



Compact Current

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Leading Education Groups, Campus Compact Announce Partnering Initiative

A coalition of America's leading education associations and organizations—including Campus Compact—announced the "Partnering Initiative on Education and Civil Society" at a press conference April 14 in Washington, DC. The Partnering Initiative will develop a ten-year plan to integrate civic values into every aspect of the educational experience, involving the nation's 64 million students in "learn-and-serve" programs in more than one million non-profit organizations. Through volunteering in programs such as tutoring, environmental protection, caring for senior citizens and working with the homeless and disabled, students will create links between their schools and communities and help strengthen their own sense of civic responsibility.

"The civil society is the wellspring of our spirit as a people," writes the Partnering Initiative in its Preamble. "Preparing the next generation for a life-long commitment to civil society is, perhaps, the single most important challenge facing educators. Our schools, colleges and universities can play a key role in fostering America's civic values by helping to create a seamless web between schools and communities." Over the next decade, the Partnering Initiative—

representing the largest coalition of national education associations and organizations ever assembled—will weave this web between 16,000 school districts, close to 3,600 colleges and universities and their communities.

To accomplish its goals of integrating civic values into education, the Initiative adopted a seven point Declaration on Education and Civil Society: 1) expand opportunities for students to become more involved in meaningful service with community organizations by making service learning an integral part of the academic experience; 2) encourage students to explore the twin issues of character development and responsible participation in the civil society by integrating service learning, character education and citizen education opportunities into the classroom; 3) weave the historical legacy and values of the civil society into a broad range of curricula and community programs; 4) extend the values of democracy and community to the classroom by encouraging students to participate in the designing of their own learning experiences; 5) elicit more direct involvement of community organizations, civic associations and businesses with schools, colleges and universities; 6) ensure

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Welcome New Campus Compact Members

Antioch New England (N.E.) Graduate School, NH

Provost James. H. Craiglow

Bethel College, MN

President George Brushaber

Black Hawk College, IL

President Judith A. Redwine

Castle College, NH

President Olivia Kidney, R.S.M.

Colby-Sawyer College, NH

President Anne Ponder

Daniel Webster College, NH

President Hannah McCarthy

Fond du Lac Comm. College, MN

President Jack Briggs

Franklin Pierce College, NH

President George J. Hagerty

Franklin Pierce Law Center, NH

President Robert M. Viles

Hesser College, NH

President Linwood W. Galeucia

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New Hampshire Launches State Compact

New Hampshire is the most recent state to join Campus Compact's growing network of State Compacts, bringing the total of network offices to twenty-one. On April 3, twenty college and university presidents gathered to sign the charter to establish Campus Compact for New Hampshire (CCNH) at a Founder's Dinner. Reverend Edward A. Malloy, Chairman of Campus Compact's Board of Directors and President of the University of Notre Dame welcomed the new state Compact at the ceremonial event. The twenty member colleges and universities of CCNH represent the full range of higher

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Anne Ponder (l), President of Colby-Sawyer College and President Edward A. Malloy, C.S.C., University of Notre Dame and Chairman of National Campus Contact

Is America Up For the Challenge?

By 2002, if all goes according to President Clinton's latest plans, all of America's third graders will be reading at their appropriate level. The America Reads Challenge Act of 1997, included in the recent balanced budget agreement, is the nation's first comprehensive, nationwide effort to create after-school, summer and weekend tutoring in reading. The act hopes to eventually incorporate 1,000,000 volunteers, including 100,000 Federal Work Study (FWS) students to tutor children who are reading below their levels.

Though the America Reads bill itself states that "students today are generally reading as well as ever," 40 percent of America's fourth graders are scoring below the basic level on the National Assessment of Educational Progress. Research shows that children who cannot read well and independently by the end of third grade are hampered at the start of their education—and for the rest of their lives—and have a greater likelihood of dropping out and of increased delinquent behaviors.

The program will rely on local America Reads programs to implement volunteer recruitment, training and tutoring. When appropriately trained, concerned individuals from all walks of life can serve as reading tutors for young children to support their reading sources.

Funding

President Clinton promised a second term devoted to education and the funds with which to make that a reality. The act links funding from the Department of Education (DOE) and the Corporation for National Service. Moneys will be given by the federal government to the Secretary of Education Richard W. Riley who will then allocate the funds to States, Native American Tribes and the outlying areas of the US territories.

According to Riley's testimony before the Education subcommittee, the "President's budget includes \$260 million in mandatory funding for two components of the Challenge: America's Reading Corps and Parents as First Teachers. We plan a total of \$1.75 billion for this initiative over the next five years, with the Corporation for National Service contributing an additional \$1 billion." Riley emphasized that America Reads will not replace existing programs, such as Head Start and Even Start—rather it aims to work with them.

The Reading Corps grant is at the heart of the legislation and would fund 25,000 reading specialists and tutor coordinators—including 11,000 AmeriCorps members—over five years. DOE plans to contribute \$1.4 billion for the Reading Corps over the next five years. Under the act, sixty million dollars is allocated for the Parents as First Teachers program. Money is also earmarked for Even Start, bilingual education and Adult Education State Grants.

The act is likely to evolve as it moves through the legislative process. According to feedback from members of Congress, it is possible that more emphasis may be placed on the Parents as First Teachers Program and on teaching training.

Higher Education

How does this all fit into higher education? Stating that America Reads will need 100,000 Federal Work Study (FWS) students as volunteers, President Clinton has offered a federal work study initiative. He has allowed institutions to waive the employer matching requirement for FWS students tutoring pre-school and elementary school children. Clinton encourages (but does not require) institutions to use at least half of their FWS increase for community service. This includes tutoring students who are above the third grade. Institutions who do so earn a place on the America Reads Honor Roll. More than 212 colleges and universities have already joined this initiative.

According to Campus Compact Board Member Robert Corrigan, Chair of the America Reads Steering Committee and President of San Francisco State University, the chancellor and all 23 campus presidents of the California State University have committed at least 50 percent of their new college work study funds to America Reads, which will add up to 200,000 hours of tutoring per year. With 100% federal funding of FWS reading tutors, all postsecondary institutions have the opportunity to participate in the America Reads Challenge. □

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President's Summit: The Compact Comments

On April 27-29, over 2000 delegates and invitees from US communities participated in the Presidents' Summit for America's Future in Philadelphia. America's Promise was launched to follow up on the commitments made by organizations and businesses at the summit to ensure that America's youth have access to five fundamental resources: caring adults, a healthy start, safe and structured places, education for marketable skills, and opportunities to serve. Elizabeth Hollander, Executive Director of Campus Compact and Nicole Rolbin, Program Director of the California Campus Compact comment on the summit:

Elizabeth Hollander:

"The Summit was a study in contrasts for me. Inspiring volunteers shared the stage with celebrities like Tony Bennett. At one end of the Independence Mall was an extraordinary gathering of Presidents supporting volunteerism, and at the other end protesters concerned about the diminishing role of government in supporting the poor.

"The interest in volunteerism is a real

opportunity for higher education and Campus Compact. The challenge will be to develop sustainable long term strategies that help students realize that, to paraphrase Mayor Rendel, "the groups at each end of the mall are right, both volunteerism and government have legitimate roles in sustaining a civil society."

Nicole Rolbin:

"This [was] a way of asking the nation to take a good, hard look at itself, to examine closely and honestly the true potentials and limitations of various sectors of our society...in addressing the urgent needs of young people today.

"But asking the nation to agree on a formula for success that clearly defines the roles and responsibilities of all sectors is a tall order and individuals and organizations throughout the nation have expressed their concern that Clinton's declaration that 'The era of big government is over....' forebodes a greater struggle ahead than an "era of big citizenship" may be able to handle." □

For more information, see the America's Promise homepage at <http://americaspromise.org/ga.html>

(l to r) Timothy Dyer, Executive Director of the National Association of Secondary School Principals, Harris Wofford of the Corporation for National Service, and Jeremy Rifkin, President of the Foundation of Economic Trends

...Partnering Initiative

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that faculty, students and communities have a genuine voice in school, college and university-level policymaking; and 7) make every effort to ensure that the human, financial, and community resources needed to accomplish these goals are available.

Jeremy Rifkin, President of the Foundation of Economic Trends, co-convenor of the Partnering Initiative along with the Corporation for National Service, said that the Partnering Initiative has its roots in a "grassroots education movement" that has already taken hold in

schools, colleges and universities in all 50 states. "Civil education — service learning, character education and citizen education programs," he noted, "has profound implications for the future of American education."

The National Youth Leadership Council has proposed to sponsor the Partnering Initiative's first forum in September 1997. An organizing event, the National Forum will establish shared principles which will be used for future planning. Regional forums will follow. For more information, contact Laura Martino at the Foundation for Economic Trends, (202)-466-2823. □

Service News

K-12 Compact: "When students get involved in community service, they tend to stay involved," said Frank Newman, Education Commission of the States (ECS) president. In order to get more students involved with service earlier, ECS plans to create a national public/community service organization for elementary and high school students. It will be modeled on Campus Compact and is tentatively known as the K-12 Compact. To launch the new organization, ECS is organizing an Executive Committee comprised of state and local school superintendents. The timeline calls for the K-12 Compact Executive Committee to be organized by the end of June and to have the organization in place by the start of the 1998 school year. For more information, please contact Christie McElhinney at ECS; 303-299-3695.

Job Opportunity

The Colorado Campus Compact, a coalition of public and private colleges in the state of Colorado—formed out of a shared commitment to the public service mission of higher education—is seeking applications for the position of Executive Director. The ED: provides technical assistance and support to member campuses as they strengthen and expand community service and service learning programs; provides leadership to improve collaboration and build partnerships at the state level among the students, faculty and presidents of higher education institutions and other statewide service organizations; provides linkages to national organizations and the national office of Campus Compact; oversees member services such as presidential forums, conferences and grants; reports to Board of member presidents. Qualifications: Bachelor's degree required, Master's degree preferred; 5 years experience in non-profit management; background in community service and/or community organizations and higher education; excellent administrative and interpersonal skills and the ability to work independently. Salary range commensurate with experience. Please forward letters of interest and resumes to: Peggy Sharp
Assistant to the President
Fort Lewis College
2500 Berndt Hall
Durango, Colorado 81301

New Hampshire Becomes Newest State Compact

education institutions in the state—two- and four-year public, private and graduate institutions. CCNH will promote and encourage service learning as a critical component to the curricula of all of its member institutions, as well as support the integration of community service into the academic, student life and civic goals of these institutions.

CCNH will begin operating in September and will be housed at the New Hampshire College and University Council (NHCUC). NHCUC is a consortium of New Hampshire's senior four-year public and private higher education institutions whose mission is to develop programs that serve civic and educational needs.

At a recent Board meeting of NHCUC, the Presidents jointly agreed that the creation of the CCNH was one of the three most critical actions taken by the Council in the past year, and its successful implementation was identified as one of two strategic themes for the future. Dr. Richard A. Gustafson, President of New Hampshire College and

Chair of NHCUC, stated, "Service learning and community collaboration are increasingly becoming priorities on all of our campuses, and Campus Compact will be the cornerstone and will serve to bring coherence and purpose to our many activities."

"CCNH Presidents believe that through sustained and creative student, faculty and institutional involvement in community service, higher education realizes its most noble goals of educating citizens, preparing tomorrow's leaders and contributing to the life of America's communities," said Sr. Jeanne Perreault, President of Rivier College, who hosted the event.

Presidents James Freedman of Dartmouth College, Stanley Yarosewick of Keene State College and Jonathan DeFelice, OSB of Saint Anselm College, all existing Compact members, joined the new schools in signing the charter. □

For a complete list of New Hampshire Schools, see box on this page. For information, contact Director Amy McGlashan at (603) 669-3432.

Service Awards

Michael Schwerner Activist Awards

The Gleitsman Foundation recently announced the winners of the 1997 Michael Schwerner Activist Awards. The award is named in honor of the civil rights activist who was kidnapped and murdered in Mississippi in 1964. These five winners continue his spirit of citizen activism:

Marice Fisher, of Louisiana State University, created the LSU Women's Center which offers support and deals with on-campus problems such as sexual assault, harassment and eating disorders.

James Hart, of Kennesaw State University established the Disabled Student Organization to help raise awareness for the disabled at KSU.

Dominic Floyd Martinez, co-founder of "People Ready to Make A Difference" at the University of Wyoming, organized and led a boycott of the school newspaper due to unfavorable coverage of minority issues.

Na'Taki Osborne of the Georgia Institute of Technology has focussed on environmental problems. Osborne worked to revitalize and clean up a polluted area of Georgia.

Lisana Red Bear, of Evergreen State College, has worked with indigenous peoples. On a reservation, Red Bear founded the San Poil Valley Youth society which teaches classes and advocates for youth. □

Service-Learning Awards

On April 13, the Campus Compact National Center for Community Colleges presented awards to the winners of its initial Service-Learning Collaboration Awards.

Two schools won awards for Collaborations with Social Agencies. San Juan College in New Mexico involved members of the university community and surrounding community in a three-month commitment to the Family Crisis Center. In Montana, Flathead Valley Community College faculty developed hands-on environmental education opportunities for students and the community through collaborative efforts with the county and various schools and agencies.

Lansing Community College in Michigan won for Collaborations with K-12 Educational Institutions. There, a faculty-designed program created opportunities for college students to become mentors at area middle schools.

At Brevard Community College in Florida, the Center for Service-Learning teamed up with B.R.A.V.E. (Brevardians Responding as Volunteer Employees) program to meet critical community needs. Brevard is the winner of the Collaboration with Business and Industry Award. □

Hibbing Comm. College, MN

President Anthony Kuznik

Illinois Wesleyan University, IL

President Minor Meyers

Laurerian Comm. College, MN

President John Harris

Madonna University, MI

President Sister Mary Franceline

McIntosh College, NH

President Robert J. DeColfmack

New England College, NH

President William G. Ellis

New Hampshire Community Technical College

(NHCTC), Berlin/Laconia, NH

President Alex Easton

NHCTC Claremont/Nashua, NH

President Keith Bird

NHCTC Manchester/Stratham, NH

President Jane P. Kilcoyne

NHCT Institute Concord, NH

President William Simonton

New Hampshire College, NH

President Richard A. Gustafson

N.H. Institute of Art, NH

President Andrew Jay Svedlow

Notre Dame College, NH

President Carol J. Descoteaux, CSC

Northeastern Junior College, CO

President Bruce Perryman

Rivier College, NH

President Jeanne Perreault, PM

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Temple University, PA

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University of Georgia, GA

President Charles B. Knapp

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President Joan R. Leitzel

Washtenaw Comm. College, MI

President Gundar Myran

Giving Credit: FSU's ServScript Program

At Florida State University (FSU), we have long understood that service to the community has a unique and important role to play in education. Service confirms what many students sense but do not yet know: that academic pursuits and community activity are really no more than two aspects of life in our complex world. As educators, we also know that community service has a significant role to play in cultivating these young adults' leadership and communications skills. In short, service prepares our students for the workplace and equips them to lead a fulfilling life as productive citizens.

We also understand, of course, that students are here for academic purposes as well. Progress in these endeavors is, perhaps, more easily measured—the student's academic transcript is a record of accomplishment and is routinely made available to potential employers and graduate and professional schools.

In the summer of 1994, I told my senior staff that I thought we ought to find some way to record community service as diligently as we do academic courses and grades. We spent some time during the 1994-95 academic year thinking about how to combine these two concepts — service and transcript.

We came up with ServScript.

ServScript was launched at FSU in the fall of 1995. More than 850 students heard about ServScript that first term, signed up, and provided more than 10,000 hours of community service. During its first full year, students put in almost 23,000 hours of service.

Word got around—and we got a little smarter about marketing ServScript, publicizing the program in campus publications and at key moments in student life, such as orientation and registration. As a result, more than 1,400 students enrolled in the ServScript program in the spring term of 1997. Of those, 563 returned completed ServScript Verification Reports, indicating that they had put in 26,662 hours of community service during the 1997 spring term.

The mechanics of ServScript are simple: Before the middle of the term, the student fills out a ServScript enrollment form and returns it to the FSU Center for Civic Education and Service, which manages the ServScript program. The student also picks up a ServScript Verification Report. For the community service to be recorded on the student's permanent academic record for a given term, the student must record a minimum of 20 hours on the report for that term and obtain the agency supervisor's signature for each service activity. The report must be returned to the Center for Civic Education and Service by the last week of classes. The student can enroll for the next term by simply checking a box on the form.

ServScript did not, of course, appear in a vacuum but occurs in the context of a broad and growing FSU commitment to civic involvement.

At the hub of much of this activity is the Center for Civic Education and Service, which coordinates the community service interests and efforts of FSU students and faculty and

the needs of the community. Founded in 1994, the Center gives a clearinghouse for information about service opportunities at the local, university, national, and international levels and links volunteers and



PRESIDENT TALBOT D'ALEMBERTE
FLORIDA STATE UNIVERSITY

student organizations with the service opportunities that best match their schedules, interests, and career objectives.

The Center also works to integrate civic service into FSU's academic life. Thus, Center staff collaborates with FSU faculty to encourage the design of courses that help link students' classroom experience with service to the community. As a result, more than 200 classes at FSU incorporate service-learning experiences as part of the curriculum.

FSU's commitment to service is apparent in other ways. Just three examples from among a wide range of activities: The FSU Athletic Department has formed the Seminole Spirit Corps to stimulate the involvement of student athletes in community service and to recognize outstanding individual and team performance in this area. The Florida Department of Juvenile Justice has awarded a grant to the Center for Civic Education and Service to support educational and recreational services to public housing residents through student service. FSU has established the Florida State Scholars Program, under which scholarships are awarded to students who have demonstrated excellence in service to the community and who have an interest in continuing their learning through service.

In our commitment to the President's Summit on Service, we pledged to double the number of service hours provided by the FSU community. ServScript has proved to be a valuable tool in achieving that goal. This unique program serves a practical purpose, giving potential employers and graduate schools an insight into the character of their candidates; but it also gives students an incentive to serve — and who among us does not wish to have good works recognized? □

Upcoming Events & Deadlines

July

- 9-12 Education Commission of the States National Forum and Annual Meeting: "Investing in Student Achievement," Providence, RI. ☎ (303) 299-3697
- 11 Secretary of Education Richard A. Riley will present the Howard R. Swearer Student Humanitarian Awards in Providence, RI. Contact Pam Boylan ☎ (401) 863-1119.
- 13-17 Embedding Service Learning Into Teacher Education (ESTE) Summer Planning Institute, Nashville, Indiana. Indiana Campus Compact ☎ (317)-274-6500.
- 20-23 National Council of La Raza 1997 Annual Conference, "Latinos: No Challenges Unmet, No Issues Unanswered." Chicago, IL, ☎ 800-311-NCLR
- 30-2 Jobs for the Future: National Leadership Forum on School-to-Career Transition. New Orleans, LA, ☎ 617-742-5995

August

- 3-6 National Urban League: 1997 Conference. Washington, D.C., ☎ 212-310-9040
- 6-9 23rd Annual Meeting of the National Conference of State Legislatures in Philadelphia, PA ☎ (303) 837-8225
- 13-16 SpringBoard Summer Program
SpringBoard Summer is Youth on Board's annual youth in governance and community leadership retreat. They are taking applications through July 18. Contact Michelle E. Curry, SpringBoard Summer Coordinator, ☎ 617-623-9900 ext. 1243.
- 21-22 Maine Campus Compact Conference:
The New England Institutes on Integrating Service with the Study of Psychology and Integrating Service with the Study of Sociology. Contact Liz McCabe ☎ 207-786-8217

Education Commission of the States



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Community Service

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