the trend in operational costs, the impact of sentencing changes, and the changes in demographics and population behavior.

The trend in operational costs is growing at a rate greater than inflation overall by several percent. The difference between those is the real rate of increase in corrections, about 2% annually.

The impact of sentencing changes affects both state and local corrections. It is very difficult to estimate local needs. Current state estimates project the need for another 1,222 prison beds by the year 2002,<sup>5</sup> a cost in real terms of roughly \$100 million in capital costs, and operational costs of \$30 million annually by the year 2000.

The most difficult to predict is the change in population behavior. Demographic changes in young adults should have led to a reduction in the crime rate (i.e. the number of crimes per 100,000 population) during the last ten years. However, this has not occurred. In other words, because of a population decline in the age group that commits the most crimes, we should have seen a decrease in the crime rate, but we didn't.

### Part IV - Charts

We have included the following charts to highlight some of these trends and costs.

### Conclusion

The last several years have seen a trend towards greatly increasing costs for criminal justice. Very little of the future costs have been funded or budgeted. The 1,222 beds that will need to be built by the year 2002 are unfunded, and 1,222 assumes no new changes in sentencing policy to increase sentences or add new crimes (a very unlikely scenario). Moreover, none of the

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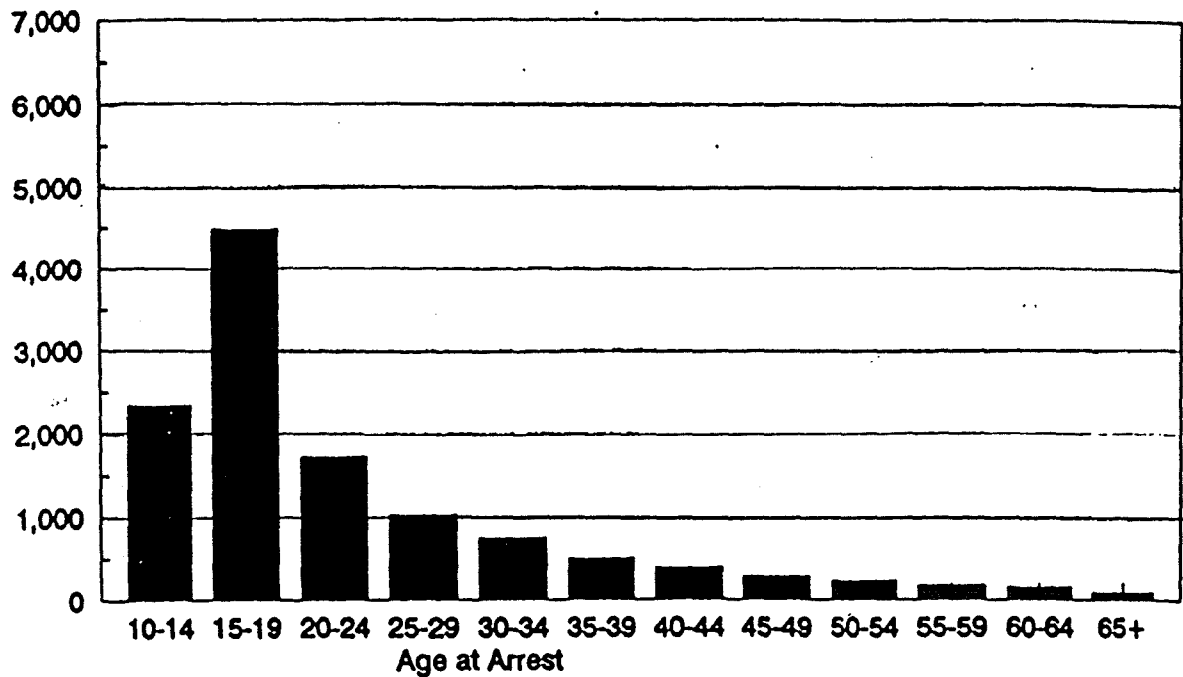
<sup>5</sup>See Chart 5.

1992 spending authorization included operational costs -- the authorization was strictly for capitol costs. What this means is that the state is heading towards a future fiscal abyss that is deep and wide, for which no money has been appropriated.

On the other hand, a policy aimed at reducing criminal activity and criminal corrections costs would save the state millions. For example, a two percent reduction in the crime rate would save the state \$200,000,000 per year by the year 2020 that would not have to be spent on prosecuting and incarcerating offenders.

CHART 1

**Apprehensions/Arrests Rates for Serious Crimes  
Minnesota 1990  
(per 100,000 population)**



Note: Includes murder, rape, robbery, aggravated assault, burglary, larceny, auto theft and arson.

Individuals under the age of 25 accounted for the highest rates of apprehensions/arrests for serious crimes.



CHART 2

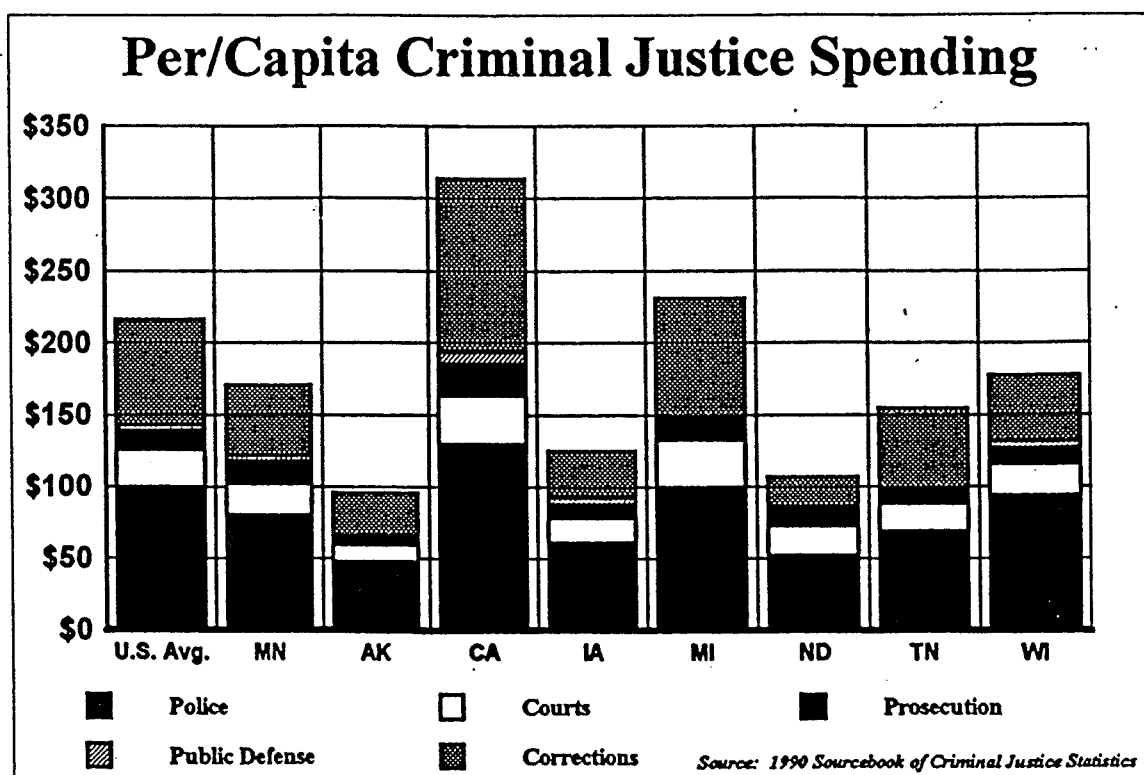
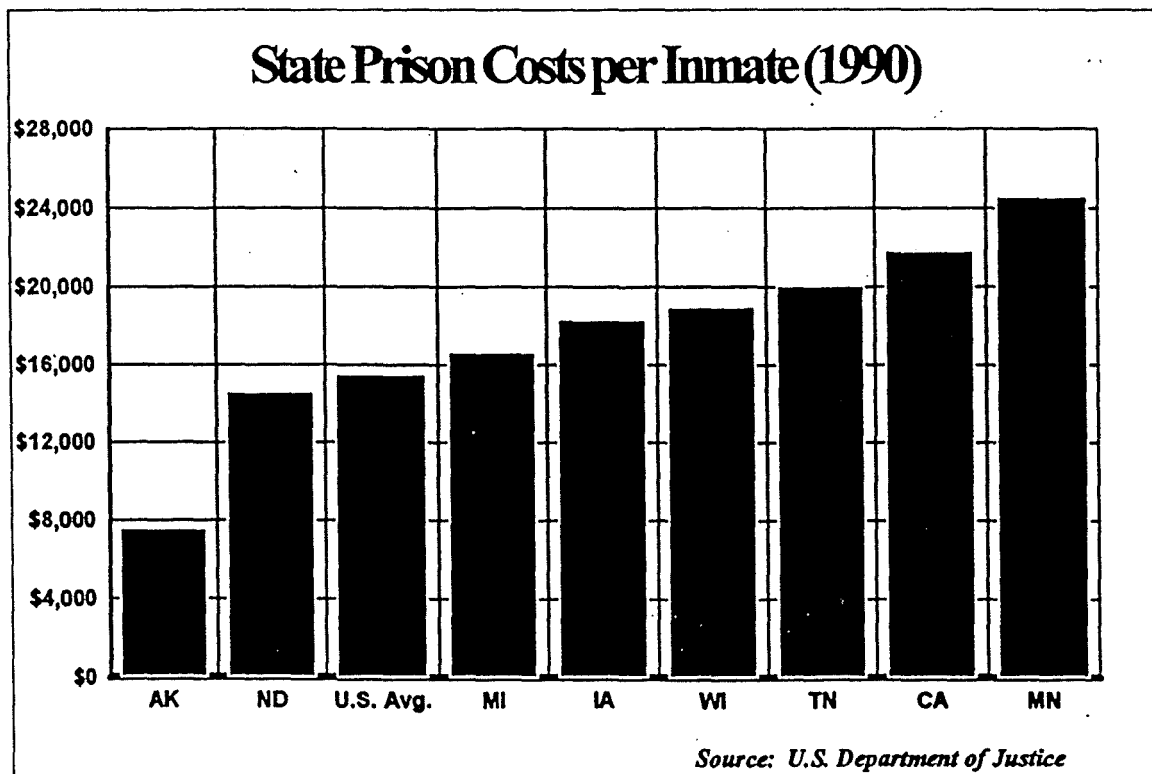
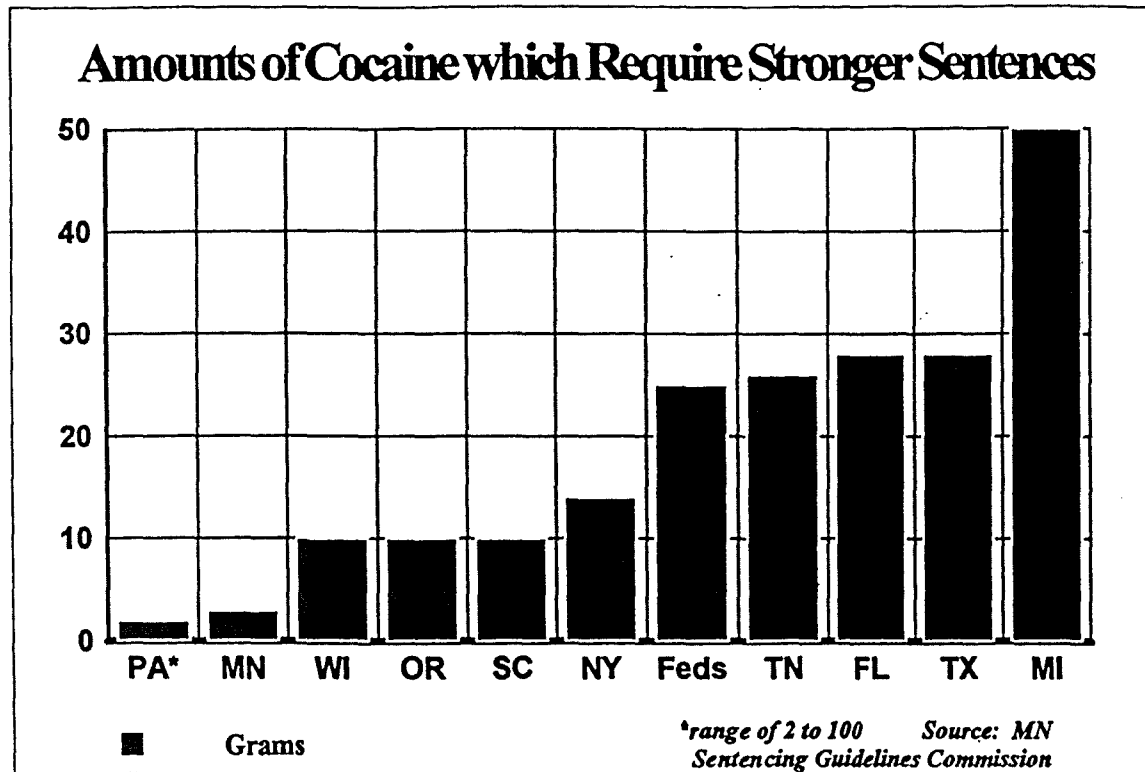


CHART 3

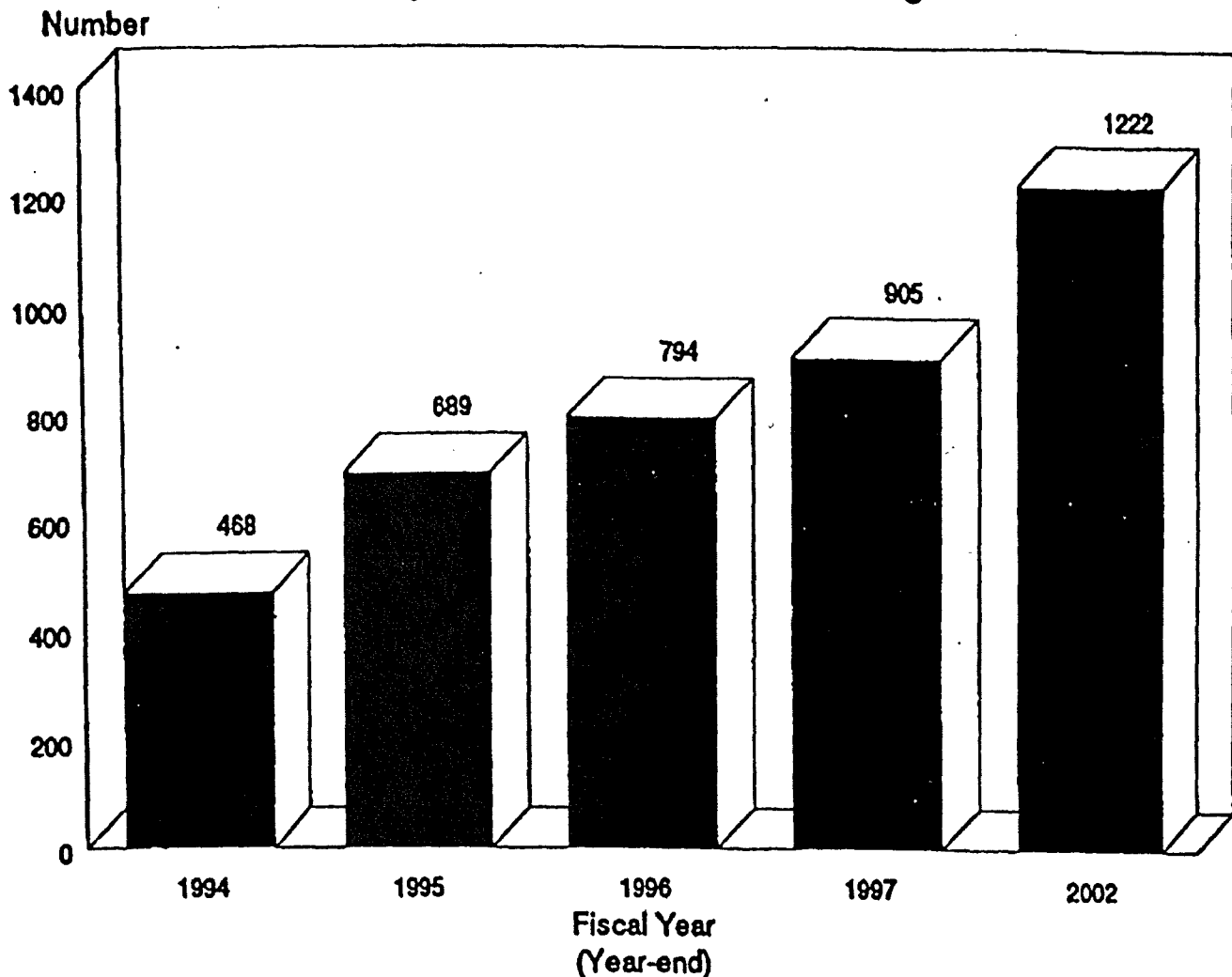




This change alone is estimated to require the expansion of prison beds as follows:

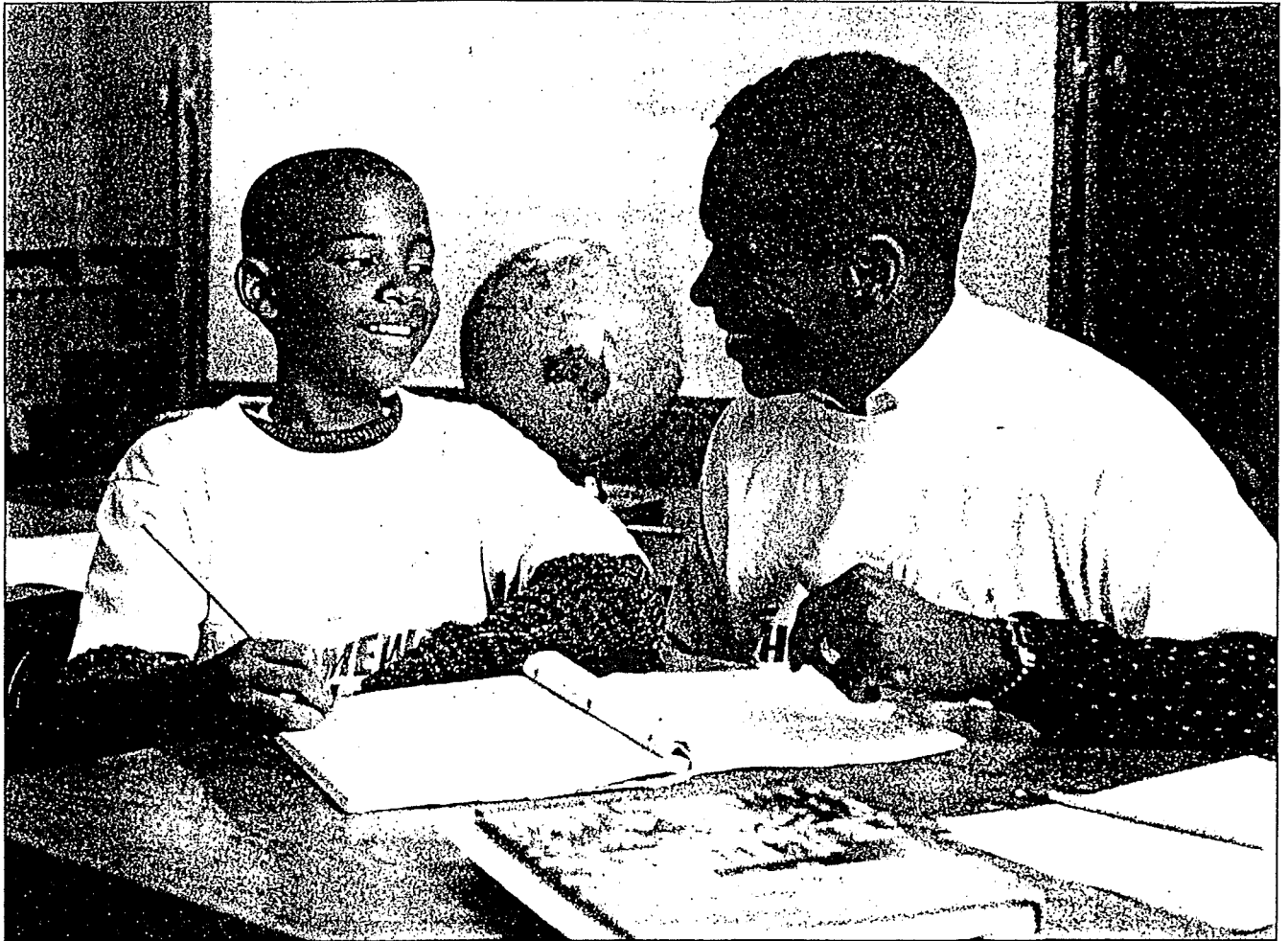
1993	84	Beds
1994	168	Beds
1998	244	Beds
2000	340	Beds

Figure 4 - Minnesota Male Inmate  
Projected Prison Bed Shortage



By the year 2002, current state policies will require 1222 more prison beds than are currently funded.

Source: MN Department of Corrections



Volunteer Henry Lanier, gives encouragement and support to Gregory Reid at a study session in the Homework 'n' Hoops tutoring program at Loring Nicollet Bethlehem Community Center in Minneapolis. Loring Nicollet Bethlehem is a participating agency in the Buddy System.

# Mentoring

Studies show young people's ability to succeed depends greatly on the absence or presence of adults who help them establish values, build confidence and inspire effort.

Studies show that young people's ability to succeed depends greatly on the absence or presence of adults who help them establish values, build confidence and inspire effort. Yet the increase in one-parent families and two-parent working families, the breakup of the extended family and other factors have left many young people without access to caring, mature adults who are able and willing to play that role.

The state of Minnesota has been a leader in the development of mentor programs to fill this void through recruitment of caring, responsible adults to be friends, tutors and role models for young people. A joint effort by the Minnesota Office on Volunteer Services (MOVS), Minnesota Department of Education, KARE 11, Lutheran Brotherhood and others, will help bring these programs together under a single umbrella - the Minnesota Mentor Network - to collectively expand the quality and availability of mentoring programs throughout the state.

The Minnesota Mentor Network evolved from a 1991 recommendation by Minnesota's Blue Ribbon Committee on Mentoring and Youth Community Service. The Network partners are working cooperatively with the Governor's Advisory Task Force on Mentoring and Community Service, as well as existing and new organizations addressing mentor-related issues and needs.

The goal of the Minnesota Mentor Network is to expand the quantity and enhance the quality of mentor opportunities in Minnesota by: • providing a coordinated statewide system for the recruitment of mentors; • encouraging networking among mentor program leaders to share ideas, experience and resources; • promoting quality guidelines for mentor programs.

Existing mentor programs and networks in Minnesota will be identified and entered into the MOVS data base. Leaders of mentor programs will be encouraged to form networks for communication, referral and program development. Communities with volunteer centers will be offered an opportunity to mobilize volunteers around the specific need for mentors.

An effective model for a mentor network already exists in the Twin Cities area. The Minneapolis Youth Trust's Buddy System is a consortium of Minneapolis area agencies that serve to promote and raise community awareness about mentoring. The Buddy System also serves as a one-number recruitment and referral system for volunteer mentors. Using the United Way's Volunteer Center in Minneapolis Area (340-7621), prospective volunteers are referred to Buddy System agency programs. People wanting to be mentors in St. Paul are referred to the Voluntary Action Center of the St. Paul Area.

Representatives of existing mentor networks will be invited to participate in the Minnesota Mentor Network and to share their expertise with newly formed networks.

"There are so many positive things happening out there in mentoring," said Mary Jo Richardson, Minnesota Department of Education. "By working more closely together we can make the most of

the expertise and resources that exist around the state."

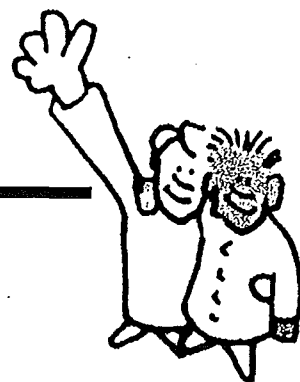
MOVS will work closely with Minnesota leaders to reach non-profit, business, government and media organizations for additional support. For example, Lutheran Brotherhood, a fraternal benefit society with 185,000 members in Minnesota, is providing \$12,500 for each of two years to help stimulate the development of regional mentor networks that will tie into the state network.

Right now, efforts are underway to establish mentor networks in the Arrowhead and Southwest regions of the state. Marsha Eisenberg of the Voluntary Action Center of United Way of Greater Duluth is serving as the local contact for the Arrowhead area. Marie Lee Rude of the Youth Issues Education program of the Minnesota Extension Service and Southwest State University is the local contact for the southwest area.

"The needs are many and diverse. We need people from young adults to senior citizens to share their time and talent as mentors," said Richardson. "We need mentors who can be a trusted friend and confidant. We need mentors to teach a wide variety of skills, from socialization to specific job skills. Programs based in schools, government, religious organizations, and social service agencies will all come together through the Minnesota Mentor Network to meet that need - a need that only a one-on-one relationship with a young person can provide."

For more information about how to get involved in Minnesota's Mentor Network, call the Minnesota Office on Volunteer Services, Department of Administration at 612/296-4731 (Twin Cities area) or, outstate, 1/800-65-SERVE (to become a mentor) or 1/800-234-MOVS (for mentor program leaders). Mentor programs and networks can contact MOVS to be listed in the Minnesota data base or to express interest in initiating the development of a new mentor network community.

According to Eyenga Bokamba, Minnesota Points of Light Youth Ambassador, "Mentoring can make a serious impact on a young person's life. Mentoring can provide real life examples of success that are not evident from books. It's the human contact that makes the learning real." As a college student Eyenga worked with young women ages 7-10 through elementary schools and in her neighborhood.



## VOLUNTEER FACTS

An estimated 94.2 million Americans (51.1 percent of adults 18 years of age or older) volunteered an average of 4.2 hours per week in 1991.

Volunteers gave a total of 20.5 billion hours in 1991 with a dollar value of \$176 billion. The dollar amount is based on the average hourly wage for nonagricultural employees and increased by 12 percent to estimate fringe benefits.

KARE 11 is launching a campaign to mobilize more Minnesota mentors. Watch for public service announcements during Minnesota's Volunteer Connection campaign December 1992 through January 1993. Public service announcements for mentors will also run from January through March, as a pilot campaign.

## YOUTH SERVICE CORPS JTPA IIB AND IIC AND THE MINNESOTA YOUTH PROGRAM

A number of states have used JTPA IIB Summer Youth Employment and Training Program (SYETP) money and supplemental state revenues to operate Youth Corps programs. These programs provide young people with work experience in community service under close adult supervision. The Youth Corps model emphasizes service and teamwork and encourages participants self-development. The Youth Corps program features:

- A focus on service: Participants contribute services to the community, state and nation.
- A project basis: Crews carry out highly visible work projects that fulfill unmet needs and provide lasting benefits to the community. Completing the project instills pride in the corps members and generates support for youth programs from the community.
- A unique structure: Young people work in teams of no more than 12 with a full time supervisor. The youth develop a sense of teamwork. The supervisor has an investment in the youth and in the completion of the projects.
- Orientation/Outdoor challenge: Many programs include a one week outdoor camping or hiking experience at the outset to build esprit de corps and self-esteem. This component should include other developmental activities such as discussions on the meaning of citizenship and community service and planning for the summer work projects.
- Education Concurrent educational, vocational, and service learning programs are provided.
- Youth Development: Learning goals focus on self-development, increasing basic academic skills, attainment of job keeping skills, expanding occupational proficiencies, and improving self-esteem.

The work experience portion of the program could be operated in Minnesota in conjunction with the Service Delivery Areas using JTPA IIB, IIC, and Minnesota Youth Program resources. Additional resources would be needed for the supervisors' salaries and the wilderness experience. The JTPA Amendments permit expenditures for Youth Corps services under IIB and IIC.

A Youth Corp program operated through the SDAs could provide a basis for a funding proposal under the ~~National and Community~~ Service Act. A grant under this act could substantially increase the number of Youth Corp positions created.



**EXECUTIVE ORDER 92-2  
PROVIDING FOR THE ESTABLISHMENT OF  
THE GOVERNOR'S ADVISORY TASK FORCE ON  
MENTORING AND COMMUNITY SERVICE**

I, ARNE H. CARLSON, GOVERNOR OF THE STATE OF MINNESOTA, by virtue of the authority vested in me by the Constitution and the applicable statutes, do hereby issue this Executive Order:

WHEREAS, Minnesota's young people are a vast untapped resource and have the potential to make great contributions to their communities; and

WHEREAS, much remains to be done to assure that each young person in Minnesota has access to a caring, responsible individual who encourages and guides his/her personal growth and development; and

WHEREAS, Minnesota has been on the leading edge of the mentoring and community service movements; and

WHEREAS, Minnesota's leadership in mentoring and community service rests on our comprehensive statewide approach that includes both public and private organizations and a continuum of developmentally appropriate community service and service-learning opportunities based on locally identified needs; and



WHEREAS, the National and Community Service Act, passed by Congress in 1990, provides funds for state initiatives; and

WHEREAS, Minnesota intends to present a funding proposal to the National and Community Service Commission in order to advance Minnesota's leadership in mentoring and community services;

NOW, THEREFORE, I hereby order that:

1. The Department of Administration, through the Minnesota Office on Volunteer Services (MOVS), shall serve as the lead agency to prepare Minnesota's proposal for federal National and Community Service Act funds and with the Governor's Task Force on Mentoring and Community Service to implement Minnesota's comprehensive service plan.
2. The Department of Education shall work cooperatively with MOVS to prepare and implement the school-based portion of the federal funding proposal.
3. A Governor's Advisory Task Force on Mentoring and Community Service shall be established to assist the Minnesota Office on Volunteer Services to prepare and carry out Minnesota's proposal for federal National and Community Service Act funds. The task force shall have up to 25 members, appointed by the Governor. Members shall be persons in leadership positions who have a demonstrated commitment to mentoring and community service. The Governor shall appoint the chair of the task force. No more than 15 task force members may be reimbursed for expenses as provided in Minnesota Statutes 1990, Section 15.0593.
4. The Minnesota Office on Volunteer Services, with the assistance of the task force, shall:

- a. Advise the Governor on policy issues related to mentoring and community service;
- b. Conduct research on outcomes of Minnesota's mentoring and community service initiatives;
- c. Assist in planning and making recommendations for Minnesota's model for Full and Part Time Service and Youth Service Corps;
- d. Coordinate efforts to expand current Minnesota initiatives in mentoring and community service and assist in obtaining public and private funds for these initiatives;
- e. Communicate with the Governor's Action for Children Commission about issues of mutual concern to the Commission and the task force;
- f. Disseminate information concerning service programs that receive assistance under the National and Community Services Act;
- g. Recruit participants for projects that receive assistance under the National and Community Services Act;
- h. Develop programs, training methods, curriculum materials, and other materials and activities related to programs receiving assistance under the National and Community Services Act;

- i. Report periodically to the Governor on the advancement and outcomes of Minnesota's mentoring and youth community service initiatives, and make recommendations on the future status of the task force.

Pursuant to Minnesota Statutes 1990, Section 4.035, subd. 2, this Order shall be effective fifteen (15) days after publication in the State Register and filing with the Secretary of State and shall remain in effect until rescinded by proper authority or it expires in accordance with Minnesota Statutes 1990, Section 4.035, subd. 3.

IN TESTIMONY WHEREOF, I have set my hand this thirty-first day of January, 1992.



ARNE H. CARLSON  
Governor

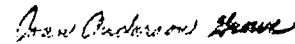
Filed According to Law:



JOAN ANDERSON GROWE  
Secretary of State

STATE OF MINNESOTA  
DEPARTMENT OF STATE  
FILED

FEB 3 1992



Secretary of State