

Promise of the Future. Responsibility Today.

Against a backdrop of grim statistics on the nation's youth and economic belt-tightening, there is a compelling story of young people who succeed – and give much more than they take. The findings of The Governor's Blue Ribbon Committee on Mentoring and Youth Community Service are clear: Minnesota policymakers at all levels should move decisively to support mentoring and youth community service initiatives. Such efforts yield immediate, tangible benefits to our communities. They are fiscally sound and a wise investment in our greatest resource, our young people.

Mentoring programs match caring, responsible individuals with youth to encourage and guide their personal growth and development.

Many young Minnesotans are tangled in a complex web of negative influences and self-defeating behavior. In 1989, the Minnesota Department of Education surveyed over 90,000 students in grades 6 – 12. State youth, like their counterparts nationwide, face a litany of difficulties including family violence, alcohol and drug use, early sexual activity, learning problems, and extreme feelings of alienation.

A proven strategy for penetrating this web is mentoring. Based on the success of the BUDDY SYSTEM, Minneapolis Mayor Don Fraser observes, "The most cost-effective way to make a difference in the life of a child is through a relationship with a responsible, caring adult." The BUDDY SYSTEM serves a network of 39 Twin Cities agencies and helps connect over 1500 young people with mentors. A similar network is needed statewide to ensure every young person has access to a mentor. Networks of mentoring program leaders, such as the Youth and Volunteer Agencies Alliance, are needed to assure quality standards are met and support for mentors is available.

Youth community service involves efforts by young people to make significant contributions to the welfare of the community. Youth community service takes place through a variety of organi-



Diana Smith

zations such as: schools, colleges, government agencies, community based organizations or through individual initiatives.

Youth as resources: for the benefit of all members of Minnesota's communities, it's an idea whose time has come. Expert opinion, national studies, and the testimony of nearly 100 Minnesotans before the Blue Ribbon Committee affirms that young people are a vast untapped resource and have the potential to make great economic and civic contributions. A 1989 Gallup Survey conducted for INDEPENDENT SECTOR shows that 90% of teens say *yes* to volunteering when asked.

Based on legislative actions from 1987-1989 and new state educational reform initiatives, 290 Minnesota school districts had started youth community service programs as of October, 1990. Through school programs alone, over 40,000 youth engage in peer tutoring, drug use prevention, work with infants and children, care for seniors, hunger relief efforts, environmental projects, and many other forms of service. Thousands more Minnesota young people serve through 4-H, Girl Scouts, Boy Scouts, Camp Fire, YMCAs/YWCAs and other community programs. Campus service in state colleges and universities is also growing.

This is a fraction of what can be realized. What is needed now is an effective infrastructure to ensure that young people are supported to

"In the process of making a better life for our children ... we also removed meaning and purpose from most of their experiences. For many, we took away their right to contribute to their society. It's time we put it back – not through hazardous and stunting ways, but through service opportunities: learning by doing useful tasks."

Joanne A. Englund, St. Paul

serve and learn well into the next century. Minnesota's comprehensive model for youth community service includes K-12 service-learning programs, postsecondary education community service, full time and summer conservation corps, and effective working relationships with community based organizations.

The findings of the Blue Ribbon Committee tell a story of promise for the future. While negative influences block the paths of many of our young people, obstacles can be overcome and new paths found. Two powerful, proven approaches lead the way. Creating the best possible infrastructure to support expanded mentoring and youth community service opportunities is our responsibility today.

Minnesota Shows Leadership on National and Community Service Act,

FURTHER ACTION NEEDED TO BRING NEW FEDERAL RESOURCES TO STATE

The *National and Community Service Act of 1990* reflects significant contributions from Minnesotans and is likely to be a boon to youth community service in our state. Upon signing the law, President Bush said, "There can be no nobler goal than to strengthen the American ethic of community service and to help translate this ethic into meaningful action." The Act's provisions include:

- A three-year funding authorization of \$287 million for all programs.
- Grant programs to assist states, local school districts, post-secondary institutions, and community groups to incorporate national and community service.
- Creation of a commission on National Service to administer grant programs and development of four regional clearinghouses to provide technical assistance and support for community service programs.

Minnesota stands to receive a portion of the authorized funds and can compete for additional dollars. State funding is required to qualify for certain allocations and current analysis shows the potential

of four federal dollars coming into the state for every Minnesota dollar spent. The Blue Ribbon Committee has closely followed the federal legislative process, nominated Minnesotans for the Commission on National Service, and recommended the Twin Cities-based National Youth Leadership Council as a regional clearinghouse.

Minnesota is unique in the nation because of our comprehensive plan for mentoring and youth community service and the extent to which development has already taken place in these areas. An inter-agency approach, including coordinated efforts between organizations and across communities, will place Minnesota in a strong position to qualify for competitive federal funds.

The *National and Community Service Act* was introduced in Congress by Senator Ted Kennedy and Representative Augustus Hawkins. Senator Dave Durenberger convened a Minnesota Ad Hoc Working Group on Youth and Community Service in the summer of 1989 and many of the recommendations of this group were incorporated into the final federal Act. Congressman Gerry Sikorski earlier held hearings on youth community service and related issues.

Committee Makes Recommendations Based on Intensive Study

The Blue Ribbon Committee was appointed in November, 1989 with the following purpose:

In order to help Minnesota young people be responsible and informed citizens and caring, healthy, and productive members of their communities, the Governor's Blue Ribbon Committee on Mentoring and Youth Community Service is to create a policy framework and strategies to assure that mentoring and youth community service flourish throughout the state.

The work of the committee includes: defining the field, summarizing current policy recommendations, identifying resources, developing public understanding and commitment, and generating interagency coordination and cooperation.

The final report of the committee will outline a strategy for ensuring a lasting commitment to mentoring and youth community service.

The Committee is comprised of a broad-based group of Minnesota leaders and experts on mentoring and youth community service, representing diverse public and private organizations. A complete list of Committee members is provided on Page 6 of this report.

Committee Findings Based on Statewide Testimony, National Research, and Insight of Experts

Public hearings on mentoring and youth community service were held in five Minnesota locations during September and October,

1990: Brainerd, Crystal, Grand Rapids, Mankato, and St. Paul.

Nearly 100 Minnesota leaders and experts - including young people themselves - shared their insights at these hearings and over the course of Committee deliberations. Overwhelming testimony was received about the importance of mentoring and youth community service as powerful learning tools, avenues to work readiness, and as a means to provide needed community services.

The Committee also called on national experts in the field and reviewed poll results such as these:

A 1989 Harris Poll on mentoring conducted for The Commonwealth Fund of New York found that mentors help youth learn to succeed, improve their grades, avoid drugs and trouble, increase their regard for people of other races, improve relationships with teachers and family, and choose a career path.

A 1990 Gallup Survey on youth community service conducted for INDEPENDENT SECTOR showed an increase in teen volunteering of 25% when schools encouraged community service and found that, like adults, a very high percentage of teens volunteer when directly asked.

This publication is an executive summary of the Committee's findings. The complete report of public testimony, secondary research, and Committee recommendations is available for review on request.

Goals for Mentoring and Youth Community Service:

NEW BENEFITS TO OUR COMMUNITIES

The Governor's Blue Ribbon Committee on Mentoring and Youth Community Service is recommending a policy framework and strategies to assure that mentoring and youth community service bring new benefits to our communities throughout the state. The overall goals are:

MENTORING

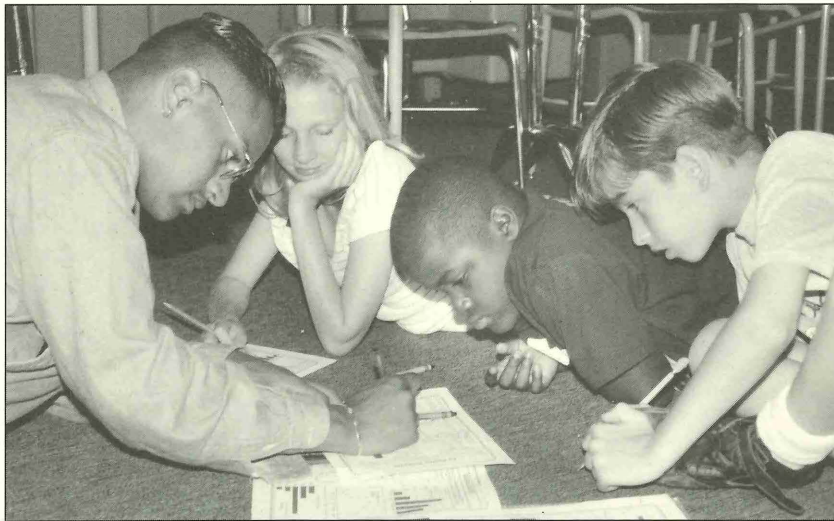
1. Young people will have access to caring, responsible individuals who encourage and guide their personal growth and development.
2. Minnesotans will understand the value of mentoring, including the mutual contributions and benefits of mentoring and will have easy access to volunteering as a mentor.
3. Minnesota employers will accept the challenge to promote, encourage, and give recognition to employees who serve as mentors in the lives of young people.
4. Educators and youth-serving leaders will value the role that mentors play in the development of young people, know how to work with volunteers as mentors for youth, and actively promote mentoring.
5. Community agencies will value and involve mentors as an integral part of their service delivery system for youth.

YOUTH COMMUNITY SERVICE

1. Young people will participate in youth community service activities and service-learning and as a result will value the service ethic and demonstrate this ethic through continued service.
2. Young people will develop the skills, knowledge and motivation to become active citizens and productive workers.
3. Communities will be healthier because youth will provide needed services and participate in community problem solving.
4. Communities will value and recognize the contributions of youth and actively promote and solicit their leadership.
5. Educators will value and know how to incorporate youth community service in order to reach curriculum objectives.
6. Community agencies will actively provide opportunities

"The reason we made the program up is to help ourselves, help each other, help the family, and to help society. We talk about what we are going to do after high school."

Hong Hou,
Cambodian Students
Association, Rochester



Derek Olson

for youth community service, and effectively involve young people in service delivery through challenge, training and personal support.

For further information or to review a copy of the full report of the
BLUE RIBBON COMMITTEE...

Please contact the Minnesota Office on Volunteer Services, Department of Administration at 500 Rice Street, St. Paul, Minnesota 55155 or call 1/800/652-9747 from Greater Minnesota or 612/296-4731.

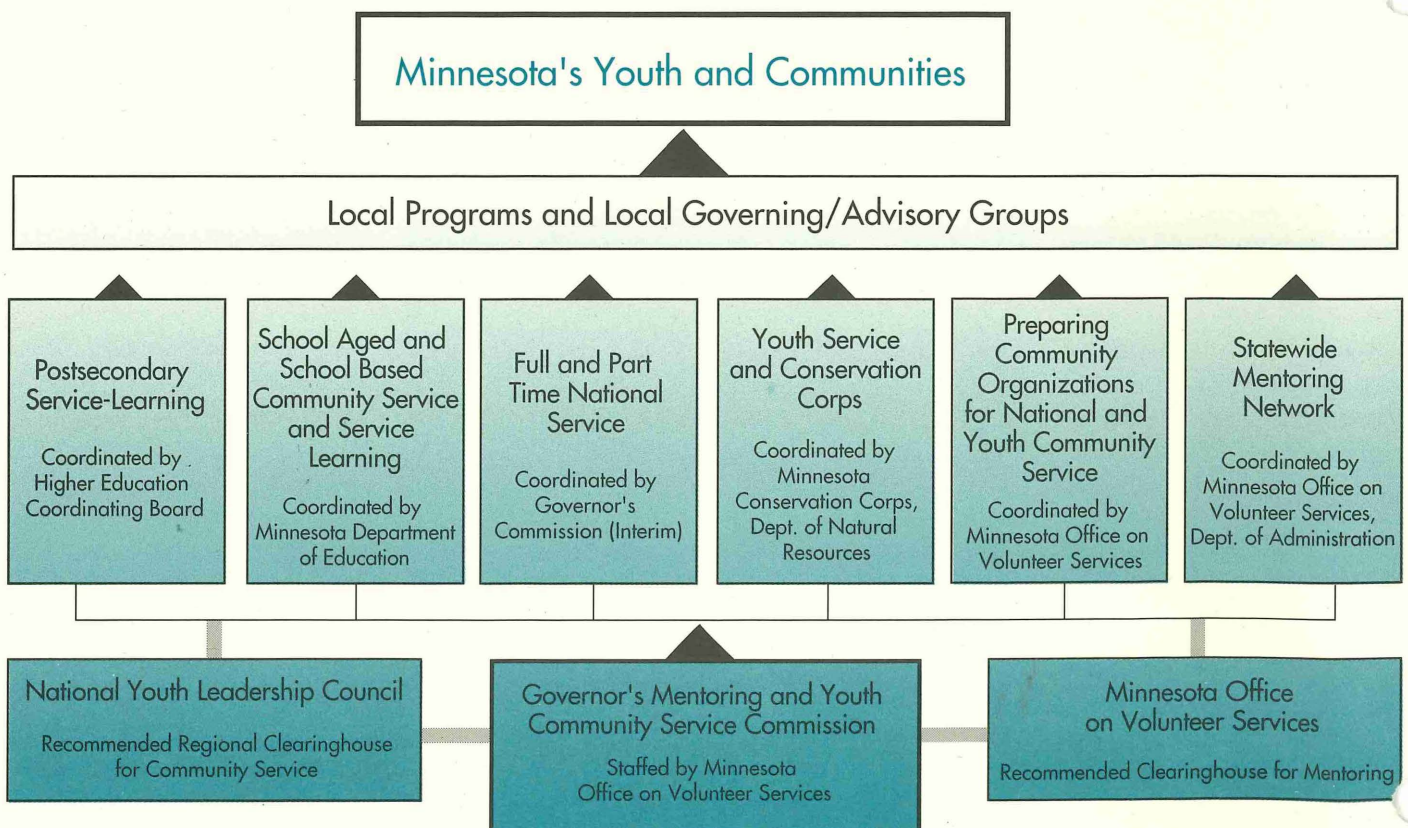
This report was edited and designed by the Nonprofit Communications Center, Amherst H. Wilder Foundation.

Recommended Minnesota Act Would Make Mentoring and Youth Community Service Opportunities Accessible to All State Youth

A major recommendation of the Blue Ribbon Committee is passage of an "Interagency Mentoring and Youth Community Service Act." The Bill would establish and fund a statewide infrastructure supporting mentoring and youth community service (see diagram below); create the mechanism to synchronize national, state and local policies; and provide for matching funds when needed to compete for federal grants. The legislation is designed to make mentoring and youth community service opportunities accessible to all Minnesota youth. Provisions of the Act would:

- Create a Governor's commission on mentoring and youth community service with responsibility to: set policy framework, develop strategies, provide statewide oversight, and conduct research on outcomes; plan Minnesota's model for Full and Part Time Service and Youth Service Corps; and coordinate efforts to bring National and Community Service Act monies to Minnesota. A three-year sunset is called for with a report recommending the future status of the entity.
- Establish a statewide mentoring network to build overall capacity for mentoring, recruit volunteers and strengthen local programs.
- Ensure that school districts provide the opportunity for students to participate in youth community service as part of their educational experience.
- Encourage school staff development to increase effective work with mentoring volunteers and to help integrate service-learning into the curriculum as a part of educational reform.
- Provide funding to modify existing college courses, curricula, and extra-curricular activities and create new courses that effectively utilize service-learning methods.
- Increase the Community Education state levy/aid for K-12 service-learning.
- Strengthen or expand existing programs as well as explore and develop new initiatives.

RECOMMENDED STATEWIDE INFRASTRUCTURE



Where We Go From Here:

RECOMMENDATIONS OF THE COMMITTEE ON SIX VITAL ISSUES

Beyond new funding and legislation, there is more to be done to nurture and intensify mentoring and youth community service in Minnesota. The Blue Ribbon Committee makes the following recommendations on six vital issues.

ISSUE #1

Youth as Providers and Leaders

Minnesotans should recognize young people as “producers” as well as “receivers.” Youth have made significant contributions to boards and advisory committees of government and nonprofit organizations where they are included. Young people should be asked to participate in decision making for programs in which they serve or which have an impact on them.

ISSUE #2

Recruitment of Mentors and Quality Standards

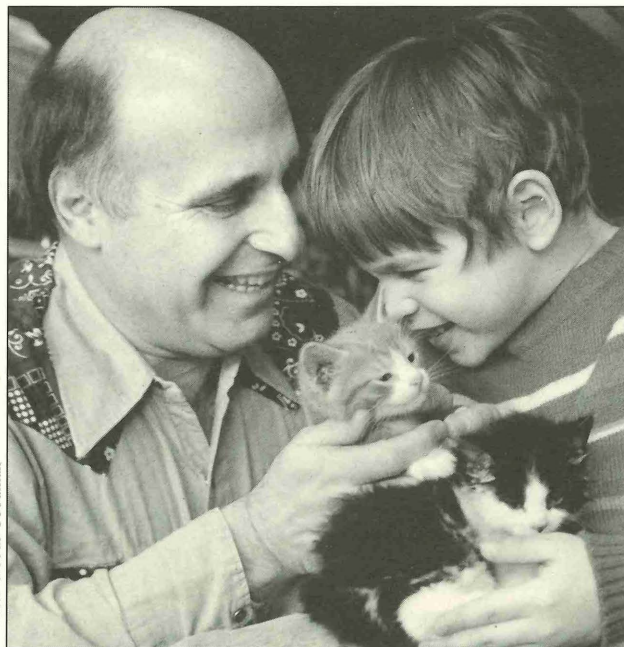
A statewide information and referral network for prospective mentors should be established and quality standards developed and applied. Quality standards are needed to assure that mentors and mentees have the highest possible quality of interaction. The new network should cooperate closely with the BUDDY SYSTEM and local mentoring networks. The Blue Ribbon Committee recommends the Minnesota Office on Volunteer Services, Department of Administration, to coordinate the network and to further build the state's capacity for mentoring through technical assistance to local leaders, recruiting mentors via statewide promotion, evaluation of mentoring effectiveness, and recognition of exemplary programs.

ISSUE #3

Integration into the Formal and Nonformal Curriculum

Service-learning should be integrated across the curriculum at every grade level and in every discipline, as well as through co-curricular activities of schools. Mentoring and service-learning are important parts of educational reform and restructuring. Reallocation of resources for these initiatives is strongly encouraged. The Legislature and State Board of Education should make every effort to ensure service-learning opportunities are available for all Minnesota youth. Where these methods exist in community based organizations, they deserve to be recognized. Where they have not yet been implemented, rigorous adoption is encouraged.

Bette Globus Goodman



ISSUE #4

The Need for Research and Applications through Postsecondary Education

Institutions of higher education in Minnesota should develop initiatives to conduct research and incorporate curricula related to mentoring and youth community service. Specifically, the Committee recommends that:

- The University of Minnesota consider establishing a chair whose focus includes mentoring and youth community service.
- All teacher training institutions ensure that graduates are capable of implementing service-learning methods of instruction as part of every grade and discipline they are qualified to teach.
- Minnesota colleges and universities integrate service-learning into their curriculum.
- College and university-based centers and faculty increase their research in these areas.

ISSUE #5

Culturally Appropriate Programs

More exploration and training is needed to increase sensitivity to a multicultural society. There are different points of view about what

constitutes culturally appropriate mentoring and youth community service. Diverse perspectives should be obtained when making decisions. The issue of culturally appropriate mentoring requires further study and should be addressed.

ISSUE #6

Clarification between Court-Ordered Service and Community Service

The terminology for court-ordered service should be more clearly differentiated from terminology for voluntary community service.

A great deal of court-ordered community service is taking place in Minnesota. People often continue with community service after their restitu-

tion has been completed and many show personal growth as well as skill development. Despite these positive outcomes, concern has been expressed that voluntary community service is confused with court-ordered community service and therefore viewed as a form of “punishment.”

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Promise of the Future. Responsibility Today.

*Findings of the Governor's Blue Ribbon Committee
on Mentoring and Youth Community Service*

***Findings of the Governor's Blue Ribbon Committee
on Mentoring and Youth Community Service
Spring, 1991***

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Statement of Need

Promise of the future. Responsibility today.

Against a backdrop of grim statistics on the nation's youth and economic belt-tightening, there is a compelling story of young people who succeed - and give much more than they take. The findings of the Governor's Blue Ribbon Committee on Mentoring and Youth Community Service are clear: Minnesota policymakers at all levels should move decisively to support mentoring and youth community service initiatives. Such efforts yield immediate, tangible benefits to our communities. They are fiscally sound and a wise investment in our greatest resource, our young people.

Minnesota policymakers at all levels should move decisively to support mentoring and youth community service initiatives.

"Too many of our children and adolescents are reaching adulthood unhealthy, illiterate, unemployable, and lacking both moral direction and a vision of a secure future. They are unable or unwilling to carry out the responsibilities or enjoy the privileges of citizenship, employment, or parenthood. This is a personal tragedy for the young people involved - and a staggering loss for the nation as a whole," said John D. Rockefeller IV, Chairman of the National Commission on Children. "The health and vitality of our economy and our democracy are in danger," Rockefeller indicated upon release of the Commission's interim report: **Opening Doors For America's Children**, April 26, 1990.

"One in five of America's children is poor. Too many children are entering school unprepared to learn. Drug and alcohol use by parents and drug-related crime and violence are as much a threat to children's health and well-being as the use of drugs by children themselves. For many parents and children who need help, it is difficult to get help quickly,

easily or before a problem becomes a crisis. The country is not doing enough to ensure that adults - starting with parents - give children the time and attention they need for a good start in life," according to the Commission.

Needs of youth also are apparent in Minnesota. The executive summary of the **Minnesota Student Survey Report 1989**, states, "Many important findings emerge from responses to the Minnesota student survey conducted by the Minnesota Department of Education for the first time during the spring of 1989. Survey results from over 90,000 students in grades 6, 9 and 12 provide a wealth of information about the behavior, beliefs, concerns and problems of today's young people.

"Poor school performance in young people, along with alcohol and drug use, destructive and illegal acts, early sexual activity, low self-esteem, emotional distress, and suicidal behavior are tangled in a complex web with learning difficulties, family violence, family alcohol and drug abuse, sexual abuse, and feelings of alienation," the report indicates. Strategies to capture the attention, talent and productive energy of young people are needed now.

Young people are a vast untapped resource and have the potential to make great economic and civic contributions.

A proven strategy for penetrating this web is mentoring. Based upon the success of the BUDDY SYSTEM, Minneapolis Mayor Don Fraser observes, "The most cost-effective way to make a difference in the life of a child is through a relationship with a responsible, caring adult." The BUDDY SYSTEM serves a network of 39 Twin Cities agencies and helps connect young people with mentors through promotion of the need for mentoring. A

similar network is needed statewide to ensure every young person has access to a mentor. Networks of mentoring program leaders, such as the Youth and Volunteer Agencies Alliance (YAVAA), are needed to assure quality standards are met and support for mentors is available.

"I believe mentoring programs are invaluable to high risk children, but I believe that the only way these programs can be accessed is by going to the kids and not expecting them to come to us. We need to deal with the complex people who teenagers have become," said Diana Seeger, Head Start Director, at a Grand Rapids hearing conducted by the Governor's Blue Ribbon Committee on Mentoring and Youth Community Service.

A 1989 Harris Poll on mentoring conducted for The Commonwealth Fund of New York found that mentors help youth learn to succeed, improve their grades, avoid drugs and trouble, increase their regard for people of other races, improve relationships with teachers and family, and choose a career path.

In March of 1990, Elizabeth Dole, Former United States Secretary of Labor, announced, "I am issuing a challenge to America's businesses - be they large or small - to involve at least 10% of their employees in some type of mentoring program with at-risk youth." Dole has emphasized the importance of a prepared work force for our country to remain internationally competitive.

Youth as resources: for the benefit of all members of Minnesota's communities, it's an idea whose time has come. Expert opinion, national studies, and the testimony of nearly 100 Minnesotans before the Blue Ribbon Committee affirms that young people are a vast untapped resource and have the potential to make great economic and civic contributions.

A 1990 Gallup Survey conducted for INDEPENDENT SECTOR shows that 90% of teens say yes to volunteering when asked. While youth grow and access new opportunities through the support of mentors, youth also want to develop reciprocal

relationships with their communities. Through youth community service activities, young people are demonstrating their desire and ability to contribute to the community and to serve as leaders. The survey showed an increase in teen volunteering of 25% when schools encouraged community service.

Based on legislative actions from 1987-1989 and new state educational reform initiatives, 290 out of 435 Minnesota school districts had started youth community service programs as of October, 1990. Through school programs alone, over 40,000 youth engage in peer tutoring and counseling, drug use prevention, work with infants and children, care for seniors, hunger relief efforts, environmental projects, and many other forms of service. Of these, 10,902 are early elementary age youth, 15,271 are middle school youth, 4,694 are junior high school youth and 9,465 are senior high youth. Thousands more Minnesota young people serve through 4-H, Girl Scouts, Boy Scouts, Camp Fire, YMCAs/YWCAs and other community programs.

Based on legislative actions from 1987-1989 and new state educational reform initiatives, 290 out of 435 Minnesota school districts had started youth community service programs as of October, 1990.

According to Jim Pehler, Former Chair of the Senate Education Committee, "In 1987, the Minnesota Legislature approved a \$.50 per capita levy for youth development plans through Community Education. The 1987 legislation also created the State Community Education Task Force for the purpose of providing leadership in the area of youth development. In 1988, enabling legislation was enacted allowing school districts to offer a youth service program through community education....Legislation also passed requiring all units of Higher Education to study the possibility of including youth service in their curriculum." Community Education

programs throughout the state have been serving as the bridge between the educational system and the community through local youth development advisory committees and other mechanisms.

In 1989, Pehler authored legislation which "allows school districts with a youth development program to offer youth service programs to promote active citizenship and to address community needs." This legislation allows school districts to award up to one credit to students who complete youth community service requirements. The legislation also authorized a \$.25 per capita levy, at the discretion of local school boards, specifically for youth community service (according to guidelines).

As described in the Minnesota State Department of Education's rule pertaining to community service, defined by the State Board of Education, there are two aspects of youth community service: service-activities and service-learning. According to the rule, youth service activities are "curricular or co-curricular activities performed by elementary or secondary school students that meet the needs of others in the school or community in such areas as peer tutoring or cross age tutoring, work with children or seniors, and environmental or other projects."

The rule indicates, "youth service-learning means the integration into the curriculum of study and reflection on the experience of youth service-activities. Youth service-learning must be designed to enhance the student in such areas as personal growth, career exploration, understanding of community and citizenship, social science skills, and communication skills." A learner outcomes committee comprised of students, teachers, administrators and others involved in youth community service has been working to determine how youth community service outcomes can be evaluated.

Campus service programs throughout state universities and colleges also are growing. College students are taking responsibility within their own communities and strengthening their education at the same time. A Winona State University student,

who serves as a youth mentor, sums it up by stating, "It's a wonderful program for mentors and their buddies...for us as mentors because we get to learn and practice what we learn...for the buddies who gain friends and positive role models. The educational aspects of the program have been very helpful. I always leave the reflection time with renewed excitement and hope."

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

College students are taking responsibility within their own communities and strengthening their education at the same time.

In collaboration with the Higher Education Coordinating Board and other higher education leaders, the Minnesota Campus Service Initiative, a project of the National Youth Leadership Council, continues to provide statewide leadership in advancing service-learning on college campuses.

Conservation corps are another important part of the community service movement.

The Minnesota Conservation Corps consists of two components. The young adult program is for 18-26 year olds. Crews do labor-intensive work in all corners of the state. Examples of projects include the Superior Hiking Trail and river clean up. Participants receive stipends, career exploration opportunities and on-the-job training. Many participants come from disadvantaged backgrounds and would not be able to serve if they were not paid a stipend. The program is comprised of 110 full time, twelve month positions.

Conservation corps are another important part of the community service movement.

The summer youth program, for 15-18 year olds, is located at St. Croix State Park and involves a mix of young people recruited statewide, including 70 participants and 18 college students who provide program leadership. The program includes an educational component consisting of five hours of education each week, most of which is experiential. Although this is not a target program, preference is given to the disadvantaged. The Minnesota Conservation Corps is part of the Department of Natural Resources.

An exciting aspect of the growing youth community service movement is the active participation of a diverse group of young people in the design and development of local programs.

An exciting aspect of the growing youth community service movement is the active participation of a diverse group of young people in the design and development of local programs, including training events "by youth

- for youth;" as well as youth leadership in recruiting peers to get involved, testifying on local, state and federal initiatives, and helping to create innovative models of curriculum development through participation on the state committee to design model learner outcomes for service-learning.

"A lot of people are not aware that you don't have to be an A student to do these things. You can be a C student and teach others. Anyone can do this regardless of age or grade point average," testified Tricia Cady, Blue Earth Area High School Student, at the Mankato public hearing.

This is a fraction of what can be realized. What is needed now is an effective infrastructure to ensure that young people are supported to serve and learn well into the next century. Minnesota's comprehensive model for youth community service includes K-12 service-learning programs, postsecondary education community service, full time and summer conservation corps, and effective working relationships with community based organizations.

What is needed now is an effective infrastructure to ensure that young people are supported to serve and learn well into the next century.

The findings of the Blue Ribbon Committee tell a story of promise for the future. While negative influences block the paths of many of our young people, obstacles can be overcome and new paths found. Two powerful, proven approaches lead the way: mentoring and youth community service. Creating the best possible infrastructure to support expanded mentoring and youth community service opportunities is our responsibility today.

History

Building on a tradition of service in Minnesota, the comprehensive Minnesota youth service initiative began in 1984 when the National Youth Leadership Council held a series of meetings and state conferences. These led to a Governor's Task Force on Youth Service and Work and the Minnesota Youth Service Initiative, co-chaired by Attorney General Hubert H. (Skip) Humphrey; Minneapolis Mayor Don Fraser and State Representative Kathleen Blatz. Landmark Minnesota legislation was passed in 1987 and 1989. This was the first community service legislation of this kind in the nation.

In June of 1989, Governor Rudy Perpich requested that the Minnesota Office on Volunteer Services, Department of Administration, convene a group to take a look at the need for an infrastructure for mentoring youth and make related recommendations.

Educational reform initiatives, combined with increased demands for volunteers in Minnesota, were pointing up the importance of continuing and expanding mentoring and community service by people of all ages.

Subsequently, representatives from leadership agencies in mentoring and youth community service recommended the appointment of a Governor's Blue Ribbon Committee to assess needs and identify existing initiatives and resources related to both mentoring and youth community service. The work of the Committee would be the basis for future policy, program and structural recommendations related to mentoring and youth community service.

Examples of organizations involved in planning for mentoring and youth community service include the: Minnesota Department of Education, Higher Education Coordinating

Board, State Planning Agency, Minnesota Conservation Corps, Minnesota Office on Volunteer Services, National Youth Leadership Council, Minnesota Campus Service Initiative, Minnesota Community Education Association, YOUTH TRUST, local school districts, volunteer centers, nonprofit organizations, youth development programs and many others.

Many groups and leaders were recognizing the need to attend to developmental needs of youth through community service-activities and service-learning, as well as mentoring.

Educational reform initiatives, combined with increased demands for volunteers in Minnesota, were pointing up the importance of continuing and expanding mentoring and community service by people of all ages. Many groups and leaders were recognizing the need to attend to developmental needs of youth through community service-activities and service-learning, as well as mentoring.

A 1988 survey of Minnesota agencies, conducted by the Minnesota Office on Volunteer Services, indicated that the need for volunteers continues to grow. Fifty-seven percent of organizations surveyed believed that the need for volunteers would be higher in the following three years.

On November 16, 1989, Governor Perpich announced the appointment of the Blue Ribbon Committee which would be responsible for collecting and coordinating information on mentoring and youth community service and developing policies, resources and education programs to promote those activities in Minnesota. The Committee is comprised of a broad-based group of Minnesota leaders and experts on mentoring and youth community service, representing diverse public and private organizations. A complete

list of committee members is found in the executive summary section of this document. The first meeting of the Committee was convened on February 28, 1990.

***"Be assured that I wholeheartedly support the importance of mentoring programs and community service by young people."
- Governor Arne Carlson***

After taking Office, Governor Arne Carlson extended the term of the Blue Ribbon Committee through June 30, 1991. "Be assured that I wholeheartedly support the importance of mentoring programs and community service by young people. I would ask the committee to continue its work in implementing the recommendations (of the committee) to the extent possible with limited resources, and to be in a position to move quickly to secure additional funds for these programs should more money become available," indicated Governor Carlson in a statement released on March 13, 1991.

Preliminary Discussion of Need

At the June 20, 1990 meeting, the following ideas were "brainstormed."

About the need for mentoring and youth community service *for young people*:

- There is a crisis of young people's disengagement.
- Mentoring and youth community service are two strategies which are needed to help meet deficiencies in the developmental experience of children/youth.
- Young people need to connect with other adults and with the community, but this can not be viewed as a panacea.
- Many young people are not feeling cared about, nor are they feeling affiliation with the community.
- There is a need for young people to have opportunities for serious reflection.
- Young people are growing up without understanding their options in life.

About the need for mentoring and youth community service *for the community*:

- There are not enough volunteers to fill existing needs.

- Recently, there had been a drop in volunteerism in the 18-23 year-old age range.
- The work youth do is needed.
- The community can benefit from more cross-cultural understanding.
- Everyone needs a sense of community.
- The community needs a sense of common purpose and goals.
- A sense of community includes serious, dependable, long term relationships.
- Adults need to broaden their understanding of youth.
- The community needs to develop the capacity for effective action.
- The community needs to see youth as resources.
- The negative effects of not having youth involved with mentoring and youth community service are avoided when youth have access to these efforts.

Early Discussion on Vision

At the June 20, 1990 meeting of the committee the following ideas were "brainstormed" about what might change as a result of mentoring and youth community service:

- A new paradigm on how we fundamentally view young people would be created.
- The ethic of participation would be instilled.
- Public life would be renewed.
- Youth will develop a sense of value and pride.

Improvement of:

- Education (beyond the boundaries of school.)
- Connection with community.

- Active learning.
- Laboratories for experiential learning.
- Different ways to respond to different learning styles.
- Multi/cross cultural understanding.
- Intergenerational experiences.
- Reality.
- Ways for students to get turned on to learning and service.
- Young people as a resource actively engaged in community problem solving.

Mission

After careful deliberation during several meetings of the Blue Ribbon Committee, the following mission statement for the Committee was approved by Committee Members on July 13, 1990:

In order to help Minnesota young people be responsible and informed citizens and caring, healthy and productive members of their communities, the Governor's Blue Ribbon Committee on Mentoring and Youth Community Service is creating a policy framework and strategies to assure that mentoring and youth community service flourish throughout the state.

The work of the committee includes: defining the field; summarizing current policy recommendations; identifying resources; developing public understanding and commitment; and generating interagency coordination and cooperation. The final report of the committee will outline a strategy for ensuring a lasting commitment to mentoring and youth community service.

Goals

Between July 17 and November 17, 1990 the Committee spent time reviewing and refining the goals for mentoring and youth community service.

The overall goals for *mentoring* are:

- Young people will have access to caring, responsible individuals who encourage and guide their personal growth and development.
- Minnesotans will understand the value of mentoring, including the mutual contributions and benefits of mentoring and will have easy access to volunteering as a mentor.
- Minnesota employers will accept the challenge to promote, encourage, and give recognition to employees who serve as mentors in the lives of young people.
- Educators and youth-serving leaders will value the role that mentors play in the development of young people, know how to work with volunteers as mentors for youth, and actively promote mentoring.
- Community agencies will value and involve mentors as an integral part of their service delivery system for youth.

The overall goals for *youth community service* are:

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

Definitions

At the August 22, 1990 meeting of the Committee the definitions of mentoring and youth community service were refined. At a subsequent meeting, the word "adult" in the mentoring definition was changed to "individual". Also, the word "community" was inserted into the definition on youth community service and the word "initiatives" was replaced by the word "efforts."

Following are the final definitions:

Mentoring programs match caring, responsible individuals with youth to encourage and guide their personal growth and development.

Youth community service involves efforts by young people to make significant contributions to the welfare of their community. Youth community service takes place through a variety of organizations such as: schools, colleges, government agencies, community based organizations or through individual efforts.

Hearings

Committee findings are based on statewide testimony, national research, and insight of experts.

Public hearings on mentoring and youth community service were held in five Minnesota locations during September and October, 1990. Hearings were held on September 12, at the Martin Luther King Center, St. Paul; September 13, at the Brainerd High School; September 27 at the Crystal Community Center; October 3, at the Blandin Foundation, Grand Rapids; and October 10, at the Mankato Technical College.

Testimony was sought from people of all ages and backgrounds representing all facets of mentoring and youth community service, volunteerism, education, service-learning, work readiness and youth development. People providing testimony were asked to focus their testimony on an area where they have special information or a particular concern. Suggested subjects included views about:

- The need and vision for mentoring and youth community service.
- Barriers to mentoring and youth community service.
- What is needed to effectively implement mentoring and youth community service.
- What people would like the Blue Ribbon Committee to know about mentoring and youth community service.

Nearly 100 Minnesota leaders and experts - including young people themselves - shared their insights at these hearings and over the course of Committee deliberations. Overwhelming testimony was received about the importance of mentoring and youth community service. A complete record of hearing testimony is available for review at the Minnesota Office on Volunteer Services. A **Summary of Testimony Themes** may be found on page 29 of this report. Individuals providing testimony are listed in the executive summary of this report. The following quotes are excerpts from hearing testimony.

Mentoring Quotes

"I was nervous because I didn't know who I would be with. My mentor was a student at the University. He was real nice."

**Chiron Middle School Student,
Minneapolis**

"Being a mentor helps me and it also helps the mentee."

**Dollis Ceasar, Rochester Community
College Student**

"The reason we made the program up is to help ourselves, help each other, help the family and help society. We talk about what we are going to do after we graduate from high school."

**Hong Hou, Cambodian Students
Association, Rochester**

"Research has shown us at the YOUTH TRUST that the most common factor in the lives of disadvantaged youth who went on to pursue successful lives was a relationship with a caring adult, outside the family and academic structures, who held high expectations and insisted on achievement."

**Dale Elder, BUDDY SYSTEM
Coordinator, YOUTH TRUST -
Minneapolis**

"Mentoring, through its recruitment of caring, responsible adults to be friends, tutors and role models, involves the community in the cause of healthy youth development...Mentoring programs frequently have as their goal the development of skills - from the general, such as socialization abilities, to the specific, such as preparation for different fields of work."

**Polly Roach, St. Paul YWCA Two-gether
Program**

"Our programs serve youth who need a boost - a boost of encouragement, unconditional support, and new opportunities. We see one-to-one relationships as the best and most primary means of offering this boost."

**Youth and Volunteer Agencies Alliance
(YAVAA)**

"We as adults have abdicated a lot of responsibility in our society."

**Robert Burkhardt, Director of
San Francisco Conservation Corps**

"Developing the citizens and leaders of the next generation requires the involvement of parents, educators, business executives, public leaders and students."

**Glynis N. Grostephan, Minnesota
Academic Excellence Foundation**

"When I was with Mary, she treated me as a... very mature adult. I think that's what people my age need and want."

**Sara Jewison, Brainerd High School
Student**

"It's a wonderful program for mentors and their buddies...for us as mentors because we get to learn and practice what we learn...for the buddies who gain friends and positive role models. The educational aspects of the program have been very helpful. I always leave the reflection time with renewed excitement and hope."

Winona State University Student

Youth Community Service Quotes

"Youth (community) service has touched my life by giving me an opportunity to help other kids."

Scott Theisen, Hill City Schools Student

"I have done stuff I never thought I could do."

Shannon Cummins, Hill City Schools Student

"Youth (community) service is really important to me. It gave me self confidence. And, it gave me the feeling that one person can make a difference."

Sally Westin, Hill City Schools Student

"Philip is a five year old boy...He'll never be able to run, walk. He'll probably never be able to catch a ball. He can't talk and he can't use his hands. The only way that he can communicate is by smiling and using his eyes...I worked with Philip for only 24 hours...At that moment I was inspired. I knew that when I got home I was going to have to do something about that."

Carmen Meyers, Northland High School Student, Remer Public Schools

"Actually, I didn't have to do any talking of anybody into it at all. I was pretty surprised. I got up and I introduced the project I was going to be doing, and before I knew it I had a small group around my desk. They wanted to sign up. They really thought it was good."

Carmen Meyers, Northland High School Student, Remer Public Schools

"I learned a lot about others. But, I also learned a lot about myself. I never thought I would enjoy community service, but I really do...After you see the results when you help someone you feel a lot better, then you think about it and its neat."

Shelly Schoenrock, Waseca High School Student

"Students need to have some sort of control over developing their own activities."

Red Elk Banks, Soaring Eagles - Minneapolis

"Often students feel good grades, high test scores and traditional book work are the only values recognized by society. This may build low self-esteem and poor attitudes in many students who will never maintain an "A", "B", or even "C" average in school. On the other hand, society's other value system, the concern for... human beings, the ability to work smoothly with others, and a healthy attitude toward the elderly, are admirable qualities - never graded or recognized as being valuable attributes necessary within the workplace. Students exhibiting such behaviors need to be rewarded as well."

Robert E. Sopoci, County Extension Agent, Cook County Extension Office, Grand Marais

"In the process of making a better life for our children...we also removed meaning and purpose from most of their experiences. For many, we took away their right to contribute to their society. It's time we put it back - not through hazardous and stunting ways, but through service opportunities: learning by doing useful tasks."

Joanne A. Englund, St. Paul

"Most of our notions about youth are that the cup is half empty. Youth service says that we can say the cup is half full. We can define youth as strengths instead of problems."

**John Briscoe, Director of PennServ,
State of Pennsylvania**

"We are working on the whole drug prevention program. Crucial to this is the whole self-esteem building process that community service can provide."

**John Briscoe, Director of PennServ,
State of Pennsylvania**

"We run an internship program where we place kids in the public works department. They are now graduating into really great jobs. Some are in college now. Its a real big thing for our kids, many of them who come in as having no success at all."

**John Briscoe, Director of PennServ,
State of Pennsylvania**

"Young people ought to understand, inside a school they are part of a society. If the school would reach out more into the community as a community resource, providing interns, they would harness the energy of young people."

**Robert Burkhardt, Director of
San Francisco Conservation Corps**

"We are not talking about a huge infusion of money. We are talking about redirecting it, and thinking of young people as a solution and part of the mission of all of these agencies."

**Peg Rosenberry, National Association of
Service and Conservation Corps**

"Service-learning is an essential component of a liberal arts education."

**Bob Olsen, Campus Coordinator,
Lakewood Community College Service-
Learning/Volunteer Program**

"Many of us at Mankato State have a dream of engaging a far broader spectrum of students in service-learning. To effectively expand our perspectives in service-learning, faculty need the time and resources to work together, revise courses and importantly to work directly with community agencies... Faculty and agency representatives need to work together so that service goals dovetail with learning goals."

**Clark Johnson, Student Relations Coordinator,
College of Social and Behavioral
Sciences, Mankato State University**

The National Scene

National and community service has been in the limelight as policymakers emphasize the importance of service to the future of our Nation. President George Bush called upon volunteers to step forward during his **State of the Union Address** on January 29, 1991. He said, "Tonight, I come before this House and the American people with an appeal for renewal. This is not merely a call for new government initiatives; it is a call for new initiative in government, in our communities, and from every American - to prepare for the next American century."

National and community service has been in the limelight as policymakers emphasize the importance of service to the future of our Nation.

"America has always led by example. So who among us will set this example? Which of our citizens will lead us in this next American century? Everyone who steps forward today - to get one addict off drugs, to convince one troubled teenager not to give up on life, to comfort one AIDS patient, to help one hungry child.

"We have within our reach the promise of a renewed America. We can find meaning and reward by serving some purpose higher than ourselves - a shining purpose, the illumination of a thousand points of light. And it is expressed by all who know the irresistible force of a child's hand, of a friend who stands by you and stays there - a volunteer's generous gesture, an idea that is simply right.

"The problems before us may be different, but the key to solving them remains the same. It is the individual - the individual who steps forward. And the state of our Union is the union of each of us, one to the other - the sum of our friendships, marriages, families, and communities.

"We all have something to give. So if you know how to read, find the someone who

can't. If you've got a hammer, find a nail. If you're not hungry, not lonely, not in trouble, seek out someone who is. Join the community of conscience. Do the hard work of freedom. And that will define the state of our Union."

"There can be no nobler goal than to strengthen the American ethic of community service and to help translate this ethic into meaningful action."

-President George Bush

The **National and Community Service Act of 1990** was introduced to Congress by Senator Ted Kennedy and Representative Augustus Hawkins. The Act reflects significant contributions from Minnesotans and is likely to be a boon to youth community service in our state. Upon signing the law, President Bush said, "There can be no nobler goal than to strengthen the American ethic of community service and to help translate this ethic into meaningful action."

According to Representative Hawkins, "A consensus has emerged on the need of a governmental catalyst to promote and coordinate efforts to address social problems through community service. Participation in these service programs enhances civic-mindedness and promotes good citizenship at a time when many Americans, particularly students, are alienated from the system."

Senator Dave Durenberger convened a Minnesota Ad Hoc Working Group on Youth and Community Service in the summer of 1989. Some of the recommendations emerging from Minnesota through this group, which influenced the Act, include the flow of federal funds for national and community service through an independent body, inclusion of community based organizations in the initiative, and the development of regional centers to provide technical assistance and support for community service

programs. Earlier, Congressman Gerry Sikorski held hearings on youth community service and related issues.

Some of the Act's provisions include:

- A three-year funding authorization of \$287 million for all programs.
- Grant programs to assist states, local school districts, post-secondary institutions, and community groups to incorporate national and community service. Examples of grant programs include: K-12 service-learning programs, post-secondary education innovative projects, youth corps programs, and full and part-time national and community service programs.
- Creation of a Commission on National Service to administer grant programs.
- Development of four regional clearinghouses to provide technical assistance and support for community service programs.
- Authorization of the Points of Light Foundation, which is a private, nonprofit, non-partisan organization proposed by President Bush. The Points of Light Foundation seeks to motivate every American to engage in solving critical social problems in his or her community and will give national leadership and visibility to volunteerism among all age groups.

Minnesota is unique in the nation because of our comprehensive plan for mentoring and youth community service and the extent to which development has already taken place.

Minnesota stands to receive a portion of the authorized funds and can compete for additional dollars. State funding is required to qualify for certain allocations and current

analysis shows the potential of four federal dollars coming into the state for every Minnesota dollar spent. The Blue Ribbon Committee has closely followed the federal legislative process, nominated Minnesotans for the Commission on National Service which is in the process of being appointed,

Minnesota stands to receive a portion of the authorized funds and can compete for additional dollars.

and recommended the Twin Cities based National Youth Leadership Council as a regional clearinghouse. A **Summary of Budget Goals For Biennium**, as outlined by the Committee, can be found on page 28 of this report.

Minnesota is unique in the nation because of our comprehensive plan for mentoring and youth community service and the extent to which development has already taken place in these areas. An inter-agency approach, including coordinated efforts between organizations and across communities, will place Minnesota in a strong position to qualify for competitive federal funds. A distinctive component of Minnesota's model is the inclusion and preparation of community and volunteer organizations in our plan, as well as the solid role youth themselves have played in designing these programs.

Recommended Interagency Mentoring and Youth Community Service Act

A major recommendation of the Blue Ribbon Committee is passage of an **Interagency Mentoring and Youth Community Service Act**. The recommended Act would establish and fund a statewide infrastructure supporting mentoring and youth community service (see executive summary); create the mechanism to synchronize national, state and local policies; and provide for matching funds when needed to compete for federal grants. The proposed legislation is designed to make mentoring and youth community service opportunities accessible for all Minnesota youth. A copy of 1991 - H.F. 869 may be found on page 37 of this report. 1991 - S.F. 896 is the companion bill to 1991 - H.F. 869.

Provisions of the Minnesota Act would:

- Create a Governor's commission on mentoring and youth community service with responsibility to: set policy framework, develop strategies, provide statewide oversight, and conduct research on outcomes; plan Minnesota's model for Full and Part Time Service and Youth Service Corps; and coordinate efforts to bring National and Community Service Act monies to Minnesota. A three-year sunset is called for with a report recommending the future status of the entity.
- Establish a statewide mentoring network to build overall capacity for mentoring, recruit volunteers and strengthen local programs.
- Ensure that school districts provide the opportunity for students to participate in youth community service as part of their educational experience.
- Encourage school staff development to increase effective work with mentoring volunteers and to help integrate service-learning into the curriculum as part of educational reform.

- Provide \$150,000 to modify and create new college courses, curricula, and extra-curricular programs that effectively utilize service-learning methods.
- Increase the Community Education state levy/aid for K-12 service-learning by 25 cents.
- Strengthen or expand existing programs as well as explore and develop new initiatives.

The recommended interagency act calls for postsecondary community service and service-learning programs, coordinated by the Minnesota Higher Education Coordinating Board; school aged and school based youth community service and service-learning, coordinated by the Minnesota Department of Education; a mentoring network with statewide accessibility, coordinated by the Minnesota Office on Volunteer Services, Department of Administration; preparation of organizations receiving community service volunteers, coordinated by the Minnesota Office on Volunteer Services; and a Youth Service and Conservation Corps, coordinated by the Minnesota Conservation Corps; as well as planning for full and part time community service programs by the Commission.

Note: See page 36 for status report on state and federal legislation.

Recommendations of the Committee on Vital Issues

Beyond new funding and legislation, there is more to be done to nurture and intensify mentoring and youth community service in Minnesota. The Blue Ribbon Committee makes the following recommendations on vital issues.

Youth as Providers and Leaders

Minnesotans should recognize young people as "producers" as well as "receivers." Youth have made significant contributions to boards and advisory committees of government and nonprofit organizations where they are included. Young people should be asked to participate in decision making for programs in which they serve or which have an impact on them.

Recruitment of Mentors and Quality Standards

A statewide information and referral network for prospective mentors should be established and quality standards developed and applied. Quality standards are needed to assure that mentors and mentees have the highest possible quality of interaction. The new network should cooperate closely with the BUDDY SYSTEM and local mentoring networks such as Youth and Volunteer Agencies Alliance (YAVAA). The Blue Ribbon Committee recommends the Minnesota Office on Volunteer Services, to coordinate the network and to further build the state's capacity for mentoring through technical assistance to local leaders, recruiting mentors via statewide promotion, evaluation of mentoring effectiveness, and recognition of exemplary programs.

Integration into the Formal and Nonformal Curriculum

Service-learning should be integrated across the curriculum at every grade level and in every discipline, as well as through co-curricular activities of schools. Mentoring and service-learning are important parts of educational reform and restructuring. Reallocation of resources for these initiatives is strongly encouraged. The Legislature and

State Board of Education should make every effort to ensure service-learning opportunities are available for all Minnesota youth. Where these methods exist in community based organizations, they deserve to be recognized. Where they have not yet been implemented, vigorous adoption is encouraged.

The Need for Research and Applications through Postsecondary Education

Institutions of higher education in Minnesota should develop initiatives to conduct research and incorporate curricula related to mentoring and youth community service. Specifically, the Committee recommends that:

- The University of Minnesota consider establishing a chair whose focus includes mentoring and youth community service.
- All teacher training institutions ensure that graduates are capable of implementing service-learning methods of instruction as part of every grade and discipline they are qualified to teach.
- Minnesota colleges and universities integrate service-learning into their curriculum.
- College and university-based centers and faculty increase their research in these areas.

Culturally Appropriate Programs

More exploration and training is needed to increase sensitivity to a multicultural society. There are different points of view about what constitutes culturally appropriate mentoring and youth community service. Diverse perspectives should be obtained when making decisions. The issue of culturally appropriate mentoring requires further study and should be addressed.

Clarification between Court-Ordered Service and Community Service

The terminology for court-ordered service should be more clearly differentiated from

terminology for voluntary community service. A great deal of court-ordered community service is taking place in Minnesota. People often continue with community service after their restitution has been completed and many show personal growth as well as skill development. Despite these positive outcomes, concern has been expressed that voluntary community service is confused with court-ordered community service and therefore viewed as a form of "punishment."

Mandatory vs. Voluntary Youth Community Service

The Legislature and the State Board of Education should be requested to mandate that all Minnesota school districts provide the *opportunity* for students to participate in youth community service as part of their educational experience. Participation in youth community service by youth should be encouraged and recognized, but *not* mandated. Resources must follow to make the mandate possible. (Current law allows for state levy/aid for K-12 service-learning at the discretion of local school boards.)

Avoiding a Servant Class

Standards need to be built into mentoring and youth community service programs with the expectation of reciprocal, mutually beneficial placements. Participation should be encouraged by individuals from all groups in society, with an emphasis on developmental opportunities designed to advance skills and supplement classroom learning. Programs should avoid assigning menial or redundant tasks.

Displacement of Workers

Labor leaders should be involved in the planning process for community service programs. The Committee's philosophy is that community service volunteers supplement and do not supplant paid staff. Sponsors must assure that "additional" services are provided and that these services do not displace paid employees.

Liability Issues

The activity of the Legal Issues Task Force (co-sponsored by the Minnesota Office on Volunteer Services, the Minnesota State Bar Association and the Minnesota Department of Human Services) should be supported and information made available about resources on legal and risk management issues. Issues pertaining to mentoring and youth community service should be included in the work of the task force. An addendum to the work of the task force could be prepared by the continuing entity on mentoring and youth community service to address issues pertaining to mentoring and youth community service in greater depth.

Addendum

Recommended Statewide Infrastructure

Governor's Mentoring And Youth Community Service Commission

Staffed by Minnesota Office on Volunteer Services

- Sets policy framework and develops strategies for Mentoring and Youth Community Service in Minnesota.
- Oversees research on Mentoring and Youth Community Service in Minnesota.
- Plans for Minnesota's model for Full and Part Time Service and Youth Service Corps (service by persons receiving stipends).
- Develops and oversees comprehensive funding plan for National and Community Service Act monies available to Minnesota.
- Serves as an umbrella group for oversight of Minnesota's efforts on Mentoring and Youth Community Service.
- Determines whether Mentoring and Youth Community Service should be developed together, or separately, through different oversight organizations/bodies, in the future.
- Will sunset three years after establishment, by which time a report will be presented recommending whether the group should become a public/private entity or remain a public entity.

Recommendations for biennial funding:

Planning, Monitoring, Evaluating	Fed. \$ 90,000	*State \$ 25,000
Planning For National Service	Fed. \$ 50,000	*State \$ 25,000
Research	Fed. \$ 50,000	

*State funds being requested for the Biennium.

NOTE: Funding amounts need further clarification.

Postsecondary Community Service And Service-learning

Coordinated by Minnesota Higher Education Coordinating Board

- Obtains support for integrating community service and service-learning into courses and curricula and co-curricular activities at Higher Education Institutions.
- Coordinates efforts to assure an integrated, comprehensive plan for postsecondary community service and service-learning.
- Builds capacity through administration, coordination, training, consultation and evaluation of community service and service-learning.
- Works with postsecondary education leaders to develop quality standards for community service and service-learning.
- Calls on schools of education to assure graduates have an understanding of service-learning
- Strengthens collaboratives among institutions of higher education.
- Cultivates research on mentoring and youth community service.
- Serves as flow through organization for grants to postsecondary institutions for innovative projects to strengthen service-learning.
- Works with ad hoc task force when designing and implementing program.

Recommendations for biennial funding:

Funding to Modify Existing/
Create New Courses and
Methods - Grants to Campuses

Fed. \$125,000
(see DOE budget)

*State \$125,000

Admin., Coordinate, Train,
Consult and Evaluate

Fed. \$ 25,000
(see DOE budget)

*State \$ 25,000

*State funds being requested for Biennium.

NOTE: Funding amounts need further clarification.

School Aged And School Based Youth Community Service And Service-learning

Coordinated by Minnesota Department of Education

- Administers Federal grant monies to be allocated to schools and community organizations for service-learning activities.
- Builds capacity for school-based community service through training, technical assistance, curriculum development and coordination of activities.
- Evaluates school based community service.
- Works with statewide advisory committee when implementing state and federal community service programs.
- Works with school aged and school based community service leaders to develop quality standards for service-learning.
- Develops statewide learner outcomes for school based community service and service-learning.
- Works in close cooperation with the State Board of Education and the Legislature.
- Continues to recognize exemplary programs in cooperation with the Governor's Office.

Recommendations for biennial funding:

Grant Monies for
School and Community
Includes Specified
Amounts for Capacity
Building, Adminis-
tration, and Other
Items.

Fed. Estimated
\$800,000 for
the Biennium
(\$150,000 will
be funneled to
HECB)

State Aid and Local
Levy to Implement
School Based Service-
Learning

*State \$1,005,000
--Bien.

Evaluation Of School Based
Community Service Programs

*State \$25,000
-- to MDE

*State funds being requested for Biennium. New Initiative from Minnesota Department of Education involves request for \$383,000 in state funds for FY 1983 and \$622,000 in local levies. Current funding (prior to the 1991 Legislative session) is approximately this same breakdown of state and local funding. The current amount is 25 cents per capita per year and the new funding would bring this to 50 cents per capita starting in FY 1993. (See legislative status report on page 36 of this report.)

NOTE: Funding amounts need further clarification.

Mentoring Network

Coordinated by Minnesota Office on Volunteer Services

- Builds capacity for mentoring throughout the state.
- Meets with statewide leaders on a regional basis to validate and clarify needs for a statewide mentoring network.
- Develops statewide network to strengthen local mentoring programs throughout the state.
 - A. Consults with and provides assistance to local mentoring leaders to identify needs and strategies for mentoring programs.
 - B. Assists with recruiting volunteers through statewide promotion program.
 - C. Creates statewide information and referral system for mentoring programs with Greater Minnesota phone number for prospective mentors.
 - D. Works with mentoring leaders to establish and apply quality standards for organizations involving mentors.
 - E. Evaluates mentoring effectiveness.
- Works with advisory committee when designing and implementing program.
- Recognizes exemplary programs in cooperation with the Governor's Office.
- Works in close cooperation with the BUDDY SYSTEM and other mentoring networks.

Recommendations for biennial funding:

Capacity Building and Evaluation for Mentoring	Fed. \$33,500 Pvt. \$33,500	*State \$33,500
Grants for Innovative Mentoring Networks/ Programs at the Local Level	Fed. \$33,500 Pvt. \$33,500	*State \$33,500

*State funds being requested for Biennium.

NOTE: Funding amounts need further clarification.

Full And Part Time National Service Demonstration Programs

Coordinated by Governor's Mentoring and Youth Community Service Commission (Interim)

- Builds capacity for full time and/or part time national service demonstration programs.
- Serves as coordinating organization in administering federal funds for full time and/or part time national service demonstration programs and full or part time grants to the local level, if applicable.
- Works with full and part time service leaders to develop quality standards for service.
- Works in close cooperation with other programs with stipends.
- Works with ad hoc task force when designing and implementing programs.

Recommendations for biennial funding:

Implement, Oversee,
Build Capacity and
Administer Funds

Fed. Up to \$2.75 million anticipated to be available with required state match	*State \$50,000 (Also see \$25,000 Listed Under Governor's Commission For Planning)
--	--

Pvt. \$100,000

* State funds being requested for Biennium.

NOTE: Funding amounts need further clarification.

Preparation For Organizations Receiving Community Service Volunteers

Coordinated by Minnesota Office on Volunteer Services, Department of Administration

- Builds capacity for community organizations to receive national and youth community service volunteers through training, consultation, technical assistance and information/referral for community organizations receiving national and youth community service volunteers.
- Works with volunteer community leaders to establish quality standards for national and youth community service.
- Works with MOVS Advisory Committee to establish quality standards within receiving organizations for national and youth community service.
- Recognizes exemplary programs in cooperation with the Governor's Office.
- Supports and strengthens the visibility and viability of community organizations involving community service volunteers, including funding advocacy.

Recommended biennial funding:

Capacity Building

Fed. Contract With
Department of
Education for
federal funds.

Pvt. \$67,000

NOTE: Funding amounts need further clarification.

Youth Service And Conservation Corps

Coordinated by Minnesota Conservation Corps

- Builds capacity for Minnesota's Youth Service and Conservation Corps.
- Works with Youth Service and Conservation Corps leaders to develop quality standards.
- Serves as coordinating organization in administering federal funds for Youth Service and Conservation Corps programs.
- Works in close cooperation with other Corps programs.
- Works with ad hoc task force when designing and implementing programs.

Capacity Building
and Implementation

Fed. Estimated
\$600,000
for Biennium

*State: Maintain current
level of funding for
Minnesota Conser-
vation Corps.
\$757,000 is current
amount of General
Fund support only.

*State funds being requested for Biennium.

NOTE: Funding amounts need further clarification.

Summary Of Budget Goals For Biennium

<u>PURPOSE</u>	<u>FEDERAL GOAL</u>	<u>STATE GOAL</u>	<u>PRIVATE GOAL</u>
Governor's Mentoring and Youth Community Service Commission			
--Planning, Monitoring, Evaluating	\$ 90,000	\$ 25,000	---
--Planning For National Service	50,000	25,000	---
--Research	50,000	---	---
Postsecondary Community Service and Service-Learning (DOE to HECB)			
--Funding To Modify Existing/Create New Courses and Methods - Grants To Campuses	125,000	125,000	---
--Admin., Coordination, Training, Consulting Evaluating	25,000	25,000	---
School Aged and School Based Youth Community Service and Service-Learning (DOE)			
--Grant Monies For School and Community - Includes Specified Amounts For Capacity	\$650,000	---	---
Building, Administration and Other Items			
--State Aid and Local Levy To Implement School Based Service-Learning (Local levy is \$622,000)	---	352,000	---
--Evaluation of School Based Community Service Programs	---	25,000	---
Mentoring Network (MOVS)			
--Capacity Building and Evaluation	33,500	33,500	33,500
--Grants For Local Mentoring Networks	33,500	33,500	33,500
Full and Part Time National Service Demonstration Programs (MOVS to Governor's Commission)			
--Implement, Oversee, Build Capacity and Administer Funds	2,750,000	50,000	100,000
Youth Service and Conservation Corps (DNR)			
--Capacity Building and Implementation	600,000	---	---
Preparing Organizations For Receiving Community Service Volunteers (MOVS)	(From DOE)	---	67,000
Totals:	\$4,407,000	\$694,000	\$234,000

NOTE: Funding goals need further clarification.

Summary Of Testimony Themes

● Need More Staff	XXXXX XXXXX X
● Need Full Time Junior Volunteer Program Coordinators Specializing in Service-Learning At Hospitals Etc.	X
● Need Coordinator of Afro-American, Native American/Hispanic Heritage	X
● Youth Community Service Requires Heavy Staff Support	X
● Hard To Fit Programs Into Busy Student Schedules	XX
● Most Active Kids In 4-H Also Have 2-3 Athletic Commitments, Jobs	X
● Mentoring Is Very Labor Intensive	X
● Need \$	XXXXX XXXXX X
● Need \$ For Mileage For Students/Transportation	XXXXX X
● Need \$ For Pilots/Demonstrations	X
● Concerned About Parking Costs For Students	X
● Foundation Funds Drying Up Now Demo Is Complete/Committee Send Message To Funders	XX
● Drug Policy \$s Might Be Accessible	X
● Need Funding To Redirect And Retrain Staff	XXXX
● Need Funding To Train Students	X
● Only Place Where Competition May Take Place Is For Funding (Between Organizations)	X
● Need Opportunity For Youth Service Coordination And \$ In Community Programs	XXX
● Need \$ For Faculty	XX
● Initiatives This Size Will Cost Hospitals/Homes Community Many \$	X
● Need Cost Free Manual And Free Student Handbook	X
● Need Updated Technology For Volunteer Program Management	X
● Private Funds Put Us In Precarious Position Down The Road	X
● Funding In Small Districts Is A Trickle	X
● Fund Schools That Use Teen Outreach Model	X
● Need Effective Use Of Resources	X
● Penny Fellowship Assists Service Internships	X
● Cooperation Vs. Turf Issues	XX
● Need Inservice For Teachers	XX
● Need To Change Teacher Attitudes Per Service and Experiential Learning	X
● Mandate School District To Offer The Opportunity	XXXXX
● Mandate Youth Community Service For Students	XXXXX
● Supports Giving Credit	XX
● To What Extent Do We Teach "Value" Of Volun- teering When For Credit?	X
● Concerned About Mandate - Move Slowly	X

Summary Of Testimony Themes (continued)

• Do Not Mandate	XXXXX XXX
• Youth Community Service Needs To Be More Than A Credit Program In The Public Schools	X
• When I Was A Kid Volunteerism Wasn't A Given/ Nobody Asked Me	X
• We Release Students For Daytime Service	X
• Integration Into The Curriculum Provides Some Form of Equity In Curriculum/Every Student Has Opportunity To Understand Concept Of Service-Learning	X
• Integration Into Curriculum Shows Us This Is The State Of The Art In Learning	X
• Develop Community Service As An Elective	X
• Do Not Do As Extra-Curricular/Rather Curricular	X
• Need Strong Verbal Support From State Leaders	X
• Encourage Quality Service Experiences	XXXX
• Need Good Planning (Otherwise Can Do More Harm Than Good)	X
• Students Need Quality Preparation To Be Effective	X
• Need Training	XXXX
• Need Reflection For Quality	XX
• When Young Person Encounters Death There Needs To Be Support	X
• Process A Bad Experience	X
• Students Need Feedback	X
• Quality = Structured But Not Rigid	X
• Need Careful Screening Process	XXXX
• Need Training On Screening For Sexual Abuse	XX
• Need To Provide Info. About Child To Mentor	X
• Evaluation Results for Kids, Students, Teachers	X
• There Needs To Be Someone Who Is Responsible For The Student At The Site	XX
• A Tremendous Range Of Standards Exists	X
• "Support Sessions" For People Who Mentored	X
• Goal Is Volunteer Opportunity Of Substance	X
• Need Recognition	XXXX
• Minnesota Office On Volunteer Services Could Take Lead Role In Developing Guidelines/ Including Smaller Programs - Mentoring	X
• Need Academic Excellence Programs Such As Governor's Scholars	X
• The Child I Mentored Did Not Match The Profile Of My Own Child	X
• Students Learned That They Wanted To Teach/ Didn't Know They Wanted To Teach	X

Summary Of Testimony Themes (continued)

• The Students Are Not Only Education Majors	X
• Goal Is For Every Child To Have A Mentor	X
• Avenue To Reach At Risk Youth Send At Risk Kids Out Programmed For Success	X
• (Once They Succeed Here, They Can Succeed Anywhere)	X
• Keep In Mind Youth With Special Needs/Checked Out Of Society	X
• When One Population Receives Support, May Affect Another Population (Kids In Gang Activity)	X
• Programs Often Focus On High Achievers	X
• Youth Service Is Targeted To Youth On The Extremes Of The Continuum - 70% Typically Not Even Considered	X
• Where Are Programs For Students In Own Neighborhoods?	
• This Is A Basic Component Of The College	X
• Experience	
• Needs To Be Ingrained Into College Community / Curricula	X
• Need Faculty Involvement In Connecting With Curriculum	X
• Have More Needs Than Students To Meet Needs	X
• We Are Losing The Battle To Attract Enough Volunteers	X
• Expand Youth Community Service	XX
• Need To Emphasize Students Of All Ages (Not Just Under 25 In These Initiatives)	X
• Involve People With Physical Disabilities As Mentors And Tutors	XX
• Need To Nurture Intellectual, Action And VALUES Aspects Of Education	X
• Advocates For Separate Consideration Of Youth Service And Mentoring/Mentoring Is Being Slighted	X
• Need To Look For Above Qualities When Hiring	X
• Superintendents Of Schools Send Signals About Importance Of These Areas	X
• When Administration Understands Program, Program Speaks For Self	X
• Need To Emphasize Self Management Skills	X
• Youth Restitution Programs Are Tremendously Valuable	X
• Young People Need To Be Accountable For Actions	X
• Many Restitution Youth Are First Time Offenders	X
• Many Restitution Youth Continue To Volunteer/Grow/Go Into Career	XXX
• Many Restitution Youth Develop Work Skills	XXX
• Restitution Service Creates Concern (ie. For Vulnerable People)	XX
• Sentenced Service Requires Careful Placement	X
• Some Restitution People Not Interested In Being There	X
•	

Summary Of Testimony Themes (continued)

• Need Better Paperwork For Sentenced Service/Do Not Want To Ask What The Crime Was	X
• Mandate Paperwork Be Done (Courts, Schools)	X
• Confused About Meaning Of Term Community Service	X
• Information Such As Research And Statistics Is Important	X
• Need To Cooperatively Share Training Sessions	X
• Service Projects Should Relate To People As Well As Tasks With Long Term Impact	X
• Need To Show Students How To Go Beyond Band Aid Approach In Providing Service	X
• Don't Forget Organizations Which Have Been Around For A Long Time (Such As Eagle Scouts 4-H, Church Groups, Health Care Junior Volunteers, Mentoring Programs)	XXXXX
• Constantly Looking For Adult Volunteers	X
• Need High School/Technical College Partnerships For Mentoring	X
• Junior At Brainerd HS Connected With Female Lawyer/Sat In At Trials (Male Dominated Field)	X
• More Students Could Benefit From Mentoring	X
• Have Waiting Lists For Kids Needing Volunteers	X
• All Kids Could Benefit From Mentoring	X
• Concerned About Mixed Messages (State Board Mandate Vs. University Credit Problems/Let's Address University On This)	XXXXX
• Mentoring Is Rapidly Expanding	X
• When Publicized In Paper Kids Asked How To Get Involved	X
• Career Mentoring On And Off School Site	X
• Time To Institutionalize These Programs For The Long Term	XX
• Small State Agency Needed To Support Model Programs	X
• Let's Get DHS To Look At This As A Way To Fulfill Its Mission	X
• Minnesota Is On The Cutting Edge	X
• Encourage Corporate Involvement	X
• Start Tying These Initiatives Into Economic Development Of The Community	X
• Schools And Community Must Work Together	XX
• Service-learning Is Powerful Learning Instrument Sometimes Kids Just Don't Know What They Are Doing Unless They Talk About It	XXXX
• Need To Recognize Learning Takes Place In Other Than School Programs	X
• Need to Get Everyone In Society Involved With Kids	X
• Involve All Sectors	XX
• Many Skills Needed By Teachers Can Be Learned From Nonformal Educators In These Areas	X
• Insist That Schools Partner In These Areas	X
• Working With Peers Helps Young People To Relax	X

Summary Of Testimony Themes (continued)

● Grant Youth Participation In Political Life	x
● Young People Can Mentor And Even Mentor Adults	x
● Contributions Of Young People Are Largely Ignored	x
● Young People Can Make Major Economic Contributions	x
● Need To Involve Young People In Dialogue	x
● Youth Are Whole Untapped Resource	x
● Kids Can Be Seen In A Different Light And Do Well	x
● Blue Earth Now Has Student Rep On School Board	x
● Rethink Wording of Committee Charge To Delete "Help" Youth To Youth As Contributors	x
● Concerned About Turning Kids Off With Top-Down	x
● Caution Not To Use Kids As Slave Labor Or Front For A Cause	x
● Integrate Information Gathered At Hearings Into Local Information and Referral Systems	x
● Maintain State Level Info/Referral Office	x
● Service Is Good For Job Skills/References	xxxxx
● Mentoring Programs Work	x
● Concern About Liability	xxx
● Working With Senator Solon On Liability Issues	x
● Feel Responsible To Provide Insurance	x
● Liability Per Fire Control	x
● Liability Per Infection Control	x
● Data Privacy Laws Make It Difficult To Share Info On Youth Between Agencies	x
● Training Is Important	xxx
● Does Not Work For Schools To "Send Over 15 People"	x
● Young People Need Lots Of Supervision	x
● Should Not Have To Be Honor Student	x
● Treat Me Like An Adult	x
● Best Experience I Have Had In My Life	x
● Youth Community Service Is Stepping Stone To Career	xxx
● 25% Brainerd Kids Live With One Or None Of Their Parents	x
● Mentoring Especially Needed For Single Parent Families	x
● Encourage Acceptance Of Families As They Are	x
● Children Are Slipping Through Cracks	xx
● Mentoring Can Enhance Rather Than Usurp Family	x
● Get Hooked On Photography/Hiking Rather Than Drugs	x
● Had Mentor On How Reptiles And Amphibians Help Agriculture	x
● Would Like A Mentor Who Knew More About The Subject	x
● Make Sure Volunteer Community Makes Volunteer Experience So Neat That They Will Expect/Want To Volunteer	x

Summary Of Testimony Themes (continued)

● Example: Matching Child With Low Economic Background With Older Couple With No Children (Spent \$100 On Toys Until Stopped - Parents Would Not Be Able To Do - This Created Discomfort	X
● Sometimes Teachers Feel Put Upon/School Cooperation Issue	X
● Community Ed Is Good Vehicle Believes In Community Involvement Believes In Networking Bottom Up	XX
● Doesn't Allow Others To Get Their Hands On It	X
● Make Community Service Attractive To Kids Use Athletics Model Value In Community	X
● Start Small	XX
● Kids Don't Just Go Out And Play Basketball - Need To Practice And Train	X
● When Kids Are Involved Out Of The Classroom And In The Community - They Remember Things	X
● Youth Service Is A Part Of Where Schools Are Going	X
● We Need Clear Agreement On Terminology	X
● Wants To Know Types Of Programs Out There	X
● I'm Peer Proof Program	X
● 4th Graders Said Central High Students Were The Best Teachers - 100% Attendance Those Six Weeks	X
● Scouting Programs	X
● Recycling New In Suburban Hennepin Apartments - Reward Youth With Gift Certificates	X
● Toastmasters Youth Leadership Programs	X
● Camp Fire	X
● Group Of Kids Traveled To Mexico To Help Build A School	X
● 4-H: Alcohol Decisions, Global Awareness, Youth Connections, Community Pride	X
● Teen Outreach Program	X
● Friend To Child Program	X
● There Is Unjust Shame From Being Poor	X
● We Identify Ourselves As Poor And Honest	X
● Low Income Kids Are Teased	X
● Youth Need Freedom To Choose Activities Through Subsidy	X
● Mentee Was Nervous At First/Did Not Know What To Expect	X
● Only One Student Was Embarrassed About Being Pulled Out Of Classroom	X
● How Does Mentoring Fit With Youth Service?	X
● Blue Ribbon Committee Can Offer Opportunity For Networking	X
● Blue Ribbon Committee Should Evaluate	X
●	

Summary Of Testimony Themes (continued)

• We Need Advertising And Promotions Drawing Upon The Emotions Of People Across The State	X
• "I've Done Stuff I Never Thought I Could Do"/Rock Climbing	X
• Tutoring Leads To Student Academic Improvements	X
• Both Parties Benefit	XX
• Gain Self Respect And Sense Of Community	X
• I Learned Peer Helping And How To Listen. Just How To Be A Better Friend. It Helps You Grow As A Person. Teaches You Your Limitations Are Much Less Than You Thought.	X
• I Gave Up My Study Hall To Do This. Do My Homework At Home.	X
• Helps To Break Down Clique Barriers	X
• Helps You Be More Comfortable With Strangers	X
• Youth Service Is In The News/People More Aware	X
• Children Begin To Experience The Outside World	X
• In A Fashion That Is Very Realistic Before Graduation	
• "I See Students Who Could Care Less About Their Fellow Man Until You Put Them In Youth Service And They See There Is A World Beyond "Me".	X
• NYLP Camp: "I Always Wanted To Be A Leader But I Never Really Had A Chance Til Now"	X
• "Service Learning Projects Were Not Just Necessary For The Service --- But Also For The Learning"	X
• Tell Legislature This May Not Be Full Blown In One Year/ Give Us Time	XX
• Youth Firing Up Other Youth Is What Will Make It Grow	X
• Student Should Be An Active Participant, Not Spectator	X
• Need To Be Able To Replicate In Other Areas	XX
• Concern About Relationship Between Mentoring Programs And Child Protection Services	X
• Expand Buddy System Statewide With One Phone #	X
• After Completing Internship Majority Metro State Students Continue Mentoring	X
• Especially Support Intergenerational Programs	X
• Academic Learning Is Wasted If Emotional Needs Are Unmet	X
• Information From Girl Scout Survey On Values Can Be Valuable To Committee's Work	X
• Benefits Of Mentoring To At Risk Youth More Regular Attendance At School Improved Physical Appearance Better Grades And Assignment Completion Keeping Themselves Out Of In-School Suspension Gaining Self Confidence	X
• Society's Value For: Concern For Human Beings, Working Smoothly With Others And Healthy Attitude Toward Elderly Should Be Recognized/Rewarded	X

Legislative Status Report

Interagency Mentoring and Youth Community Service Bill

During the 1991 Minnesota Legislative Session, HF 869 was introduced by Representative Ken Nelson and was heard in the House Education Committee, which referred the Bill to the Government Operations Committee. The Bill was referred back to the Government Structures Sub-Committee by the Government Operations Committee and did not make the deadline for the policy review process to be completed. SF 896, the companion bill for HF 869, was introduced by Senator John Marty, but did not receive a hearing.

Some aspects of the proposed legislation were incorporated into other bills which did pass. For example, the Community Education levy/aid for youth service was increased by an additional 10 cents per capita for FY 1993 and thereafter. Youth service revenue equals 75 cents for FY 1992 and 85 cents for FY 1993 and thereafter. Youth service revenue may be used to implement a youth development plan approved by the school board and to provide a youth service program according to section 121.88, subdivision 9.

Other related legislation which passed in 1991 indicates that school boards offering youth service programs must integrate youth community service into the curriculum. In addition, legislation passed which requires school boards to include a student advisory member to the school board or establish a youth advisory council to make formal and informal recommendations to the school board.

Minnesota Conservation Corps

Appropriations language passed by the 1991 Minnesota Legislature mandates that the Minnesota Conservation Corps' budget be maintained at least at FYs 90/91 level. That action ensures the same level of public service effort in the coming biennium.

National and Community Service Act of 1990 - Federal Legislation

At the printing of this status report, appointments to the Commission on National and Community Service were in process but not yet completed. The Commission is expected to establish guidelines for implementation of the federal legislation quickly after confirmation of Commission appointments.

An appropriations hearing is tentatively expected in the Senate during the week of July 8, 1991. Since FY 91 dollars can not be distributed until the Commission is appointed, it is unclear as to whether or not FY 91 funding proposals will be solicited, or if dollars will roll over into FY 92 funding. It will be necessary to be prepared to move forward quickly if late summer proposal deadlines are established. The actual appropriation amount is yet to be determined for FY 91 and/or FY 92.

Introduced by K. Nelson, Simoneau, McGuire, Blatz
McEachern

March 13, 1991

Referred to Committee on EDUCATION

H.F. No. 869

Companion S.F. No. _____

Reproduced by PHILLIPS LEGISLATIVE SERVICE

1 A bill for an act

2 relating to public administration; establishing the
3 mentoring and youth community service commission;
4 stating its purposes and responsibilities;
5 appropriating money; amending Minnesota Statutes 1990,
6 sections 121.88, subdivision 9; 124.2713, subdivision
7 5; and 126.70, subdivision 2a; proposing coding for
8 new law as Minnesota Statutes, chapter 16C.

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

10 Section 1. [16C.01] [CITATION.]

11 Sections 1 to 4 may be cited as the interagency mentoring
12 and youth community service act.

13 Sec. 2. [16C.02] [PURPOSES AND DEFINITIONS.]

14 (a) The purposes of sections 1 to 4 are to establish an
15 infrastructure for mentoring and youth community service, to
16 synchronize national, state, and local policies on mentoring and
17 youth community service, and to respond to national initiatives
18 in areas where matching grants will be a component for federal
19 funds, in order to institutionalize mentoring and youth
20 community service so they are accessible for all youth.

21 (b) The mentoring and youth community service programs
22 supported by the commission are intended to supplement services
23 and not to displace current employees and not reduce the
24 workload of any employee.

25 (c) "Mentoring programs" means programs that match caring,
26 responsible individuals with youth to encourage and guide
27 personal growth and development.

1 (d) "Youth community service" means efforts by young people
2 to make significant contributions to the welfare of the
3 community that take place through a variety of organizations
4 such as: schools, colleges, government agencies,
5 community-based organizations or through individual initiatives.

6 Sec. 3. [16C.03] [MENTORING AND YOUTH COMMUNITY SERVICE
7 COMMISSION.]

8 The mentoring and youth community service commission is
9 established. The commission must have 22 voting members
10 appointed by the governor. Included among the members must be
11 at least one who represents community service programs whose
12 participants receive stipends for service, and representatives
13 of community organizations involving mentoring and youth
14 community service in their service delivery system. The
15 commissioners or designees of the commissioners of the
16 departments of education, administration, natural resources,
17 human services, and jobs and training and the executive director
18 or the director's designee from the higher education
19 coordinating board are nonvoting members of the commission. The
20 commission is governed by section 15.0575, subdivision 2. The
21 commission must be staffed by the department of administration,
22 office on volunteer services.

23 Sec. 4. [16C.04] [RESPONSIBILITIES OF COMMISSION.]

24 The commission shall:

25 (1) set policy framework and develop strategies for
26 mentoring and youth community service in Minnesota;

27 (2) oversee research on mentoring and youth community
28 service in Minnesota;

29 (3) plan for Minnesota's model for full- and part-time
30 national service and youth service corps (service by persons
31 receiving stipends);

32 (4) develop and oversee comprehensive funding plan for
33 National and Community Service Act money available to Minnesota;

34 (5) serve as an umbrella group for oversight of Minnesota's
35 efforts on mentoring and youth community service;

36 (6) determine whether mentoring and youth community service

1 should be developed together, or separately, through a different
2 oversight organization in the future; and

3 (7) receive and disburse federal funds received under the
4 National and Community Service Act of 1990 or other federal law.

5 Sec. 5. Minnesota Statutes 1990, section 121.88,
6 subdivision 9, is amended to read:

7 Subd. 9. [YOUTH SERVICE PROGRAMS.] A school board may must
8 offer, as part of a community education program with a youth
9 development program, a youth service program for pupils to
10 promote active citizenship and to address community needs
11 through youth service. The school board may award up to one
12 credit, or the equivalent, toward graduation for a pupil who
13 completes the youth service requirements of the district. The
14 community education advisory council shall design the program in
15 cooperation with the district planning, evaluating and reporting
16 committee and local organizations that train volunteers or need
17 volunteers' services. Programs must include:

18 (1) preliminary training for pupil volunteers conducted,
19 when possible, by organizations experienced in such training;

20 (2) supervision of the pupil volunteers to ensure
21 appropriate placement and adequate learning opportunity;

22 (3) sufficient opportunity, in a positive setting for human
23 development, for pupil volunteers to develop general skills in
24 preparation for employment, to enhance self esteem and self
25 worth, and to give genuine service to their community; and

26 (4) integration of academic learning with the service
27 experience.

28 Youth service projects include, but are not limited to, the
29 following:

30 (1) human services for the elderly, including home care and
31 related services;

32 (2) tutoring and mentoring;

33 (3) training for and providing emergency services;

34 (4) services at extended day programs; and

35 (5) environmental services.

36 The commissioner shall maintain a list of acceptable

1 projects with a description of each project. A project that is
2 not on the list must be approved by the commissioner.

3 A youth service project must have a community sponsor that
4 may be a governmental unit or nonprofit organization. To assure
5 that pupils provide additional services, each sponsor must
6 assure that pupil services do not displace employees or reduce
7 the workload of any employee.

8 The commissioner must assist districts in planning youth
9 service programs, implementing programs, and developing
10 recommendations for obtaining community sponsors.

11 Sec. 6. Minnesota Statutes 1990, section 124.2713,
12 subdivision 5, is amended to read:

13 Subd. 5. [YOUTH SERVICE REVENUE.] Youth service program
14 revenue is available to a district that has implemented a youth
15 development plan and a youth service program. Youth service
16 revenue equals 25 50 cents times the greater of 1,335 or the
17 population of the district.

18 Sec. 7. Minnesota Statutes 1990, section 126.70,
19 subdivision 2a, is amended to read:

20 Subd. 2a. [PERMITTED USES.] A school board may approve a
21 plan for any of the following purposes:

22 (1) for in-service education to increase the effectiveness
23 of teachers in responding to children and young people at risk
24 of not succeeding at school;

25 (2) to participate in the educational effectiveness program
26 according to section 121.609;

27 (3) to provide in-service education for elementary and
28 secondary teachers to improve the use of technology in
29 education;

30 (4) to provide subject area in-service education
31 emphasizing the academic content of curricular areas determined
32 by the district to be a priority area;

33 (5) to use experienced teachers, as mentors, to assist in
34 the continued development of new teachers;

35 (6) to increase the involvement of parents, business, and
36 the community in education, including training teachers to plan

1 and implement parental involvement programs that will more fully
2 involve parents in their children's learning development;

3 (7) for experimental delivery systems;

4 (8) for in-service education to increase the effectiveness
5 of principals and administrators;

6 (9) for in-service education or curriculum development for
7 programs for gifted and talented pupils;

8 (10) for in-service education or curriculum development for
9 cooperative efforts to increase curriculum offerings;

10 (11) for improving curriculum, according to the needs
11 identified under the planning, evaluation, and reporting process
12 set forth in section 126.666;

13 (12) for in-service education and curriculum development
14 designed to promote sex equity in all aspects of education, with
15 emphasis on curricular areas such as mathematics, science, and
16 technology programs;

17 (13) for in-service education or curriculum modification
18 for handicapped pupils and low-achieving pupils;

19 (14) for short-term contracts as described in section
20 126.72; or

21 (15) to employ teachers for an extended year to perform
22 duties directly related to improving curriculum or teaching
23 skills; or

24 (16) for in-service education to prepare staff to work
25 effectively with mentoring volunteers and to prepare staff to
26 effectively integrate service-learning into the curriculum.

27 Sec. 8. [APPROPRIATIONS.]

28 Subdivision 1. [DOLLAR AMOUNTS.] The amounts in paragraphs
29 (a) to (e) are appropriated to the agencies indicated for the
30 purposes and fiscal years indicated:

31 (a) To the mentoring and youth community service commission:

32 (1) for planning, monitoring, and evaluating, \$25,000 in
33 1992;

34 (2) for planning for national service, \$25,000 in 1992;

35 (b) To the higher education coordinating board for its
36 post-secondary community service and service-learning program to:

1 (1) obtain support for integrating community service and
2 service-learning into courses and curricula and extracurricular
3 activities at higher education institutions;

4 (2) coordinate efforts to assure an integrated,
5 comprehensive plan for post-secondary community service and
6 service-learning;

7 (3) build capacity through administration, coordination,
8 training, consultation, and evaluation of community service and
9 service-learning;

10 (4) work with post-secondary education leaders to develop
11 quality standards for community service and service-learning;

12 (5) serve as flow-through organization for grants to
13 post-secondary institutions for innovative projects to
14 strengthen service-learning; and

15 (6) work with ad hoc task force when designing and
16 implementing programs,
17 \$125,000 in 1992 for grants to systems and institutions to
18 modify existing courses and create new courses, and \$25,000 in
19 1992 for administration, and for coordination, training,
20 consulting, and evaluation;

21 (c) To department of administration for its mentoring
22 network, coordinated by its office on volunteer services to:

23 (1) build capacity for mentoring throughout the state;

24 (2) meet with statewide leaders on a regional basis
25 validate and clarify needs for a statewide mentoring netw ;

26 (3) develop statewide network to strengthen local mentoring
27 programs throughout the state;

28 (4) work with advisory committee when designing and
29 implementing program;

30 (5) recognize exemplary programs in cooperation with the
31 governor's office; and

32 (6) work in close cooperation with the "BUDDY SYSTEM" and
33 other mentoring networks;

34 \$33,500 in 1992 for capacity building and evaluation for
35 mentoring, and \$33,500 in 1992 for grants for innovative
36 mentoring networks and programs at the local level;

1 (d) To the commission on mentoring and youth community
2 service for its program to:

3 (1) build capacity for full-time and part-time national
4 service demonstration program;

5 (2) work with full- and part-time service leaders to
6 develop quality standards for service;

7 (3) work in close cooperation with other programs with
8 stipends; and

9 (4) work with ad hoc task force when designing and
10 implementing programs;

11 \$50,000 in 1992 to implement, oversee, build capacity, and serve
12 as flow-through;

13 (e) To the department of education for evaluation of school
14 based youth community service programs, \$25,000 in 1992.

15 (f) The appropriations in this section do not cancel but
16 are available for 1993.

17 Subd. 2. [COMPLEMENT.] The staff complement for the office
18 on volunteer services in the department of administration is
19 increased by one.

20 Sec. 9. [REPORT.]

21 The commissioner shall report to the governor and the
22 legislature by January 1, 1994, on the recommended future status
23 of the commission.

24 Sec. 10. [SUNSET.]

25 The commission expires June 30, 1994.

Youth panel's report stresses mentorship, community service

ready a leader in youth service, Minnesota has just received a useful blueprint for expanding that leadership. The blueprint is the report of the Governor's Blue Ribbon Committee on Mentoring and Youth Community Service.

The key recommendations: a statewide mentoring network based on the Minneapolis Youth Trust's "Bud System" and a strong boost for youth community service opportunities across the state.

The report is timely, for it would connect state policy to the new federal law on community service. That Minnesota could compete more effectively for available federal funds.

Support must come from legislators and the Carlson administration. Legislators have backed youth service previously and presumably will continue to do so. Gov. Mark Carlson has indicated his support for youth and volunteerism and sumably will welcome some of the report's recommendations. However, that schools be required to have youth service programs probably won't fly with the governor, who gen-



Leonard Inskip

erally opposes more mandates from St. Paul.

The committee said: "Minnesota policymakers at all levels should move decisively to support mentoring and youth community service initiatives. Such efforts yield immediate, tangible benefits to our communities. They are fiscally sound and a wise investment in our greatest resource, our young people."

James Kielsmeier, committee chairman, describes mentoring as a nurturing relationship between a caring adult and a youth. The Minneapolis

Youth Trust links hundreds of adult volunteers with youths served by several dozen human-service agencies. Mentors help encourage and guide young people's personal growth and development. Mayor Don Fraser, a mentor himself, calls mentoring "the most cost-effective way to make a difference in the life of a child."

The committee said that mentoring can penetrate young people's "complex web of negative influences and self-defeating behavior... including family violence, alcohol and drug use, early sexual activity, learning problems and extreme feelings of alienation."

For three years, Kielsmeier was mentor to a Hmong student who wanted to go to college. "He had no one in his family to interpret the college experience," says Kielsmeier, who helped prepare him. The student did go to college.

To obtain more such mentors across Minnesota, the committee proposed that the Minnesota Office on Volunteer Services create a network for mentor selection, orientation and

placement with youths. The system could work through 4H programs, the extension service, volunteer centers, United Ways and other agencies, Kielsmeier says.

On youth service, the committee proposed building upon 1987 and 1989 legislation that enabled local school districts to levy taxes for that purpose. As of October, 290 districts with 85 to 90 percent of Minnesota's students had begun programs. More than 40,000 students "engage in peer tutoring, drug use prevention, work with infants and children, care for seniors, hunger relief efforts, environmental projects and many other forms of service," the committee said. Other youth volunteering occurs in such organizations as the Girl Scouts, Boy Scouts and YMCAs and YWCAs. Overall, however, young people are "a vast untapped resource" and their service is only "a fraction of what can be realized."

The committee recommended more funds for youth service but also that it be linked to school curricula. Such connections brought several hundred educators this week to the University of Minnesota for a conference that

ends today. Kielsmeier is president of the National Youth Leadership Council, conference sponsor.

The concept is called "service-learning." It means bringing lessons from out-of-school service back to the classroom for discussion, writing or other development. It strengthens what's taught in a course.

For example, a Philadelphia school has a federal contract to test water in a river there. Students participate. Courses are based on the testing. What if students tested the Mississippi at Coon Rapids and then below St. Paul, compared their findings and wrote reports, even contacted a member of Congress? It would "bring meaning and purpose to schooling," Kielsmeier says.

Kielsmeier recalls working with an eighth-grade class that spent three days on a Virginia-Maryland island. The experience on the sand dunes linked tides and the ocean to science studies; law and preservation to government studies, and sea literature to English studies. The students considered whether the dunes should be developed commercially or made a

national seashore. In opting for a national seashore, the students became national advocates with legislators, wrote a position paper, developed a slide show and worked with the Sierra Club.

To carry out its recommendations, the blue ribbon committee proposed creation of a state commission on mentoring and youth service. The commission would set a policy framework, develop strategies, conduct research and coordinate efforts to win federal funds.

The committee also proposed that colleges and universities expand research into service-learning and incorporate mentoring and youth service in their own curricula. Kielsmeier says not enough is documented about the results of mentoring and youth service. He'd like to see the equivalent of the landmark study in Michigan that confirmed the benefits of Head Start.

Mentoring and youth service should be high on society's agenda. The committee's report can help. This is not a report just to be filed away.

Star Tribune, Minneapolis-St. Paul, March 23, 1991

Metro/State news

St. Thomas students get community-work requirement

Warren Wolfe
Tribune Writer

Starting next fall, beginning business students at the University of St. Thomas will be required to complete at least 40 hours of noncredit community volunteer work to graduate.

The action, approved last week by faculty, puts the St. Paul-based school in the vanguard of a growing national movement. At least two in liberal arts colleges now require or encourage student community service.

But it's not only the business school leaders for the future, and think that students, the community and the businesses our students will benefit by a greater sensi-

tivity to the plight of the disadvantaged," said Theodore Fredrickson, director of the undergraduate business division.

Nationally, most of the push for community work has come among private colleges.

"It tends to fit in with our mission statements about serving the community," Fredrickson said. "In the past few years, more schools have been asking whether we're doing what we should be, and a few of us are beginning to act."

But it's not only the private schools. In May, presidents of the seven Minnesota state universities will propose ways for all their students to experience community action during col-

lege.

"We're clearly in the forefront among public colleges in setting out a policy that says community service of some kind will be part of a student's education," said Bob Beagle, vice chancellor for system advancement.

While each state university will fashion its own program, each probably will use some kind of format that combines classroom study with community activity that will be phased in over the next several years, he said.

At the University of Minnesota, a faculty task force last month recommended that each student be required to take two courses in ethics and citizenship or one course that includes community service.

St. Thomas business students will volunteer for such activities as tutoring children, working at soup kitchens, visiting the elderly, helping the disabled with shopping or helping with a recycling program. The service will be completed in three to six months.

Each student must write a paper describing the work and what impact it had on the student. While the work carries no academic credit, it will be a condition of graduation and the student will be graded on a pass/fail basis by an adviser.

"St. Thomas students are a pretty homogeneous group. Most of our students work to help them pay for school, but for the most part they do not really know what it means to be

poor or truly disadvantaged," Fredrickson said.

He said the idea originated in a discussion of faculty members after a presentation by James Shannon, a former president of St. Thomas, and Curt Johnson, executive director of the Citizens League, about the decline in business philanthropy.

"We started talking about what our responsibility was in that area. And we realized that the whole arena of business ethics and corporate responsibility is very much what we're about at St. Thomas. So we came up with this proposal," Fredrickson said.

Only those students who declare a business major next fall — about 150

of the 2,400 students in the business school — will be affected at first.

The St. Thomas program is patterned after a similar program at Wittenberg College, a Lutheran school in Ohio that is in the second year of a program that requires community service for all sophomores among its 2,000 students.

"We're not trying to turn the world upside down, but we think turning out 700 or so business graduates a year into the business community can have an effect on how corporations exercise their social responsibility to the community," said Fredrickson.

Apple Valley/Lakeville Countryside, Dakota County, April 4, 1990

SCHOOLS

Class promotes volunteerism, community involvement

By Jay Maxwell

Three days a week Mark Anderson and Shad Kozak convert bulk breakfast cereal into family-size portions. One scoop at a time, they prepare food that will feed the hungry of Dakota County.

It's not an exceptionally exciting or challenging task, say the two Apple Valley High School seniors. But they've learned there are many facets to being a community volunteer.

Anderson, 18, and Kozak, 19, are two of 11 students enrolled in a new course offered this spring at Apple Valley. The course, entitled community involvement, offers high school seniors course credit for volunteer work conducted outside a traditional classroom setting.

Instead of teaching kids about volunteerism, says social studies teacher Mary Kay Anderson, students experience it themselves.

So every Tuesday through Thursday, Anderson and Kozak volunteer one hour of their day at the Dakota County Community Action Council Food Pantry

in Burnsville.

The two seniors and their classmates selected their own volunteer workplace from a list compiled by Anderson. Some students chose teacher assistance positions in District 196 schools. Others selected volunteer jobs at Ebenezer Ridges Geriatric Nursing Center and library aide posts at their own school library. Simple curiosity is why Anderson and Kozak chose the food pantry over other volunteer opportunities.

"It appeared to be one of the more interesting jobs," Anderson said. "I wanted to be in a place where I could do something."

After three weeks of hands-on coursework, Anderson considers the experience one of his best at the high school level.

"It's up there in terms of the best classes I've taken," he said.

The course, presently offered on a trial basis this spring semester, serves two fundamental goals, said Mary Kay Anderson.

"To provide significant service to the community and to

promote the personal, social and intellectual development of the students," she said.

Each Monday, she outlines the week's framework. Students are taught people skills and other skills to prepare them for their chosen job. They are instructed to keep a journal of their feelings and experiences to be shared with the class on Fridays.

"We're trying to promote volunteerism with these kids and hopefully foster a continuation into their adult life," Anderson said.

Neither senior knows if he will continue volunteering when they graduate this spring. But they said they've learned something new about donating your own personal time and energy.

"When you're working together for a good cause it's fun," said Kozak. "It's fun for everybody."

Later this spring, the class plans to organize a school food drive and a tree-planting project.

Ethics

Should schools require service to community?

By Jeremy Iggers/Staff Writer

Should community service be a requirement for high-school graduation? The question is being debated in school districts nationwide.

Nearly everyone — students, parents and teachers — agrees that community service can be of tremendous value to students and their communities. But there is much disagreement about whether service should be mandatory. Some argue that the lessons to be learned from community service are so important that all students should be required to participate. But many students and teachers maintain that forcing students to give service would undermine its value.

Kathleen Townsend Kennedy, director of the Maryland Student Service Alliance, is a strong advocate of mandatory community service. "You don't make science voluntary. You don't make reading and writing and arithmetic voluntary. So why should learning how to act effectively, how to get things done, how to identify a problem, be voluntary?"

Dan Conrad, a social-studies teacher at Hopkins High School, who is nationally recognized as an expert on service education, disagrees. "Once you make something a requirement, it takes on a different meaning for people. It seems to me, to require young people to be in community service would be a lot like requiring adults to vote. You'd love to have full participation. Society would probably be better off. But when you require it, you change the meaning of the activity and both the meaning and the quality of participation would suffer."

Education and youth-development experts say community service can play an important role in the social and moral development of children and adolescents. When coordinated with classroom activities, it has important educational benefits as well, they contend.

"Students are bored out of their socks by school," said Judith Ericson, research manager for the Indiana Youth Institute. "They are disengaged. They see very little connection between anything they learn in school and real life. My belief is that a really well-organized, well-constructed and well-conceived school-service program will connect young people with their communities in some very real ways."

That connection can make other school subjects more meaningful, said Ericson, who until recently was an associate professor at the University of Minnesota's Center for Youth Development and Research. "I've seen too many young people who were totally alienated from the educational process reconnected with it by these real-world experiences."

Conrad has worked with students on community service projects since the late 1960s. "A lot of people will write back from college or later on saying that this was a powerful experience for them. The anonymous evaluations that students fill out at the end of the school year also convey that message," he said.

"Ninety-five percent say they learned much more here than in other classes. I think what they mean by that is that they didn't learn more in amounts, but something that seemed more important and more real and more personal."

Personal growth and moral development may be even more important than the educational benefits.

Attitude surveys of entering college freshmen show a large decline in the numbers of students who indi-

cate an interest in becoming community leaders, according to Ericson. "If we do not present to young people a model of a functioning community where there is interdependence, it's no wonder."

"We have a whole generation that is simply undernurtured. These are youngsters who have not been adequately parented." They have lacked access to extended families, and have missed out on many of the peer experiences most children get a generation ago. "They have to run home from school from 3 to 6 p.m. and stay inside by themselves because both parents are working. They don't have the after-school programs that would give them interactive experiences, so they simply are very self-centered."

Conrad offers a much more positive view. "I really don't think we have to do a lot to promote morals in kids," he said. "All we have to do is provide the opportunity to act on the morals and idealism they have. Increasingly, schools are providing that opportunity."

In Minnesota, some 70,000 students in grades 3 through 12 participate in community-service programs.

In Minneapolis, Hopkins and many other school districts, students as young as 9 serve as peer tutors, helping younger students learn to read.

In St. Paul, Gary Ales, a counselor at Humboldt Junior High School, has recruited over 8,000 high school students for projects that range from visiting residents of nursing homes to painting houses for low-income and elderly people.

In Ashby, students in grades 5 through 12 operate the town's recycling program. Every Wednesday after school, youth volunteers pick up recyclable materials from curbs. The city matches the revenue the kids earn from the recycling company. The money goes to the Ashby Youth Center.

In Richfield, Hibbing, Virginia, Inver Grove Heights and Cottage Grove, Homework Helper programs team high-school volunteers, supervised by a licensed teacher, with elementary and junior-high students who need help. Nearly all are volunteers.

A few public schools, and many private schools, require community service. At the State High School for the Arts in Golden Valley and the St. Paul Open School, both of which emphasize experiential learning, community service is a required part of the educational program. Some schools require community service as a condition of participating in student leadership programs or the National Merit Society.

A few school districts are going a step farther. In Atlanta, Ga., Bethlehem, Pa., and other cities, school boards have made community service a graduation requirement. In Bethlehem, a group of parents is taking the school district to court, arguing that the requirement amounts to involuntary servitude, which is prohibited by the 13th Amendment.

Townsend, director of the Maryland Student Service Alliance, stresses the educational benefits that service offers students. "I think what we try to do in school is to teach students how to be effective citizens and effectiveness comes not only from knowing how to read and write and do arithmetic... but also to know how to act. Just as we have a lab for science, where you

get to actually do something, we should do the same thing for citizenship.

"Most studies about education have shown that too much of education is having the teacher stand up in front of the classroom and lecture. This is right, this is wrong, learn this, learn that. The action component is too often missing from education. Kids feel dead. When you look into class, they're dead because they have a role. This gives it a role."

"The problem is, if you don't make it compulsory, the students who already know the importance of service because of their parents or because of a particular teacher, do it. But students who don't know anything about it, won't."

Some high-school students at Hopkins are less than enthusiastic about the prospect of compulsory community service. "When you require something it's sort of a turn-off to people," said Beth Johnson of Minnetonka, a junior at Hopkins Senior High School. "They (say) like, 'Oh God, I don't want to do that,' whereas if they do it on a voluntary basis, it's — they do it once and its sort of addicting."

Nelle Herbert, a senior at Hopkins who has organized student volunteers for United Way, also opposes mandatory service, which she calls "a real turn-off." She favors incentives to encourage participation, such as recognition for service comparable to the pep rallies that give athletes recognition.

Their teacher agrees. "It's better to induce people to do service rather than force them to do it," said Conrad. "I'm not very happy about a lot of requirements in education to begin with."

Ericson also opposes mandatory service. "I would like to see community service be a tremendously attractive elective option. There's too much stick in education and not enough carrot."

St. Paul Pioneer Press, Ramsey County, April 20, 1991

KINSTUFF

'Gimme' turns to giving if kids get chance

Give kids an inch and they might go miles and miles, doing more than you ever dreamed.

Youth-service efforts, germinated by Minnesota legislative and corporate seed money for schools in the past few years, have made Minnesota the leading state in youth service, according to Mark Langseth, chief operating officer of the National Youth Leadership Council.

Young people in St. Paul will get some new chances when the city officially unveils two new youth-service initiatives Tuesday, National Youth Service Day.

■ Youth Movement, approved Tuesday by the City Council, will begin enlisting youths to work on issue recommendations for the mayor and council. Youth Movement also will develop a speakers' bureau and take part in special service projects.

Robin Hickman, city youth coordinator, and nine St. Paul young people have been working for a year to get this started. She'll recruit applicants from schools and youth agencies, but anyone interested can call her at 298-4431.

■ Capital City Youth Corps, this summer's youth-employment initiative, coordinates established summer



CAROL LACEY
STAFF WRITER

work programs to make it easier to find a job. There's a new wrinkle in the city's summer-job scene: working four days a week for pay and one day on service projects.

Also on Tuesday, the Coon Rapids City Council will recognize students nominated by their schools for outstanding service. Among them are grade-schoolers Morgan Kirkendall, Hoover Elementary, who helps the mentally handicapped before and after school, and Amanda Wendell, Sand Creek Elementary, who volunteers at Anoka County Historical Society and at the nursing home where her grandpa lives.

Watch later for a new version of Night Moves, St. Paul's popular late-night basketball program, to hit the courts this summer. Basketball participants will be required to do at least one service project, perhaps volunteering at the Special Olympics or working with younger kids in park programs.

Today, Minneapolis young people will plant trees and flowers, visit nursing homes and homeless shelters and play with tots at the crisis nursery, celebrating the city's Youth Service Day.

Service is not just a one-day deal for these and other young people who are making a big difference to their communities, day in and day out.

In the process, they're discovering there's more to the good life than "gimme, gimme." And while they're giving, some are gaining recognition locally and nationally.

tionally:

■ On April 30, four Harding High youth will get complimentary dinner and concert tickets to see the rock group Yes, plus a ceremonial certificate and T-shirt, for their volunteer work at Dayton's Bluff Recreation Center, St. Paul. Honored as St. Paul's Youth Volunteers of the Month will be Sandra Anderson, 15, and Michelle Pfelepsen, Tanya Lee and Kelly Orlando, all 14.

■ Just after final exams, Kids Saving the Earth from five award-winning Minnesota clubs will join "champion defenders" from 26 other environmental clubs in the United States and Canada at the United Nations in New York June 5 and 6.

Their creativity and efforts earned these environmental champions a chance to tell what they're doing at the Global Youth Forum on the Environment, sponsored by Youth Outreach of the United Nations Environmental Program. The Minnesota clubs are from Apple Valley, Duluth, Fridley, Golden Valley and Worthington.

■ St. Paul Central High students don't earn trips, but they do earn academic credit for helping peers, tutoring schoolchildren or working with senior citizens, part of their "assignments" for Chuck Nelson's community involvement class.

In the past two years, more than 300 St. Paul public-school students, mostly junior high or middle

school, plus some from Highland and Humboldt highs, have been part of Fresh Force. Fresh isn't listed on their class schedule, but the they perform, during the school day and in the time, do count as classroom learning, perhaps tutoring for a more traditional research paper-based activity.

Fresh Force, a service effort supported by schools and foundations, gives them a chance to record oral histories of residents at Marian Center and Shalom Home, counsel peers in their assist handicapped adults or youths and homeless. Some link up with the Humane Society to learn about the care of animals and the younger children.

There's likely to be even more service ahead, with \$287 million from the 1990 National Community Service Act supporting programs, community agencies and youth-service.

State legislation has been introduced to st youth service as part of Minnesota curriculum, based in large measure on recommendations in March by the Governor's Blue Ribbon Committee on Mentoring and Youth Community Service.

For more information on Youth Service youth-service legislation, contact the National Leadership Council, 1910 W. County Road, Minn. 55113, or call 631-3672 or (800) 36

4-H News & Events

By TED LIEPOLD
county extension agent



Youth a volunteer force

Society is just beginning to see the tremendous assets youth can be in volunteer programs. Youth can bring all kinds of new ideas, enthusiasm and energy into a program, while helping that youth to find a sense of belonging and pride in themselves as well as their community.

As a leader of one of these groups you are faced with many dilemmas right from the start. If you decide on a specific project, you deprive the volunteer of the most important part of the project, which could turn some people off. If you give them the responsibility of finding the project on their own, some people would get turned off because the group doesn't have any real direction.

Recruiting a youth volunteer to help with a project idea that isn't even an idea yet does present some problems. With a group that has worked

together for years this concept might work. A group that has never worked together before would probably have a difficult time making any idea a reality.

Getting youth volunteers involved on the ground level of a project is essential to the success of the project. If youth see a project being handed down to them like a verdict from a judge, interest might be there if they had something to say about it might be gone. Having even one or two youths on the planning committee could help to sell the program to everyone.

When deciding on a project there are many things to consider. Is the project actually needed in the community and will it be of any value to those youth involved? Will the project be interesting for those involved and challenge them to do their best? Will it enable the volunteers to learn and to ex-

ercise and develop their knowledge and skills? Finally, can this be completed in the volunteer's lifetime and will they be able to see the results of their efforts?

When we get right down to it, the key to involving youth resources is to give the group as much freedom as possible to shape it to fit their interests and needs and to decide for themselves they want to be involved.

Many times we as adults want to control the project so that needs. By facilitating their creativity and helping them to do it they as volunteers feel more ownership of the project and are more likely to help in the current project — and may be more easily persuaded to work with similar projects in the future.

Hutchinson Leader, McLeod County, February 22, 1990

A successful fair

Anoka's volunteer fair nets about 1,300 student helpers

J.C. ...
tion ed
It was an overwhelming success.

More than 1,300 Anoka High school students signed up during special studies classes last week to volunteer their time to many area organizations. The school kicked off second annual drive for student community service participation with its first ever volunteer fair. Last year, a little more than 500 stu-

dents participated in the program.

Every Anoka student -- about 2,700 in total -- had the opportunity to volunteer their time to about 20 service organizations, businesses and not-for-profit agencies.

Not bad for only having a little more than a week to prepare for the fair.

Kalley Johnson, Anoka's community service coordinator, along

with 50 highly motivated students, spent hours -- including weekends -- contacting numerous representatives of organizations to ask if they needed volunteers, as well as if they could attend the fair.

Jin Ae Quast, a 12th grader who assisted Johnson, said the students' response to the fair was excellent. "With the fair, our volunteer program was made a lot clearer to students in terms of what we (volunteer workers) are doing and why we are

doing it," Quast said.

Johnson was ecstatic about the responses from the many representatives of organizations who said they would be more than glad to assist in student volunteerism. Some of the organizations included the Anoka County Brotherhood Council Food Shelf, the Lions Club, the 4-H Alcohol Decisions program, Chore Service, the state's Adopt-A-Highway program, and the American Cancer Society, just to name a

few.

In fact, the Cancer Society garnered 300 student volunteers for its program.

"All the work we did was well worth the effort," said an exhausted Johnson. "But it was really a lot of fun to see so many young people get involved in the community."

And look for a corp of students in downtown Anoka this weekend -- and

not for cruising -- as they take to the sidewalks, store fronts and streets to clean up the city for the Anoka Area Chamber of Commerce's Moonlight Madness sale.

Johnson hopes that all students will become involved in some type of volunteer program during the school year. Also, if there are any representatives from organizations who were not in attendance at the fair, but would like to become involved in the volunteer program, contact Johnson at 422-9889.

St. James Watonwan County Plaindealer, March 15, 1991

President Bush recognizes St. Joseph VISTO program as Daily Point of Light

President George Bush recently named Volunteers In Service to Others of St. Joseph, Minn., as the 390th Daily Point of Light, according to the White House Press Secretary.

The VISTO program, an initiative of the college students at the College of St. Benedict and St. John's University, cares for needy community members, while encouraging young people to become involved in meeting the needs of others.

Founded in the 1970s, the many branches of VISTO reach deep into the community, addressing a variety of needs. More than 500 college students from CSB and SJU offer their time and energy to local efforts, helping other young people, senior citizens and the disabled.

VISTO, a student-organized initiative, offers the volunteers a variety of ways to help in the community. Some volunteers work with senior citizens, socializing with the residents of the Country Manor Nursing Home or helping homebound senior citizens with chores.

Other volunteers who enjoy working with young people are matched with a young person through Project Friends. They

meet with their friend each week for at least one year, leading recreational activities such as riding bikes, hiking and swimming. Some volunteers help with Kidstop, a latch-key program for inner-city children, or with the OK House, a juvenile detention center for teen-agers. Other volunteers work with those who are disabled. They assist with Special Olympics or befriend a disabled individual through VISTO Swimming, a program especially geared for mentally disabled youth and adults. And still other volunteers serve on Birthline, a telephone hotline and counseling service for pregnant women.

Daily Point of Light recognition is intended to call every individual, group and organization in America to claim society's problems as their own by taking direct and consequential action; to identify, enlarge and multiply successful initiatives, like the efforts of the volunteers of VISTO; and to discover, encourage and develop new leaders in community service, reflecting the President's conviction that, "From now on in America, any definition of a successful life must include serving others."

Daily Points of Light are

those who successfully address our most pressing social problems through direct and consequential acts of community service. Individuals, families, businesses, groups and organizations of every conceivable type are taking successful action to combat drug abuse, illiteracy, inadequate education, environmental decay, homelessness, hunger, AIDS and other critical ills.

By reclaiming a drug-plagued, crime-ridden neighborhood, tutoring those who are illiterate, mentoring a troubled young person, befriending a lonely senior citizen, providing housing for the homeless or protecting our environment, Americans have enriched their communities and, in doing so, have brought meaning and fulfillment to their own lives.

Daily Points of Light recog-

nition is intended not only to honor those who are making a difference in the lives of those in need, but more importantly to urge every individual, family, business, union, school, place of worship, club, group and other institution in America to make serving others central to their life and work. As the president has said, "If you have a hammer, find a nail. If you know how to read, find someone who can't. If you're not in trouble, seek out someone who is..."

"The growth and magnification of Points of Light must now become an American mission...it is increasingly clear to more and

more Americans that our greatest social problems--drugs, education reform, the environment, crime--will be solved only by the active engagement of tens of millions of individuals and millions of groups and institutions who have never been involved before in these problems and who will never be compensated one nickel for their work."

Points of Light demonstrate that problems in America can be solved. The President believes that every American wants to be a Point of Light to those in need, if only they are shown how they can make a difference.

Albert Lea Evening Tribune, Freeborn County, April 23, 1991

Youths help themselves, others with service

By PATRICK MEIRICK
Tribune Staff Writer

ALBERT LEA -- Helping others may be one of the best ways to help yourself. That's the idea behind Youth Service, a new program for Albert Lea students sponsored by Community Education.

"We hope to combine what we call 'service learning,'" said program coordinator Sue Callahan. "They take what they learn in school and apply it to everyday life."

Albert Lea's Youth Service program got under way in January. So far, seven senior high students have entered it and are doing volunteer work for Early Childhood Family Education and the Eddie Cochran Historical Organization. Alpha and DAC have asked for student volunteers through the program, as has the Big Island Rendezvous.

"More and more are coming in every day," Callahan said. "Youth power is really a largely untapped resource right now."

Callahan wants to help tap that energy for the good of both the students and the organizations. She sees Youth Service as



a means toward students' educational, personal and career goals.

Outcome-based education hasn't been officially adopted by District 241 but is suggested by the State Board of Education. One of its goals is preparing students for future challenges, like social problem solving.

"Through Youth Service, students learn how to get along

with different groups," Callahan said. "Not only different age groups, but different cultures."

At Early Childhood, she said, "They're testing their wings, not only as students, but as teachers. They find out that they know more than they think they do."

Another future challenge is employment. Contacts and experience gained through volunteer work can lead to job possibilities, Callahan said.

Sophomore Ronda Waldemar, one of the Early Childhood volunteers, said she might work with kids as a career. She and two other student teachers make up activities and play with the children one night a week.

She said Waseca's Youth Service program, which Callahan said is a national model, sparked her interest in volunteering.

"They have a Big Sister and Brother program, and I thought it would be neat to work with little kids," Waldemar said. "I like little kids a lot."

In Youth Service, volunteers will be encouraged to keep jour-

nals. That will help them reflect on their experiences, Callahan said.

"Going out and helping people gives you a good sense of personal worth and confidence," she said.

It also looks good on a resume, she conceded. Today, she said, colleges are looking less at grades and more at extracurricular involvement in their admissions processes. She'd like to put information on volunteer activities in students' files.

"The college I'm applying to wants something really unique to contribute to its character," said Mike Thompson, a senior in Youth Service. "I think this promotes leadership in a big way."

A member of the Ahlhasa staff, Thompson puts his journalism skills to work as the editor of Eddie Cochran Historical Organization's newsletter, which rolls off the presses every two months. He got involved with ECHO last summer because of his interest in the 1950s and '60s, and the newsletter opportunity presented itself.

"I wanted to do something that wasn't just school, but more community-oriented," Thompson said. "The benefits are other than monetary. It's just the actual feeling of getting it done."

Callahan has cooked up some plans for the program's immediate future. She wants to form a student advisory council to get input from junior and senior high students. There would be two or three councilors from each grade.

"It has to be directed by the students and the students' interest," Callahan said.

Getting the students' attention will be the first step. The students involved say that not many others are aware of the youth program.

"Most don't know about it," Thompson said. "They're very unaware."

Callahan has been working on awareness through school and district publications. She said she'd like to have the students organize a volunteer fair to help match up student with volunteer opportunities next fall.

High schoolers defy teens' bad image

Former student starting over, gets help from volunteers

By Ginger Hamer

People as far back as Aristophanes have described teenagers as selfish, lazy and disrespectful.

But even the ancient Greeks might change their opinion if they could see some of the volunteer work being done by Edina High School students.

One special project involves giving physical therapy to John Popko, a 28-year-old Edina man who suffered severe head trauma in an accident in April 1989.

Popko spent months in a deep coma. A partial reawakening showed he had lost all muscle control. He could not talk or walk. Doctors gave little hope of his returning to normal.

His mother, Phyllis Popko, was not willing to let him vegetate in a nursing home. She brought him home one year ago and began lining up teams of volunteers from churches and businesses to apply physical stimulation therapy to retrain his brain and nerve connections.

Last fall she connected with high school students who were willing to give up their study hall time to work with her son. She and Popko's personal care

assistant, John Parker, took him to the high school for these treatments.

When winter weather precluded his travel, the high school students volunteered to go to his home after school to continue the treatments.

Students like Sarah Langer are excited about the progress he has made.

"No one thought he would get this far," she said. "He can sit up now. He can say 'hi,' 'mom,' 'dad,' 'no.' He laughs now, too."

"It's been a really cool feeling to know we've helped him progress, and I just want to try to help him more," said Chris Schwartz, one of the seniors who goes to Popko's house twice a week.

Popko is more than 6 feet tall, and therapy sessions require four to five people in order to work his arms and legs in appropriate cross-lateral patterning or crawling movements and other exercises.

"I believe he's trapped in a body that doesn't work any more, but his mind still does," said Molly Dolezal, a junior.

Langer thinks Popko will come all the way back. "He's

starting to fight with us rather than against us," she said.

Parker, who works at the Popko home seven days a week, is also convinced that "good things will happen. It's not going to take him as long as everybody thinks. Give him a season and see how much better he is," he said.

As many as 80 volunteers a week work with Popko. His family has constant need for additional helpers.

"I don't understand how people get better without volunteers like this," said Dolezal. "For Mrs. Popko it's got to be a scary thing."

"I really got lucky in finding these kids," said Phyllis Popko.

Other groups have also "gotten lucky" because of students who are willing to share their time.

So much community service is being rendered by high school students that a full-time youth development supervisor, Julie Cardinal, has been hired this year. Her duties also include related services, such as youth career connections, mentoring and networking.

Cardinal advises a Youth Serving Youth board of student leaders who coordinate the

volunteer work in the organizations described below.

Study Club is a group of about 20 students who donate time after school to visit elementary schools and help fourth- through sixth-graders with their homework. The high school students quiz the children on spelling words, tutor them in math and help them read through chapters in social studies.

Anna Carlson, student coordinator, said she does this because she likes kids.

Another program that brings elementary and high school students together is BUDDYS (Building Understanding and Developing Determined Youth Service).

This is a big-brother, big-sister organization in which about 35 high school and 35 elementary school students are matched according to their interests.

Lani Muchulas, a senior who coordinates the BUDDYS program, said, "This is for kids who would like to have a high school student to be friends with, a role model to look up to. We work one on one with them in a group setting."

The BUDDYS had a sledding

party and other activities. They are planning to attend a Timberwolves game.

Tyler Mason, a junior, is youth coordinator for Project Earth, a group of 20 students who are trying to increase environmental awareness in the school and community. Mason is involved because of his "strong personal belief."

Sarah Thompson, a junior, heads a group of about 25 students who are affiliated with Amnesty International.

"We write letters to help free prisoners of conscience from different countries around the world," she said. "I've written to Turkey, Sudan and Colombia. Depending on the case, you say that you'd like more information about the prisoner and remind them about international law."

The CHAMPP (Children Have Alternatives in Meeting Peer Pressure) program runs in connection with Project Charlie in the Edina schools.

In CHAMPP high school students visit elementary and junior high classes to provide positive role models for avoiding drug abuse.

The 75 students who are involved receive speech

training so they can tell their own personal experiences in a way that will reach the younger age groups.

High school students in world issues, sociology and humanities classes are required to give 10 hours of community service. Many give much more time.

"Some kids have learned that volunteering can be fun. Those who went to the nature center for Halloween dressed up in costumes, gave out the candy and just had fun," Cardinal said.

"Some have picked some very hard things I wonder myself if I could have done when I was a senior," she said. "Some have worked in the Union Gospel Mission, a food kitchen in St. Paul."

"Most come back feeling they have done something to help someone and to improve their lives."

Cardinal and the teachers who are involved in directing the community service plan time to talk with the students and evaluate their experiences.

"It is a chance for them to reflect about what they're doing and why they're doing it," she said.

Youth Development Council fair recognizes work of area youth

The Youth Development Council of the Stillwater Area sponsored a recognition fair at the Stillwater Senior High School as part of Youth Service Recognition Month in May.

Youth involved in community service were invited to put together displays of their experiences. The projects represented the American Red Cross, St. Croix Valley Chapter, Courage St. Croix; the First Presbyterian Church; Minnesota Extension Service, Washington County; Our Savior's Lutheran Church; and Young Life.

The young people were shown working with individuals with special needs, serving on advisory committees and boards of directors, contributing at blood draws as donors and workers, participating on mission trips; and tutoring children. Students were also available to share with their peers the idea that service to the community can be fulfilling and enjoyable.

The Youth Development Council was formed through meetings initiated by the Community Services

Department of the Stillwater Area Schools. The group represents a cross section of youth and the agencies and organizations who work with youth. The council's mission is to create a community that is committed to the values and importance of youth as a group and as individuals; where schools, churches, businesses, government, and service programs work cooperatively in supporting the family, and development of youth to reach their highest potential in all areas. The council has determined that its plan will focus in the areas of youth service-learning, parent support-education, and youth-at-risk.

**This report was prepared by the
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Call 612/296-4731 or 1/800/652-9747 (Greater Minnsota)
for further information.