

UNITED STATES OF AMERICA  
CORPORATION FOR NATIONAL & COMMUNITY SERVICE

In the Matter of:

EDWARD M. KENNEDY SERVE AMERICA ACT OF 2009  
PUBLIC LISTENING SESSION

May 22, 2009

John Joseph Moakley U.S. Courthouse  
Courthouse Way Boston, Massachusetts

The above entitled matter came on for hearing,  
pursuant to Notice, at 9:00 a.m.

BEFORE: ALAN SOLOMONT, Board President, CNCS  
NICOLA GOREN, Acting CEO  
KRISTIN McSWAIN, Chief of Program  
Operations  
FRANK TRINITY, General Counsel's Office  
MALCOLM COLES, Atlantic Cluster Area Manager

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2

(9:08 a.m.) 3

MS. MCSWAIN: What I'm going to do, all of you happily have these little handy numbers. So, I'm going to ask the first three people to 6 come forward to this microphone. And when we get to the 7 third person, I'm going to call the next three up so we can 8 continue to move along. 9

So, if you just want to -- the first two people or the first people are Linda Fitzgerald, Scott Schnapp and 11 Stephanie -- I'm sorry -- Stephanie Lesperance. Did I get 12 that correctly? Okay. 13

So, Linda is up. And if the other two of you will 14 line up there, we will begin. If I interrupt you, you'll get additional time. 16

The clock will stop. Please do not feel like I'm going to 17 use your three minutes. 18

Okay. All right. With that, Linda. 19

MS. FITZGERALD: Thank you. Well, good morning. My name is Linda Fitzgerald. And I'm State President of AARP Massachusetts.

That makes me the lead volunteer in Massachusetts And to let you know, the Commonwealth of Massachusetts has 880,000 AARP members and 40 million nationwide. AARP is delighted with the Edward M. Kennedy Serve

America Act because it will engage millions more Americans of all ages to come together to help solve some of America's most pressing challenges.

As a part of this, it will enhance opportunities for boomers and older Americans to provide -- apply their lifetime of acquired skills to help remedy a range of identified service needs.

Volunteers have always been at the heart of AARP. 9

And today, we are extending those efforts. We aim to create the good by engaging more boomers 11

and older Americans to help others improve their health, 12

find money, save money, find work, help others stay safe in 13

their homes, winterize their house and other very important 14

things. We look forward to doing this in concert with the 16

goals of the Serve America Act. 17

As Serve America is implemented, we hope that 18

there will be a strong focus on efforts that leverage 19

additional volunteers to maximize the reach of this legislation. 21

And as the needs are substantial, we need many 22

hands on deck. By engaging many unpaid volunteers, we can 23

leverage our federal resources most effectively. 24

At this time, I want to thank you very much for the

opportunity to speak. And it's a wonderful day to see

so many friends and colleagues. 2

MS. MCSWAIN: Thank you, Linda. 3

Scott? 4

MR. SCHNAPP: I'd like to echo the thanks for the opportunity to  
share feedback. My name is Scott Schnapp. 6

I'm the Executive Director of the Maine Association of 7  
Nonprofits. 8

We have never worked with the Corporation before, 9  
but see a lot of synergy and mutual goals of both the act and  
the work that we do. 11

Just to give you a little bit of context of where 12  
we see synergy in the kind of work that we do, we were 13  
founded in 1994. We are the only statewide organization in 14  
Maine that provides a broad range of management supports and  
organizational capacity building services to the State's 16  
nonprofit sector. 17

We have over 700 members, which is approximately 18  
one third of Maine's reporting nonprofits. 19  
Our capacity building programs are both broad and deep and support  
effective and efficient nonprofit 21  
management. 22

On the breadth side, we offer over 100 half and 23  
full day management training programs throughout the state 24  
which attract over 2000 participants that are nonprofit  
managers.

On the depth side, we provide leadership 2  
development programs, board training and technical 3  
assistance to nonprofits. 4

We also belong to a strong national network and have developed  
guiding principles and practices for 6  
nonprofit excellence, tools and resources for the nonprofit 7  
sector, which include assessment tools, management resources 8  
and case studies of effective management practices. 9  
With the majority of Maine's nonprofits being small to mid-size  
organizations, the education, training and 11  
management support we provide is essential to their ability 12  
to increase their mission impact. 13

We are an established proven and respected 14  
capacity building nonprofit in Maine and expanding funding for our  
work is critical to our ability to expand the scale 16  
of our impact. 17

And again, thank you. 18

MS. MCSWAIN: Thank you, Scott. 19

Okay. Following Stephanie, Debbie Scire, Sue Connor and Bill  
from the Department of Corrections. 21

If you all want to come on up here while she is 22  
speaking. 23

MS. LESPERANCE: Hi, everyone. My name is 24

Stephanie Lesperance and I am the Associate Director at  
Campus Compact for New Hampshire.

I'm going to read my talking points today, because 2  
off the cuff, three minutes will go by really fast. So, I 3  
want to make sure I get all my points. 4

So, first off, I'd like to start by saying, as a two time  
AmeriCorps alum, how excited I am about the Serve 6  
America Act. 7

And I'd also like the Corporation -- to thank the 8  
Corporation for taking the time to gather feedback from the 9  
field about the act. As most of you know, VISTA has been one of  
the 11

most effective national service programs for building 12  
capacity of the nonprofit sector. 13

Campus Compact offices across the country know 14

this firsthand. Approximately 400 VISTAs across 26 states  
serve with Campus Compact to build connections between 16  
colleges and local communities. 17

And we are grateful to the Corporation for their 18  
ongoing support of our VISTA projects. 19  
We'd like to urge the Corporation to adopt regulations around  
the VISTA program that are consistent 21  
across the country. 22

By doing so, we believe that the grant process 23  
will be simplified and more uniform collection of data would 24  
be possible which would improve our ability to measure the  
impact of VISTA nationally.

We'd also like to see VISTA sites encouraged to 2  
offer incentives that promote retention of members, such as 3  
providing room and board and that these incentives be 4  
recognized as cost share by the Corporation. Finally, we'd  
like to see a service learning 6  
component added to the program that ensures all members have 7  
the opportunity for deep intentional learning around issues 8  
of poverty, local and community problem solving. 9

Thank you.

MR. SOLOMONT: Stephanie, I haven't forgotten what 11  
I promised you. 12

MS. LESPERANCE: Oh, thank you. 13

MS. MCSWAIN: Debby? 14

MS. SCIRE: Let me adjust this a little bit.

Good morning, everyone. I'm Debby Scire. I'm the 16  
Director of Campus Compact for New Hampshire. 17

And for those of you who are not familiar with 18  
Campus Compact, it's a national organization of more than 19

1100 college and university presidents representing some 6  
million students who are committed to fulfilling the civic 21  
purposes of higher education. 22

As the only national higher ed association 23  
dedicated solely to campus space, civic engagement, Campus 24

Compact promotes public and community service, develops  
students civic -- citizenship skills, helps campuses forge

effective community partnerships and provides resources and 2  
training for faculty seeking to integrate civic and 3  
community based learning into the curriculum. 4  
Campus Compact has a national office right here in Boston,  
Massachusetts and 35 state offices, including New 6  
Hampshire. 7  
Campus Compact has been very involved in drafting 8  
and advocating for the Serve America Act. 9  
We are delighted with the outcome and very enthusiastic for  
the opportunities that we believe it 11  
presents to people of all ages. 12

We are very happy and very excited about the 13  
opportunity to give our thoughts about the implementation 14  
and want to be very clear that we are committed to  
continuing this work both at this level and throughout the 16  
entire process. 17

At the core of our mission is the belief that all 18  
service must have an intentional learning component. You 19  
just heard Stephanie say a little bit about that, and a  
connection with academic goals and achievement for students. 21

And we believe that the unique world of higher 22  
education is to serve as an incubator for new ideas and to 23  
nurture and support innovation. 24

Learn and Serve America has been critical to the exponential  
growth of college students engaged in service.

Students have been engaged in much larger levels over the 2  
last few years, and we think we can directly attribute that 3  
to the Learn and Serve Program utilizing very small amounts 4  
of money, seed money actually, to build infrastructure at the  
college level. 6

Innovation is the core of higher education. And 7  
to that end, we urge to consider connecting the social 8  
innovation component with colleges, particularly with 9

faculty members who are uniquely qualified to embed service  
learning into the social innovation piece by helping 11  
students learn to address community needs and to build the 12  
civic specific long-term skills of the students. 13

Whilst faculty members -- rather, let me back up a 14  
second. While students in particular do come and go, 16

faculty members do, in fact, stay on the campuses and have 17  
certainly the longest tenure. 18

And lastly, we encourage you to work very 19

carefully and completely with the Department of Education.  
We think we can do better than seven percent for federal 21  
work study allocations, and to make a connection with 22  
teacher education programs. 23

Thank you. 24

MS. MCSWAIN: Don't go anywhere. We have a follow-up  
question.

MS. SCIRE: Okay. 2

MR. SOLOMONT: Speaking of work study, in fact, I 3  
think you had mentioned 25 percent, in the past, the higher 4  
education community has resisted the idea of directing more work  
study money to community service. 6

Do you think that there is more enthusiasm among 7  
higher education leaders for that now? 8

MS. SCIRE: I think there is a lot of enthusiasm. 9

And I think the challenge with that is more the resources to make  
that happen, and that the push back, I believe, from 11  
higher education, really comes from the believe that 12  
partnership and working in the community really does -- it 13  
needs to be intentional. 14

It needs to have supervisor training. It needs to have the  
infrastructure to support that. 16

And I think it's more about sort of making sure 17  
that we have that infrastructure in place to make that work. 18

MR. SOLOMONT: Excuse me for this little 19  
commercial, but the Tisch College of Citizenship and Public  
Service at Tufts is doing a lot of work in that area. 21

And I know they would be glad to share that. 22

MS. SCIRE: Terrific. 23

MS. MCSWAIN: Thank you. Sue? 24

MS. CONNER: Good morning. Thank you all for coming. It's  
nice to see these Washington faces in

Massachusetts. 2

My name is Sue Conner. I am a retired RSVP 3

Director and currently serving on the board of NSCA, the 4

National Senior Corps Association. And my comments today are kind  
of a compilation of 6

the general feeling of the board of NSCA. 7

Obviously, I don't have time to address every 8

issue, but a couple of really important things that we 9  
wanted to share with you in the first impression. One refers to  
the language in the Serve America 11

Act about devolving authority of State commissions, and 12  
whether that might ever happen and how it would happen. 13

As you can imagine, it's created a fair amount of 14  
anxiety among Senior Corps program directors. By the way, for those  
who may not be familiar with 16

the Senior Corps, it is comprised of RSVP, the Retired and 17  
Senior Volunteer Program, Foster Grandparent Program and 18  
Senior Companion Program. 19

And throughout the country, there are about 500,000 plus  
Senior Corps volunteers. 21

So, we are not talking about a small amount of 22  
people who stand to be affected by the ins and outs of the 23  
new Serve America Act, which is why we are so interested in 24

it. With regard to the problematic functions being

assigned to State commissions, whether they have the ability 2  
to do that, in a recent study, analyzing the administrative 3  
structure of CNCS, the study found that State offices do 4  
remain critical to the administration of programming today. In a  
summary of that study's recommendations, the 6  
independent evaluating panel stated that while the panel 7  
recognizes the valuable of the role of the State commissions 8  
within CNCS service delivery infrastructure, it believes 9  
that CNCS needs its own focal point in each state for  
information on all of CNCS programs. 11

The panel believes that CNCS State offices are the 12  
logical choice for that function. 13

The National Senior Corps Association agrees with 14  
this study and recommends that all development funding,  
reporting and management of Senior Corps programs be 16  
accomplished through the Corporation's State field offices. 17

This ensures streamlined management systems, 18  
ensures effective fiscal oversight, eliminates potential 19  
duplication and saves a significant amount of funds. Currently,  
Senior Corps programs receive from the 21  
State office annual field guidance, supervision, training 22  
and other kinds of support and services. 23

Transferring that to a State commission framework 24

across the country that might not, in all instances, be  
prepared to deal with that, seems to us in the field who are

trying to run programs on a day to day basis to be 2  
problematic. 3

MS. GOREN: Thank you, Sue. I think, one of the 4  
first questions you asked is what the process would look like.  
6

And I think that Frank mentioned in his proposal 7  
that, if the Corporation ever gets to the point where we are 8  
looking for different efficiencies, regardless of what they 9  
are, that we would go to an open process, much like this. And what  
they ask us is that we need to provide a 11  
report within two years. The report may be that we did 12  
nothing. 13

So, that's what the process would look like if we 14  
ever get to that point. MS. CONNER: And I think we understand  
that. 16

MR. SOLOMONT: Kristin, can I ask a question? 17

MS. MCSWAIN: Sure. 18

MR. SOLOMONT: First of all, I know that your 19  
association has been represented at other listening sessions  
and I applaud your organizational skills and your political 21  
skills. 22

As you know, the Act raises the means -- the 23  
income level for means testing in the foster grandparent 24  
program and the senior companion program. These are the  
oldest streams of service. They

were originally designed as part of the antipoverty program 2  
in the '60s as an income transfer mechanism for low income 3  
seniors. 4

Times have changed. I have been a pretty outspoken advocate  
on the board for eliminating means 6  
testing, not to just -7

MS. CONNER: Good. 8

MR. SOLOMONT: Well, that's good. We're going in 9  
the same direction. Not because we want to shut out low income  
seniors 11  
or even discourage low income seniors, but we want to open 12  
the doors to senior service -13

MS. CONNER: Exactly. 14

MR. TRINITY: -- to folks of all income levels.

And so, I've locked horns with my friends in the 16  
foster grandparent and senior companion groups over this 17  
issue. 18

I've won a little bit. They've won a little bit. 19

What is your association's position on that?

MS. CONNER: NSCA's position on that is your 21  
position on that. 22

We want to see it broadened. We want to see 23  
increased opportunities for everybody to serve. And we 24

don't have a problem with expansion. MR.

SOLOMONT: Okay. Thank you.

MS. MCSWAIN: Okay. Following Bill, we will have 2  
Nancy Wilson, Aisha Lloyd and Ray Duffy. 3  
Do you all want to begin coming forward? 4

BILL M.: Good morning. Thank you. On behalf of the Massachusetts  
Department of Correction, for the people 6  
who we care for, and for the 1535 volunteers who are 7  
actively serving in the Department of Corrections today, I 8  
thank you for this opportunity. 9

In the spirit of Oscar Romero, the archbishop, I'd like to say I'm  
speaking as the voice of the voiceless. 11

Globally, the United States of America, we are 12  
five percent of the population in this world. And we 13  
incarcerate 25 percent of the inmates in the world. 14  
The greatest need for people who are incarcerated in the  
Massachusetts state prison system, they have a 16  
sixth-grade education. 17

So, looking at your new opportunities, education, 18  
we need people, volunteers to help us with our GED program. 19  
It is the largest program that we have going in the  
Massachusetts Department of Corrections. 21

Healthy futures, parenting, most people who are 22  
incarcerated come from broken families, broken lives. 23

We need people who are good role models, who know 24  
how to parent, who will help us to help make these  
individuals good parents and future parents.

Veterans. Unfortunately, we have a lot of 2  
veterans incarcerated for many reasons. We need a lot of 3  
help with veterans. 4

By default, we are the largest mental health care provider in the  
state. If you are involved in any type of 6  
mental health, psychology, sociology, we'd love to have you 7  
contact us. 8

Economic opportunity. If you think it's tough 9  
getting a job right now, and you are not an ex-offender,  
imagine what it's like being without a GED and you are an 11  
ex-offender. 12

So, currently, we are working trying to identify 13  
employers who are interested to assist us to put these 14  
people to work. I'm sure, going by the amount of people that are  
16  
in this room right now, many of you know people who are 17  
involved in the criminal justice system and you have 18  
probably a very good idea of what I'm talking about. 19  
So, I'm here today to let you know that we welcome any new  
initiatives. 21

I am willing to tell you, I was a volunteer for 16 22  
years. I'm the first person as the director of volunteer 23  
services. If you want to work with a population of people 24

who is going to be -- 97 percent of our inmates are going to  
be released. They're coming home to your neighborhoods.

They're coming home to your families. 2

We want to put people on the street who have an 3

education and who are motivated to be successful, and 4

believe me, most people who are in prison, they don't want to go  
back. 6

But right now, for every ten we release, four are 7

back within three years. Nationally, for every 10 we 8

release, six are back. 9

We've got a broken system. I invite you to help us fix it. 11

MR. SOLOMONT: You really do speak for the 12  
voiceless. And I really personally want to thank you for 13  
being here. 14

In the previous administration, it was a real priority to provide  
mentoring services for the children of 16  
incarcerated folks. And I suggest, you keep the pressure up 17  
in speaking out on it, because this is exactly why we are 18  
here is to listen. Thank you. 19

BILL M.: Thanks. MS. MCSWAIN: Okay.

21

MS. WILSON: Nancy Wilson from the Jonathan M. 22  
Tisch College of Citizenship and Public Service at Tufts 23  
University. 24

Alan was one of our founding board members and a former  
chairperson.

The mission of Tisch College is to make sure that 2  
every student graduating from Tufts University has the 3  
skills and habits of being a lifelong active citizen. 4  
And so, with that, I wanted to say that one of the first points  
I'd like to mention is that we would like to 6  
encourage seeking ways to define and to stretch the 7  
definition of active citizenship that service very much can 8  
lead to a lifetime of active citizenship, but it doesn't 9  
necessarily lead to that. And we'd love to see increases in  
outcomes and 11  
measures that really focus on that broader definition of 12  
citizenship. 13

Secondly, we want to applaud the increased 14  
allocation in part three around the innovative service  
learning programs and research. 16

And in particular, we'd love to be participating 17  
and encouraging looking at the measures creating common 18  
tools, items to use in service and to do some consolidated 19  
data analysis around achieving those outcomes, particularly as  
they relate to broader definitions of citizenship. 21

We'd also like to see some more contemporary 22  
measures of engagement, that volunteering and voting are 23  
important, but I think, as we look at, particularly, at 24

non-college youth, their ways of participation may be quite  
different from what we're used to measuring, even in our

civic health index. 2

And we want to make sure that we have a much more 3

expansive contemporary notion about that. 4

Finally, we also want to applaud and encourage the involvement of  
students, community members, adult volunteers 6

in planning for programming, which is specifically mentioned 7  
in the act. 8

But, we would also like to recognize that this 9  
fundamental organizing activity takes time. And often, the  
outcomes that emerge from that are hard to predict. 11

If you know your outcomes before you do your 12  
organizing, what's the point of consulting. And yet, it's 13  
hard to do the consultative planning if you don't know that 14  
you are actually going to have some implementation funds down  
the road. 16

So, there are some real tensions in there between 17  
the organizing and specifying the kinds of outcomes a 18  
project might want to achieve. 19

And we'd like to see some creative ways of looking at how you carry  
those two elements on into the future. 21

Thank you. 22

MS. GOREN: Okay. I have a quick question. 23

MS. MCSWAIN: And I have two. 24

MS. GOREN: You said using more contemporary measures.

Can you just give a couple of examples? 2

MS. WILSON: Well, we're doing a lot of research 3  
now, just starting to get to its circle, how non-college 4  
youth are participating in their communities, whether it may be  
through music, through other kinds of expression, and 6  
that there may be ways that they should seek to influence 7  
one another, or that they are -- very much see government as 8  
a place from which to disengage and not see government as an 9  
ally, partner or any other kind of constructive part of their  
lives. 11

But, that doesn't mean -- so that disaffection may 12  
be something that we need to figure out. 13

Also, looking at technological environments, the 14  
social networking and those kinds of things and how those tools  
might be incorporated. 16

MS. GOREN: Great. Thanks. 17

MS. MCSWAIN: I had the same question. 18

MS. LLOYD: Hello everyone. Good morning, 19  
advocates and enthusiasts of service. My name is Aisha Lloyd, Teach  
for America alum and 21  
Director of Training and Technical Assistance for Children 22  
for Children, a nonprofit that empowers you to serve from an 23  
early age. 24

We are based in New York City. And I am here to share a very  
urgent phenomenon happening in New York right

now. 2

Being in a room with dozens of service providers, 3  
this news that I share may astound you, it may surprise you, 4  
and it will surely make you gasp in your seat. New York City  
youth actually care, or we can take 6  
laughter. 7

In fact, in the past year, more than 200,000 8  
children from the ages of two years old, yes, two, up to 18 9  
years of age, have volunteered time, ran drives, conducted  
fundraisers and engaged in hands-on service. 11

I have seen it firsthand. And guess what? They 12  
are thirsty for more. 13

As a champion of service, Mayor Michael Bloomberg 14  
has answered the President's call to act and created NYC  
Service, challenging New Yorkers to volunteer in every facet 16  
of their communities and for every cause, as well, he is 17  
encouraging all New York City public schools, the nation's 18  
largest and most diverse school district of 1500 schools to 19  
engage in service next year, through the Service In Schools  
Initiative. 21

This idea is unprecedented and our organization 22  
and others are honored and committed to helping the Mayor 23  
achieve this goal. 24

We are here to donate our expertise in service and service  
learning to support the schools with this mission,

but we cannot do this venture alone. 2

We need Learn and Serve support, so that over one 3  
million students in New York City schools can become a part 4  
of the solution. New York is committed to being your partner  
in 6

developing positive youth development models and building a 7  
model education corps to serve as service coordinators and 8  
teach our future generation. 9

Together, we can lay the groundwork for a model that can be  
replicated nationally and connect federal 11  
institutions to local entities in service. 12

The corps will target student engagement, 13  
achievement, and graduation through service learning. 14  
Service in Schools will guide schools to integrate service in  
classrooms, ranging from light touch projects to 16  
whole school integration. And education corps members will 17  
provide capacity building to the schools through training, 18  
technical assistance, my specialty, and data collection 19

affording all students opportunities to discover their power  
to impact their community. 21

As a teacher who has worked in both rural and 22  
urban environments, I've seen the power of education in 23  
service first hand. 24

I have witnessed service we engage teams on the verge of  
dropout, and give voice to students with language

barriers, yet, there is so much more to do. 2  
From high schoolers advocating against gun 3  
violence, to middle schoolers planting trees, to five year 4  
olds making birthday cards for seniors, our students need  
service in their schools. And this is our moment. 6  
We see our schools as a hub for learning. For 7  
many, it is the nucleus of the community. 8  
We need your support in order to help us educate 9

our young people to become stewards of service and leaders  
for life. 11

Thank you. 12

MS. MCSWAIN: Thank you. 13

MR. SOLOMONT: You tell your Mayor he is doing 14  
marvelous things. I was at the launch of Mayor Bloomberg's program.  
16

And tell him he ought to have a conversation with our Mayor. 17

MS. LLOYD: All right. Did you see me in the back 18  
cheering him on? 19

MR. SOLOMONT: Absolutely.

MS. MCSWAIN: Okay. Following Ray, we have Susan 21  
Werley, Brenda Peluso and Barbara Canyes. 22

MR. DUFFY: Good morning. If I knew I was 23  
following such a dynamic speaker, I would've chosen another 24  
number this morning. My name is Ray Duffy. I'm the Director  
of RSVP

Worcester area volunteers. 2

I'm also Secretary of the Massachusetts 3

Association of RSVP Directors. And I'm also the 4

Massachusetts delegate for the New England Council of RSVP  
directors. 6

And in my spare time, I volunteer for a couple of 7  
public safety organizations in my county. 8

We appreciate the opportunity. There were no 9  
surprises in what you presented this morning. We have been very  
well-prepared. 11

Mal has done a lot of outreach with our group and 12  
Sherry is right on top of things, and we get the stuff right 13  
off the list serve. 14

So, we appreciate that, that you are keeping us informed of the  
changes. 16

We do have a couple of points. We round tabled 17  
some e-mails over the last week. And there are two points 18  
that I would like to make this morning in my comments. 19  
The first one, in the summary document, it's under subtitle H under  
innovation, where it directs the 21  
Corporation to conduct a nationwide call to service 22  
campaign. 23

We have been struggling with an identity crisis 24

for years and we appreciate the addressing of the issue in  
the national legislation.

A national awareness campaign, we feel, would do a lot to benefit senior opportunities in the community. We all have our local market media, but again, having a national campaign, especially that the boomers can associate themselves with, saying, I'm part of that, no matter where they go in the country, they can say I'm part of that, we think, would be a tremendous benefit.

We believe that public service announcements should be for public service opportunities. The other comment we had this morning is on the re-competition. Of course, it's RSVP. And there's parts of it that are good and parts of it that make us nervous.

But, we applaud the changes on the surface. It will strengthen the work plans and offer more specific focus on outcomes.

We also share hesitations that the potential exists that a well funded, well managed program could see a change in sponsorship that would have a negative impact on the sustainability of the program and of the volunteer base. An evaluation process that will award existing sponsors who programs are meeting or exceeding Corporation standards, we hope they would be some -- you know, given some sort of preferential numbering to re-award, similar to how the veterans are given preferential treatment in the civil service or municipal jobs when they're in the hiring

process. 2

Again, we thank the Corporation for being 3

forthcoming with the information. 4

We look forward to the changes and how we're going to be able to

incorporate them to increase community service 6

in our existing programs. 7

Thank you. 8

MS. MCSWAIN: Thank you. 9

MS. WERLEY: Hi. You don't mind if I practice my American Idol

tryout for next year; do you? 11

We are talking about a different American Idol 12

though. 13

Thank you for this opportunity to share our 14

thoughts about the Edward M. Kennedy Serve America Act. I'm

Sue Werley, the Executive Director of 16

Jumpstart for Young Children, Northeast region. 17

This year alone Jumpstart recruits and trains 18

nearly 4000 college students and older adults who will be 19

serving over one million hours to 15,000 young children in low

income communities to improve their literacy and 21

behavioral skills and prepare them for success in 22

kindergarten and beyond. 23

Jumpstart wishes to share three points about the 24

implementation of the Serve America Act and will be

submitting more detailed written comments.

First, Jumpstart applauds the change that corps 2  
members can now receive the aggregate value of two full-time 3  
Serve America education awards. 4

Jumpstart urges the Corporation to allow any AmeriCorps alum  
who has already received two less than 6  
full-time education awards, the opportunity to serve 7  
additional terms starting October 1, 2009. 8

For corps members, this would create more 9  
opportunities and incentives to serve in part time programs  
for multiple years or serve in part time programs and still 11  
be eligible to contribute a full year of service. 12

For part time national service programs, like 13  
Jumpstart, there are tens of thousands of alumni who are 14  
poised and ready to serve if allowed. Trained corps members could  
lead new members and 16  
would help programs maintain their high qualities while 17  
expanding. 18

Implementation of fixed price grants may be one of 19  
the more challenging aspects of the Serve America Act. Jumpstart  
offers one solution to helping determine 21  
how the fixed price grants could apply to part time 22  
positions. 23

It would be appropriate and still substantially 24

less than the amount needed to run a part time program for  
the Corporation to determine the fixed price grant amount

for part time positions based on the appropriate amounts of 2  
the minimum full time stipend. 3

For example, a minimum part time program the 4  
current prorated stipend amount would be \$2413. With a five  
percent administrative cost, this would amount to about 6  
\$12,000 per MSY. 7

This is substantially less than the nearly \$18,000 8  
per MSY used by organizations like Jumpstart to run its 9  
program. We would be happy to continue to collaborate with 11

this as the Corporation considers how to implement this 12  
aspect of the loan. 13

Lastly, Jumpstart wholeheartedly agrees with the 14

Corporation that it would be immensely beneficial if the  
application process was less burdensome. 16

One suggestion is to consolidate all the 17  
Corporation's applications into one process via e-grants, 18  
providing organizations a centralized process to apply for 19  
all the Corporation's programs at one time. For example, when I  
start the application process, 21

I could select the various types of funding streams I want 22  
to apply for with a simple yes or no. 23

And with each yes, additional screens would appear 24

and I would enter the relevant application information for  
that funding stream.

Once the entire application is submitted, the 2  
relevant information for each application would be sent to 3  
the appropriate Corporation staff. 4

This streamlined process would inform the Corporation of all  
the funding streams an organization is 6  
interested in, while allowing organizations to enter all 7  
program information only once. 8

MS. MCSWAIN: So, on the fixed amount grants, I 9

understand the rationale for proposing the prorating of the  
stipend. 11

But, what about part time programs that don't 12  
provide a stipend? 13

MS. WERLEY: We actually are a part time program 14  
that doesn't necessarily always provide a stipend. So, we can  
provide some more feedback on that 16  
which I think would be helpful. 17

MS. MCSWAIN: Okay. That would be great. Thanks. 18

MS. GOREN: So, I have a question about the 19  
two-year total. MS. WERLEY: Yes.

21

MS. GOREN: You could do that either by hours 22  
adding up to 1700 or by dollars, the dollars will change 23  
every year. 24

What's your recommendation? MS. WERLEY: So,  
exactly what do you mean by the

dollars changing? So, depending on the term of service? 2

MS. GOREN: Well, not only the term of service, 3

but, as the education award increases, as it is paying to 4

the Pell Grant, it will change every year. MS. WERLEY: Again,

let me do some thinking on 6

that. 7

MS. GOREN: That's fine. That's the question. 8

MS. WERLEY: Yes. It's a very good question. 9

MS. GOREN: For everyone.

MS. WERLEY: Okay. Thank you. 11

MS. PELUSO: Hello. I'm Brenda Peluso. And I'm 12

too old for American Idol, but -- I'm the Director of Public 13

Policy for the Maine Association of Nonprofits. 14

And we -- you've heard from my colleague a little earlier. We are

a statewide membership organization 16

providing nonprofit capacity building programs for the last 17

15 years. 18

Our almost 700 nonprofit members appreciate our 19

three pronged approach to capacity building. We provide

nonprofit management education, 21

training and technical support, cost savings programs, like 22

group purchasing for health insurance and other common 23

products and services. 24

And we also do public education and advocacy about the

important role of the nonprofit sector in our democracy.

We are here today to encourage you to consider the 2  
vibrant and well-established national network of nonprofit 3  
associations around the country of which we are one when 4  
determining who is best equipped to deliver the technical  
assistance and education and training and other capacity 6  
building services to the nonprofit sector, that is comprised 7  
mainly of small and medium sized nonprofit businesses. 8  
With our reach into the nonprofit sector, all 9

regions -- all regions are represented in our membership,  
all mission areas, a position to help the -- we are in a 11  
position to help the Corporation break down some silos, 12  
develop new program sponsors, and we've -- I just lost my 13  
place. 14

We are also able to help identify promising and innovative  
practices among the nonprofit community in Maine, 16  
as we annually give awards for innovation and social and 17  
management practices. 18

We applaud the Serve America Act's recognition 19

that our nation's nonprofits need funding to fill their  
capacity to help our residents better meet the challenges in 21  
our communities. 22

And we think with a proven track record and 23  
entrepreneurial and collaborative spirit, the Maine 24

Association is willing and very able to partner with the  
Corporation and other capacity builders in our state to

effectively, efficiently and transparently meet the 2  
objectives of the Serve America Act. 3

Thank you. 4

MS. MCSWAIN: Okay. Following Barbara, Kristen McKinnon, Chris  
Devlin, and Marco Moreira. 6

MS. CANYES: Hi. Good morning. I'm Barbara 7

Canyes, Executive Director of the Massachusetts Campus 8

Compact. I don't need to define Campus Compact anymore. 9

All of us at MAC -- I do want to start by saying that all of us  
at MAC recognize the importance and the 11

enormity of the passing of the Kennedy Serve America Act. 12

Some of us still remember when the Senator Kennedy 13  
helped us open our state office of Massachusetts Campus 14  
Compact at Tufts University. So, we are very thankful and  
dedicated to this 16

bill. 17

We also publicly acknowledge the long-term support 18  
of the Corporation for many of our programs and the growth 19  
that we've had over the past 14 years. I'm here to talk about  
one of your -- to make a 21  
suggestion on one of your themes called combining assets for 22  
greater impact. And to talk about the work that we're doing 23  
in Massachusetts Campus Compact and in other State offices 24

on college access, and to recommend a model that we're using  
right now, called the college access core, as a hopeful

possible national model for the education corps. 2

In the spring of 2007, Massachusetts Campus 3

Compact, in partnership with the Tisch College of 4

Citizenship and Public Service at Tufts, started a college  
advisory corps. 6

The aim of the corps is to increase college 7

enrollment rates, prepare students for college success in 8  
both urban and rural areas. 9

Advisers make a 10 month commitment to work under the supervision  
of the guidance staff as full time near peer 11

mentors, by coaching students and guiding them on financial 12

aid and admission opportunities while also working with MAC 13

member campuses, all of our college campuses in the state, 14

to raise awareness and strengthen the college access and  
success pipeline. 16

Progress in three years, we've served many high 17

schools in putting in over 5000 hours working one-to-one 18

with over 1000 individual high school students in all 19

aspects of the college application and enrollment process. We have  
worked with four high school partnerships 21

that established and delivered over 7000 hours of one-to-one 22

advising and group services to almost 1000 students. 23

We are currently serving in 10 high school and 24

college partnership programs with college graduates to serve  
as advisers.

Advisers also serve as partnership liaisons 2  
between the high school and the college. And under the 3  
supervision of an employee at the college, they create a 4  
pipeline from access to success. We also are now starting a  
program with college 6  
work study students to go back with the college corps 7  
adviser and to help them with the college admission 8  
procedure. 9

So, we would like to endorse that and hopefully have it looked  
at as a possible national education work 11  
model. 12

Thank you. 13

MS. GOREN: Barbara, did you say the members are 14  
full time? MS. CANYES: Yes, they are full-time. 16

MS. GOREN: Thank you. 17

MS. MCKINNON: Good morning. I'm Kristen 18  
McKinnon. Not to be confused with Kristin McSwain. 19  
I am the service learning specialist here in Massachusetts at  
the Department of Education. 21

And I also wear another hat. I'm a Commissioner 22  
serving on the Board of the Massachusetts Service Alliance. 23

And I think that perspective is really what 24

excites me most about the new Act. I think, a lot of these  
opportunities to combine

assets, to encourage and support cost sector programming 2  
will benefit all of us in the field. 3

Currently, we are -- in Massachusetts, we're lucky 4  
to have a competitive Learn and Serve grant where we are  
coordinating with the Mass Service Alliance to implement 6  
service learning across community-based and school settings. 7  
We've had some encouraging success in that area. 8

And I think that it is worthy of looking at to demonstrate 9  
ways that we can do this further. In addition, other cross sector  
examples happening 11

here in Massachusetts include Barnstable County, AmeriCorps 12  
program is working very closely with our school Learn and 13  
Serve program to increase capacity, to meet more community 14  
needs and to do additional work. We also see VISTA programs  
working with schools 16

and building capacity for nonprofits to engage young people 17  
so that they can do it. They can't say, oh, we can't take 18  
kids. 19

And also, we have many examples where RSVP is partnering with  
schools to enhance the work they are doing 21  
in serving the community. 22

So, mostly what I'd like to talk about is 23  
encouraging and supporting this perspective and making sure 24  
that we're given the charge really as these cross sector  
agencies to do this work together.

I think, you know, Learn and Serve programs in 2  
Massachusetts right now are serving 30,000 young people. We 3  
are serving them. They are also serving their community. 4  
We see that that is an important piece. And where we can partner  
with AmeriCorps and other 6  
programs, I think we are able to leverage even more 7  
resources. 8

I think, I'd also like to sort of encourage and 9  
support the idea that training funds are used cross sector,  
that we train folks together, that we say, you know, this is 11  
all part of one big perspective so that learning is an 12  
important tool. 13

And if we had AmeriCorps programs working with our 14  
schools to encourage and implement good service learning,  
we're going to grow young students who want to be AmeriCorps 16  
members and who want to do that kind of work. 17

Finally, I'd just like to talk a little bit about 18  
making sure evaluation and impact outcomes cross sector are 19  
standardized, and also inclusive of the impact on academic,  
social and civic for participants of service learning, but 21  
then, also giving us some tools to be able to demonstrate 22  
that community impact so that we are with you in AmeriCorps 23  
and other programs. 24

Thank you. MS. GOREN: Kristen, do you have  
suggestions of

what those performance measures might be? 2

MS. MCKINNON: I have a few. And I think, one of 3  
the things that we -- we've been trying to do with schools 4  
is to think about how many hours are kids serving. I don't know  
if there is a way to do some kind of 6  
return on investment or cost benefit to really quantify what 7  
those hours are worth. 8

But, I think there are so many different projects 9  
that young people get excited about and engaged in. It seems to  
me, the only common thread would be 11  
hours. And I just don't know if that's a viable way to 12  
report on that. 13

It would be interesting to know, as AmeriCorps 14  
looks at common measure, are there ways we can think about  
them being similar or the same. 16

MS. MCSWAIN: Thank you. 17

MR. DEVLIN: Good morning. My name is Chris 18  
Devlin. I'm the preteen specialist at the Boston Boys and 19  
Girls Club. The club is part of the Boys and Girls Clubs of 21

Boston, which serves over 14,000 youth each year through its 22  
five clubs in Boston and Chelsea, four space share -- shared 23  
space clubs in the youth service provider's network. 24

In a recent strategic planning process, we found that 20,000  
youth in Boston have no access to after school

programs. 2

In response to this, we developed a vision that 3

calls for us to double the number of youth we serve. 4

Tough economic times will make this challenging. But, we will also

increase the needs of our -- but will also 6

increase the needs of our communities' youth. 7

We hope that the serve America Act and 8

opportunities for CNCS and the Mass Service Alliance can 9

help us to meet this growing need. In Boston, 31 percent of the  
youth under the age 11

of 18 live in poverty. On behalf of members and their 12

families, I ask that CNCS focus on the needs of youth in 13

disadvantaged communities as you implement the Serve America 14

Act and create your strategic plan. Support from programs like

AmeriCorps will help 16

struggling families today and help end the cycle of poverty 17

in low income neighborhoods. 18

We also ask that CNCS help support the efforts of 19

the youth serving organizations like Boys and Girls Clubs of  
Boston, as we tap into the community resources by helping us 21

to improve our ability to engage and manage volunteers. 22

We have a proven effective model that utilizes 23

multiple partnerships and volunteers from the community. 24

And with resources to build their capacity, we can expand it

to better address the increasing needs of our

members. 2

One resource from the Mass Service Alliance that 3  
has had a tremendous impact on our clubs is the mentoring 4  
initiative. Many of our club members throughout the city come  
from broken homes where the parents or guardians 6  
struggle from drug addictions, alcohol, are involved with 7  
DSS, or may even be in foster care. 8

Since, they don't have a consistent positive adult 9  
figure in their lives, many members don't have the support to  
take their academics seriously. 11

Our programs and staff emphasize the importance of 12  
education. But, we've seen a -- but, we've seen a 13  
difference over the last eight months, as five of our clubs, 14  
through the funding of Mass Alliance, have implemented their own  
mentoring program. 16

As a mentor/advisor at the South Boston club, I 17  
can speak firsthand, that it is been an absolute success. 18

At our club, we have been able to connect five of 19  
our club members who are in most need of a mentor with a  
positive caring adult. 21

When they meet, our match is focused not only on 22  
their academics, but life skills as well. 23

One of our mentors, Joseph Barbosa (phonetic), 24  
said in a speech earlier this year when talking about his  
mentor, Patrick McKiernan (phonetic), some life skills that

Pat has taught me have been that nobody is perfect, but I 2  
need to have patience when dealing with certain people, and 3  
that everyone can make mistakes. 4

I know that when I put my mind on something, I can do anything.  
But sometimes, Pat gives me that extra 6  
motivation. 7

Our clubs are in need of more mentors and 8  
volunteers like Patrick, so we can reach out to even more of 9  
our club members. Our kids need these positive role models  
present 11  
in their lives to help guide them down the right road and 12  
prepare them for the future. 13

With resources to help us coordinate, train or 14  
recruit committed volunteers, we hope CNCS -MS.

MCSWAIN: Thank you. 16

MR. DEVLIN: -- can help provide -- Thank you. 17

MS. MCSWAIN: Okay. After Marco, Bill Fisher, 18  
Mike Connolly and Eric Schwarz. And for those of you 19  
keeping count, Eric is number 18. MR. MOREIRA: Good morning.  
My name is Marco 21

Moreira. And I am the founder of PeopleHelper.org, a 22  
technology nonprofit focused on empowering individuals to 23  
become change makers through the power of social networking. 24

I'm here today to express our opinions about the question  
your organization has posted for the series, which

is most relevant to us, and that is, how can we effectively 2  
spur innovation in service learning. 3

I will not go into the details about the benefits 4  
of service based learning, but I will note its incredible  
capacity to improve student behavior, academic performance 6  
and engagement which are the building blocks towards a 7  
comprehensive solution to critical issues such as dropout 8  
rates, the achievement gap and crime. 9

However, in our research of how service-based learning is  
implemented, we have found that the absolute 11  
most important component of the process, the students, were 12  
poorly equipped to express themselves in terms that they are 13  
familiar with. 14

So, our organization designed a tool that brings the concepts of  
social networking, which is obviously very 16  
popular among kids, given the size of the websites like My 17  
Space and Facebook, with a set of project management tools 18  
that are tailored towards allowing students to identify -19  
identify, plan, implement and reflect on their own  
customized service projects. 21

This platform is also extremely focused on 22  
providing teachers, parents and mentors supervision tools, 23  
as well as making sure that online privacy is respected 24

along the way. Finally, I'm here today to inform all of you  
the

partnership between People Helper and Cape Cod Tech in 2  
Harwich, Massachusetts, to pilot this idea with its 3  
students. 4

The Corporation is looking for new ways to foster innovation and  
implementation of the service-based learning 6  
as well as better metrics for its efficiency. 7

We believe that your attention to this particular 8  
program will yield terrific dividends, namely, in the areas 9  
such as summer of service, innovative service learning  
funds, volunteer generation funds and semester of service. 11

Now, Mr. Chairman, you mentioned our President's 12  
call to service from people of all ages. 13

PeopleHelper.org is an attempt to engage the 14  
younger generation in answering his call by empowering  
students to create change to a language they speak. 16

So, if drastic change is needed to spark a new 17  
wave of service in the nation, then our belief is that the 18  
students who serve through this method will be our greatest 19  
evangelists, just like they have been for the social  
networking giants I mentioned previously. 21

We hope the Corporation is interested in exploring 22  
this opportunity in detail and also provide some feedback as 23  
to its implementation. 24

Thank you. MR. SOLOMONT:

Thank you.

MS. GOREN: Thank you. 2

MR. FISHER: I feel like a proud father in a 3  
sense. 4

I'm Bill Fisher, Superintendent and Director of Cape Cod Tech.  
6

About two years ago at this time, Marco stood on 7  
our stage in front of a thousand people and addressed them 8  
as his class valedictorian. 9

Five years before that, he came to the US not speaking a word  
of English. 11

He currently works in the technology department at 12  
Harvard Med School. 13

This is an example -- his concept is something you 14  
must take a look at, because the problem we have today with our  
youth is, they are not really disaffected, they are 16  
un-led. 17

They are not given the opportunity to understand 18  
how important it is to serve and to give back. 19  
And his partner in this, Iyun Hem (phonetic), came to our country a  
number of years ago as a refugee from 21  
Cambodia. 22

She's his boss at Harvard Med. 23

These are people who understand how important it 24

is, once given the opportunity, to serve, to give back to  
the community.

Technical schools are the ideal place for training 2  
and committing and convincing students, young people, that 3  
giving back is important. 4

We're building it into our curriculum. And we are very honored and  
pleased to support and be a part of this 6

People Helper project. 7

It's something that needs to be given a very 8  
serious look, because we have to get buy-in from our young 9  
people. And what better way than to make use of the things 11

they do everyday, and make it fun, interesting and 12  
rewarding. 13

So, I'm saying -- I'm here today to really support 14  
that project as something to take a serious look at. And also, to  
look at the vocational schools in our 16  
state as a tremendous avenue in which to start that process. 17

Thank you very much. 18

MS. MCSWAIN: Thank you very much. 19

MR. CONNOLLY: Good morning. Thank you for the opportunity to  
speak this morning. 21

And I'll tell you that, if I did a quick biography 22  
of myself, that a street kid like myself, that could be 23  
standing here at 59 years old and be doing what I'm doing is 24

an achievement in my own mind. Let me put it that way. You  
know, my name is Mike Connolly. I come from

Pawtucket, Rhode Island. 2

I'm the Coordinator of Applied Learning in the 3  
district. But, more important, I'm the Director of the 4  
Government and Public Administration Academy at Shea High  
School in Pawtucket. 6

We come from a little bit different perspective, I 7  
think, than some of you that have come up this morning. 8  
Pawtucket is a Title I community. It's an urban 9  
district. A quick quiz. We have about 80 percent of the 11

students in high school are minorities, but we have four 12  
African-Americans, about maybe 5 or 6 percent Hispanic, two 13  
or three are Asian, maybe there's two or three American 14

Indians, what is everybody else, which is the majority of  
the students? They are Cape Verdean. 16

They come to work in Pawtucket. There's a lot of 17  
jewelry factories and stuff there. 18

But, what we've done at our high school is, we 19  
have a lot of mistakes and things that didn't work, is  
bringing programs in. That never seemed to work for us. 21

And this is where I'm hearing a lot this morning. 22  
You bring a program into a high school and you add it on. 23

And I think the thing we have the biggest problem 24

is from the students perspective is hours that you have to  
do hours.

The students will tell you that the hours are the 2  
things that the judge gives you as a sentence. You know, 3  
we've all heard that before over and over again. 4  
And what really works is, I think what we've done is, we have  
created a government and public administration 6  
academy. According to a career cluster model by the United 7  
States Department of Education. 8

It is funded by a Learn and Serve program and 9  
we're very proud of it. For five years now what happens is, the  
students 11  
are in class Monday, Wednesday or Friday. But, on Tuesdays 12  
and Thursdays, they are actually working in government. 13

The court system, board of canvassers, local 14  
hospitals, you name it, they are out there. They are  
working on Tuesdays and Thursdays and gaining a lot of 16  
experience. 17

They bring it back to the school and in class. 18  
And now comes their projects that they work on with the 19  
community. So, what happens is, our academy has a curriculum 21  
that's built into our program. 22

It's something that starts inside the school and 23  
works out, as opposed to the outside working in. 24

95 percent of these students have gone on to higher  
education and been accepted.

What they're really asking for, for the sake of 2  
time here is that, the increased funding that's going to 3  
allow this program to expand into something bigger and 4  
better. It's a way for urban students to shine so to 6

7  
speak. These kids do a great job. 7

They'd like to see more professional development. 8

And a program of study within the schools to 9

develop this program. As again -- as opposed to something  
from the outside coming in. It starts on the inside and 11  
works out, and it works out very, very well. 12

Thank you. 13

MR. SOLOMONT: Thank you. 14

MS. MCSWAIN: Thank you.

Following Eric, we have Emily Shea, Paula Sutnik 16  
and Emily Haber. 17

MR. SCHWARZ: Thank you, Kristin. Thank you all 18  
for pulling us together, and pulling us together in a 19

beautiful courthouse that I think represents the awesome  
power of the federal government and was designed by Supreme 21  
Court Justice Stephen Breyer when he was here in Boston as 22  
also a civic meeting place. 23

It's a place we know well at Citizen Schools. 24

Last week, for about the 20th time in the last several  
years, our AmeriCorps teaching fellows brought hundreds of

students, middle school students in Boston and hundreds of 2  
volunteer lawyers here to recover their courthouse, argue 3  
mock trials in front of federal judges. 4

Stephen Breyer has been here several times. The mayor and others  
have been here as a civic meeting place and 6  
thanks for having us here. 7

There's a lot to love in this building. I want to 8  
thank you for pulling it forward and pulling it out. And I 9  
thank everyone in the audience for passing this bill.  
There's a lot to love. 11

I want to focus in particular on loving the fact 12  
that this really looks at using service as a solution to big 13  
problems in the country. 14  
It looks at finding a way that service could help make America  
first in the world again in college attainment, 16  
in college graduation. 17

And I want to encourage you, as you think about 18  
the details of rolling this out, to really keep coming back 19  
to that service as a solution. Two things I think will help do  
that. One is to 21

prioritize and encourage organizations that are applicants 22  
to look at how they could partner deeply with their 23  
AmeriCorps programs or their programs funded through you 24

with the Department of Education, with HHS, with other  
government agencies at the local and national level, to get

more done. 2

And second, look at also ways that you can kind of 3  
partner across streams that you run, so that organizations 4  
running an AmeriCorps program may also be able to tap into  
volunteer generation funds or other streams and make the sum 6  
-- make the results greater than the sum of its parts. 7

And I think, if you look at both of those things, 8  
and keep the focus on using service as a solution to the big 9  
problems the country faces, you're going to do very well. And  
we're with you and encourage you and are 11  
excited to work with you to make this as successful as it 12  
possibly can be. 13

Thank you. 14

MS. MCSWAIN: Thank you.

MR. SOLOMONT: I just wanted to emphasize the fact 16  
that in the bill is an encouragement to break down silos 17  
both within the programs of the Corporation, but also this 18  
administration is very committed to engaging all the federal 19  
agencies to work together on service. And I also want to just  
acknowledge, although 21  
there are many service heroes in this room, so, I, at the 22  
risk of singling you out, you are certainly one of the 23  
giants in this field. 24

And I want to thank you for all that you've done.

MR. SCHWARZ: Thank you for all that you've done.

We appreciate it. 2

MS. SHEA: Hi everybody. My name is Emily Shea. 3

And I'm the Director of the ABCD Foster Grandparents program 4  
in Boston, Massachusetts. I represent a program of 150 foster  
grandparents 6

serving over 150,000 hours of service every year. 7

We have a very diverse program and we translate 8

all materials and do trainings and station placement in 9

English, Chinese and Spanish. Our youngest volunteer is 60. And our  
oldest will 11

be 97 on Saturday and has been -- is celebrating 27 years of 12  
service at Boston Children's Hospital. 13

So, my first comment represents the view both 14

ABCD, certainly, my volunteers, and the National Senior  
Corps Association. 16

Since the Serve Act authorizes the increase of the 17  
federal share of the stipend to foster grandparents and 18  
senior companions to \$3 an hour, and since the development 19

of the 2010 budget is currently in process, we would like to  
recommend that CNCS make this request in next year's budget. 21

There is -- with the expansion of service, this 22  
huge expansion of service through the Serve Act, which is 23  
very, very exciting. I actually became a VISTA supervisor 24

on Friday, last Friday. But, we -- we feel that now would be  
the time to

really support the current volunteers and include the 2  
stipend increase for the low income seniors and the 3  
administration's appropriations request. 4

As I said, on a personal note, my volunteers weren't able to  
be here today. But, if they could have 6  
been, they are extremely vocal about wanting an increase in 7  
the stipend. 8

Especially during these challenging economic 9

times. And we'll be trying to put some of their comments up  
onto the online comment space. 11

They're very happy to see the increase in the 12  
Serve Act and hope the appropriate -- the money is 13  
appropriated to make this a reality. 14

Second, I just wanted to highlight the importance of the foster  
grandparent program, not only to the foster 16  
grandparents themselves, and the impact there is really 17  
huge, but also to the children's teachers, schools and 18  
communities that the program touches across the country. 19

I -- I know that it's very important that lots of attention be paid  
to AmeriCorps right now, given the goal of 21  
the substantial increase in the slots. 22

But, I just wanted to highlight that the foster 23  
grandparent program and other senior corps programs are 24

extremely important in light of the challenges that children  
are facing in schools and the large demographic shift we are

seeing in the increase in older adults. 2

So, ABCD and the foster grandparent program would 3  
like to join the Corporation in making sure that we are 4  
measuring the impact well and communicating that impact  
effectively potentially through a national performance 6  
measure. 7

So, thank you for the opportunity to speak today 8  
and for your continued support of older adults serving in 9  
the Senior Corps. MS. MCSWAIN: Thank  
you. 11

MR. SOLOMONT: Can I ask a question? 12

If we continue to provide stipends to low income 13  
seniors, what would be the effect, do you think of let's 14  
stay on the mean testing in allowing seniors of all income  
levels to participate in foster grandparents? 16

MS. SHEA: Certainly, I think that service is 17  
important for all seniors. 18

We run a number of different volunteer programs in 19  
our elder services departments at ABCD. ABCD, being an  
antipoverty agency, has a 21  
particular, you know -- a particular goal of supporting low 22  
income seniors. 23

So, and for us, we actually don't do any 24  
recruitment. They just flood through our doors. So, if we  
were ever able to do recruitment, we

could increase the program substantially. 2  
But, I certainly think, for areas, I mean, we live 3  
in a kind of dense low income community. 4  
In other areas, and even in Boston itself, certainly, the  
increase to 200 percent of the federal 6  
poverty level is great. We're going to be able to capture 7  
some volunteers back into the program we had to let go 8  
because they had -- they had an increase in their income. 9  
MR. SOLOMONT: So, you actually had to let go seniors who  
wanted to volunteer -11

MS. SHEA: Yes. 12

MR. SOLOMONT: -- because their incomes exceeded 13  
the limit? 14

MS. SHEA: Exactly.

MR. SOLOMONT: Thank you. 16

MS. SUTNIK: Thank you for this opportunity, and 17  
thank you all for listening. 18

My name is Paula Sutnik from the National Service 19  
Inclusion Project. We have proudly served as the  
Corporation's 21  
training and TA providers on disability inclusion since 22  
2001. 23

We're at the Institute for Community Inclusion and 24

University Center for Excellence and Disabilities at UMass  
Boston, and many of us are professionals who also happen to

have disabilities. 2

Our partners include Association on University 3

Centers on Disability, National Down Syndrome Congress, the 4

National Center on Independent Living and Association on Higher Ed

and Disabilities and all their various members and 6

affiliates throughout all the states. 7

In this role, we helped develop the capacity of 8

all CNCS grantees to fully include people with disabilities 9

as volunteers and members who give back to their  
communities. 11

And on a very positive note, we hear all the time 12  
more and more that individuals with disabilities are, with 13  
increasing frequency, valued as members, volunteers and 14  
leaders in national and community service. Corporation grantees  
frequently tell us how they 16  
change policy and practice to really embrace people with 17  
disabilities and support them and provide accommodation and 18  
access. 19

And importantly, equally, more and more disability organizations  
are proposing service and volunteerism as a 21  
very valued option for their constituents. 22

And we're getting positive stories all the time 23  
from members and volunteers and alums with disabilities 24  
serving in Corporation programs. The Kennedy Serve America  
Act holds promise to

build on this dynamic movement. 2

We hear about how excited the disability community 3  
is about the ability to serve for a longer period of time, 4  
receive the educational award, the expansion of  
opportunities for Americans. 6

And we -- with the disability communities, we 7  
really commend and value the Corporation's commitment, 8  
strong commitment and measurable commitment to fully 9  
including people with disabilities. Based on our experience and  
some of what we are 11  
hearing from the disability community, we have some 12  
considerations. 13

We'd like the Corporation to really consider a 14  
universal design strategy in the future. And this is the  
way that the disability field is going. So, disability is 16  
not separate. 17

So, basically, in a nutshell, what that means is 18  
that, if we open the Corporation's website, and right on 19

that front page, when you see an AmeriCorps member serving  
right next to that person, you are going to see an 21  
AmeriCorps member who is using a wheelchair. 22

So, people with disabilities are just naturally 23  
integrated into all of the Corporation's policy, practices 24  
and products. We also recommend that the Corporation  
promote

opportunities that are truly inclusive, in which people with 2  
disabilities have the opportunity to serve alongside people 3  
with disabilities so there are not separate programs for 4  
people with disabilities. We also recommend some grant  
competitions for 6  
people who are very hard to reach, veterans with 7  
disabilities, people with significant cognitive 8  
disabilities. 9

We'd really commend the federal -

MS. MCSWAIN: Thank you, Paula. 11

MS. SUTNIK: You're welcome. You'll get much more 12  
in writing, I promise. 13

MR. SOLOMONT: Certainly. And we will read it. 14

MS. MCSWAIN: Following Emily is Bob Coates, Maryalice Crofton  
and Andrew Sears. 16

MS. HABER: Okay. Thank you and good morning. 17  
Thank you for giving me the opportunity to speak with you 18  
this morning. 19

My name is Emily Haber and I am the CEO of the Massachusetts  
Service Alliance. 21

Mass Service Alliance is a nonprofit organization. 22  
We act as the State Commission on volunteerism in service. 23

We are extremely excited about the opportunities 24

that will be provided by the Serve America Act to broaden the  
reach and scope of service in volunteerism in our state.

I want to just address two points this morning 2  
that have come to mind as we have been trying to understand 3  
and learn more about the Serve America act. 4

First of all, we'd really like to support efforts to meet the  
AmeriCorps funding accessible and manageable to 6  
organizations of all sizes. 7

If we are hoping to scale up AmeriCorps to the 8  
stated goals of 250,000, we will need to do this by both 9

helping existing AmeriCorps programs grow as well as  
supporting new organizations of various sizes to join the 11  
program. 12

We think that any of the opportunities that we 13  
have been hearing about, about streamlining the grants 14  
process, and program management will greatly benefit  
particularly those smaller organizations that have not been 16  
able really kind of get into -- into this world. 17

The point that I want to make that is not 18  
obviously directly addressed in the Serve America Act is the 19

benefits for AmeriCorps members. We really need to make  
sure that, as we want to grow this that -- that it's an 21  
attractive opportunity for people. 22

And one point to note here, you know, in 23  
Massachusetts, the corps members that are serving here 24

across the state for the most part, they are -- the health  
insurance that they get through the corps programs is well

below the State's minimum requirements. 2

And I think that we're really going to have to 3  
figure out how to address this if we want to grow this 4  
program to the scale that the President and the country wants  
to do. We're going to have to take on the health 6  
insurance issue. 7

The other point I want to make is, and it's not 8  
connected to that is that, we are really intrigued by the 9  
opportunity of the volunteer generation fund offers to  
strengthen the volunteer in service sector in our state. 11

For too long, these two sectors have kind of 12  
operated in separate silos, separate spheres. 13

We have started to break down those barriers here 14  
in Massachusetts. So, we'd really like to see this fund  
help state commissions work hand-in-hand with their 16  
volunteer centers and their states to create cohesive ways 17  
to connect people interested in finding volunteer 18  
opportunities and organizations that are seeking volunteers. 19  
We would urge the full funding of the volunteer generation fund,  
including the 50 percent formula allocation 21  
to state commissions, as well as appropriate administrative 22  
support to commissions to allow us to really build and 23  
create a volunteer in service sector. 24

We want to be prepared to meet the -- you know, the  
September 11th national day of service, the volunteer

week, the Learn and Serve challenge, by being able to 2  
mobilize people across the state to be involved in these 3  
efforts. 4

We, as the state commission can only do this effectively in  
partnership with the traditional volunteer 6  
organizations. And we hope that the Serve America Act will 7  
support these efforts. 8

MS. MCSWAIN: Thank you. 9

MS. GOREN: Thank you.

MR. SOLOMONT: Kristen, can I -- could you 11  
describe what the impact on service in Massachusetts will be 12  
if you lose your funding? 13

MS. HABER: Well, if we lose our funding, and we 14  
go away, then we are the organization through which all of  
the AmeriCorps funding comes to for the 22 organizations 16  
that are funded across the state. 17

We are also the organization that administers the 18  
mentoring grants that were referred to by the Boys -- the 19  
fellow from the Boys and Girls Club. This year alone, we have  
over \$10 million of 21  
funding that comes in from AmeriCorps that will come in 22  
through the Mass Service Alliance to be administered. 23

That includes over \$2 million through recovery act 24

funds that we were really able to help our programs access.

If we don't exist, there is no mechanism in this

state for those funds to come in and to be granted out. 2

And so, the -3

MR. SOLOMONT: What portion of your budget is 4

provided by State funds? MS. HABER: I would say, in terms of the  
matching 6

funds that we get to support the AmeriCorps programs, about 7  
60 percent. It's huge. 8

And without it, we will close our doors on July 1. 9

So, it's an extremely significant situation for us right now. 11

So, we will look for the support from the entire 12  
sector, across all, you know, AmeriCorps programs, mentoring 13  
programs, Commonwealth Corps programs, to make sure that we 14

are here to serve -- to serve, you know, these organizations  
in the state. 16

MR. SOLOMONT: I mean, AmeriCorps -- well, 17  
AmeriCorps was, and the Corporation for National Community 18  
Service was created as a partnership between the federal 19  
government and state governments. There was a very conscious  
effort to push things 21  
down to the local level so that actually things could be 22  
designed, as somebody said earlier, from the bottom up, and 23  
not from the top down. 24

One would hope that, as the federal government increases its  
commitment to service and using service as a

way to have impact, the state governments will follow suit. 2  
I know, in two states, New York and California, 3  
the head of the State commission is actually a member of the 4  
governor's cabinet. And so, you know, I noticed, during the  
discussion 6  
about the Recovery Act and the stimulus package, there were 7  
not very many governors who were banging on the door of the 8  
White House saying we've got to have money in the stimulus 9  
package for service. So, again, I think that there is -- I put the  
onus 11  
on us, frankly, to get that message out and to push our 12  
elected leaders. 13

It would be a tragedy, at this moment, to have the 14

Mass Service Alliance go away and deny Massachusetts all of  
that federal money as well as all of the work that -- that 16  
people doing service could do. 17

So, I hope that -- I hope the message today is 18  
clear. 19

MS. HABER: Thank you very much.

MR. COATES: Good morning. My name is Bob Coates. 21  
I'm the Vice President of programs for the Student 22  
Conservation Association. 23

I'm here today with Kate Hadner (phonetic), who is 24

SCA's AmeriCorps national program coordinator. SCA, based in  
New Hampshire for over 50 years, has

been the national organization developing tomorrow's 2  
conservation leaders by providing high school and college 3  
aged students with hands-on conservation service 4  
opportunities in all 50 states, from urban communities to  
national parks and forests. 6

We have been a proud partner in national service 7  
with AmeriCorps since the first year of AmeriCorps grants in 8  
1994. 9

We offer five state residential AmeriCorps programs in New York,  
New Hampshire and Massachusetts and 11

Idaho, as well as a National AmeriCorps Educational Award 12

Only partnership with CNCS, which annually enrolls 13  
approximately 1500 SCA AmeriCorps members. 14

Like many others, SCA worked to help secure passage of the  
Edward M. Kennedy service -- the Serve 16

America Act through our participation in Voices for National 17  
Service and Be The Change. 18

Our thanks to all of you for what you have done 19  
with this national community service and for the opportunity to  
participate in the America reinvestment recovery act. 21

Three points for your consideration. 22

In and amongst all the new program -- corps 23  
program ideas in the new Service Act, we hope those future 24

AmeriCorps applicants wishing to serve with an environmental  
conservation organization like SCA will find more

opportunities. 2  
Applications for SCA AmeriCorps positions are up 3  
33 percent over last year. 4  
There are more Americans who want to help address critical  
environmental conservation issues through national 6  
community service than we currently have opportunities for. 7  
We hope that you will consider increasing the 8  
number of environmental and conservation AmeriCorps 9  
positions within the overall AmeriCorps portfolio. Know as well  
that SCA stands ready to assist with 11  
the implementation of the Clean Energy Corps and other new 12  
initiatives. 13

We were pleased to see the intent of Congress is 14  
to lessen the complexity and administrative burden of the  
AmeriCorps partnership, the ability for CNCS to consider 16  
fixed price contracts and ways to simplify the application 17  
and grant process is a relief to us. 18

We hope you will be able to promulgate rules that 19  
will ship valuable time and resources from counting match  
dollars to continuing to help AmeriCorps partners like SCA 21  
refine our performance goals and the measurement tools that 22  
capture the impact of our programs. 23

SCA operates in a number of federal cooperative 24  
agreements and state performance contracts. Here in  
Massachusetts, every three years, we enter into a

Commonwealth of Massachusetts performance contract with the 2  
Department of Conservation and Recreation. 3  
The States may offer ideas of how you could 4  
structure price contracts. As well, SCA has federal cooperative  
agreements 6  
with the Department of Interior and Agriculture. 7  
I am certain -- I'm not certain of the 8  
applicability of cooperative agreements, but they seem to 9  
operate like fixed price agreements. Finally, during the  
listening session here in 11  
Boston, several years ago, I had the chance to voice then 12  
what continues to be a key issue to the sustainability of 13  
the AmeriCorps programs, and that is the level of the 14  
federal partnership, the federal cost per member. I know that  
the SCA in Massachusetts AmeriCorps 16  
program has worked hard to raise the in-kind cash match over 17  
the years, but it's been a struggle. We've developed key 18  
partners like Massachusetts State Parks, Trustees of 19  
Reservations and Massachusetts Audubon. The new service  
act seems to provide some 21  
flexibility to CNCS to set the share of federal dollars per 22  
member at rates that take into account the economic -23

MS. MCSWAIN: Thank you, Bob. 24

MR. COATES: Thank you. MS. MCSWAIN: Bob, I have  
your name on here again

later. 2

MR. COATES: Yeah. You can take that off. 3

MS. MCSWAIN: Well, you can come back then and 4

finish if you want. MS. CROFTON: Good morning. I'm Mary  
Alice 6

Crofton. I'm the Executive Director for the Maine 7  
Commission for Community Service. 8

And I want to give a real estate perspective. You 9

know, a state that has no legislative appropriation makes  
our match all on in-kind, or acting like the nonprofit 11  
sector, has under \$1 million in AmeriCorps resources, has 12  
always considered that that is a tactic to work with the 13  
nonprofit sector through the supervisors of both. 14  
And our --, you know, density of population, having heard some  
folks, is anywhere from four per square 16  
mile to 17 per square mile, and not per square foot. 17

So, you know, I'd want to start with, please, 18  
don't lose the -- using the bully pulpit around the issues 19  
related to volunteer management and volunteer programs. I  
continue to dare anybody to pick up the 21  
nonprofit annual report and find reported in there, the 22  
value of the volunteer asset. 23

You know, and the researchers, including the 24

folks, like Susan Ellis (phonetic) and the rest of those,  
are saying, you know, it's nonprofit CEOs who make or break

the success of volunteer programs. 2

And those are your sponsors and those are your 3

partners and they are of all sizes. So, there's a lot of 4

work to be done there. So don't -- don't lose your bully pulpit

in the 6

--. 7

So, reading my notes, and this is my hodgepodge, 8

and trying to keep an eye on Mal, I encourage you to take a 9

look at the -- all of the programs that you now have in the  
toolkit in kind of two categories. 11

Those from which you expect impact, because they 12  
have a history. They've been around. Or there is an 13  
intensity of service in them. 14

And I don't think, listening to my colleagues, and my own  
preference around -- that setting statewide 16  
performance measures is beyond getting -- getting to 17  
agreement around. 18

But, then have another category, which is about 19

volunteer generation and expanding or developing the ethic  
of service, like Silver Scholars and so forth, that are a 21  
lot more flexible that can fit -- can be kind of the 22  
volunteer benefit, the attraction that the program in the 23  
community can use to make a benefit for volunteers, which is 24

a long-standing volunteer trait, volunteer program trait,  
that give them something really beneficial and -- as a

reward. 2

And along those lines, making stronger and more 3  
overt ties and articulation between the traits of a very 4  
strong volunteer program, and the way the AmeriCorps  
programs and other programs run. 6

Fixed price grant war is what I wanted to real 7  
quickly talk about in 30 seconds. 8

Fixed price grants for part time programs figured 9

on an MSY, it is actually more complicated to run a part  
time programs because you are managing more bodies and more 11  
people and you can take care of the price war that currently 12  
goes on between VISTA cost share and regular AmeriCorps 13  
programs. 14

And the rest is coming in writing.

MS. MCSWAIN: Thank you, Mary Alice. 16

Following Andrew is James Weinberg, Eileen 17  
Sullivan Shakespear and Fran Rudoff. 18

MR. SEARS: Great. My name is Andrew Sears. I'm 19

the Executive Director of Tech Mission. We are an  
AmeriCorps national direct grantee with 26 sites primarily 21  
in Black and Latino faith based after school programs. 22

Here in Boston, we are partnered with the Black 23  
Ministerial Alliance. 24

Our members are two thirds Black and Latino. And  
in addition to that, Tech Mission also has a

separate program where we run the leading web portal for the 2  
faith based services market, and Black and Latino nonprofit 3  
leaders. 4

So, we have our finger on the pulse of grassroots Black and  
Latino organizations. 6

One of the things that we've seen with the 7  
downturn in the economy, we've seen the bias in funding of 8  
foundations significantly affecting these groups. 9

Research has shown that, while 52 percent of those in poverty in  
the United States are people of color, only 11

16.5 percent of nonprofits are led by people of color. And 12  
only 3 percent of the foundation funding goes towards 13

organizations that are led by people of color. That's some 14  
dramatic statistics. Only 3 percent of the foundation funding  
goes to 16

organizations that are led by people of color. 17

And we recognize that CNCS doesn't cause this 18  
bias. That's just something that's out there. 19

But, the America -- the Serve America Act can counter that. 21

So, we have three proposals in how to do that. 22

One is, we think that it's critical to continue to reach out 23  
to Black and Latino faith-based organizations and 24

nonprofits. Our data actually shows that two thirds of Black

and Latino nonprofit leaders are in faith-based 2  
organizations, and that, if you limit funding to faith-based 3  
organizations, then that can decrease the chances of getting 4  
a Black or Latino led organization by 50 percent. And our data  
also shows that Black and Latino -6  
I'm sorry -- that faith based organizations represent about 7  
a third of the social services sector. 8  
And our hope would be that it would be a similar 9  
proportion of grantees with the Corporation. The second  
thing that we would ask is, the 11  
grantees are required to fill out diversity profile forms. 12  
As Peter Drucker said, if you don't measure it, you can't 13  
manage it. 14  
And we believe that lack of measurement of key aspects of  
diversity data restricts the Corporation from 16  
being able to manage diversity more effectively. 17

In particular, there is a form that is used here 18  
in Massachusetts by over 100 foundations that is a part of 19  
the Associated Grant Makers of Massachusetts. They used  
that for a diversity profile. 21

And our recommendation is that AmeriCorps use 22  
similar profiles for all grantees, and also track the 23  
demographics of VISTA members, CNCS staff, the leadership 24  
and staff of organizations funded with CNCS funds. And  
I think that's the key sticking point.

Because, I've seen the reports of the demographics of the 2  
AmeriCorps members, but I've never seen any data on the 3  
demographics of the organizations that are being funded. 4  
And then, to have a cumulative diversity profile at every level  
for CNCS of the members, of the staff of the 6  
organizations that are funded -7

MS. MCSWAIN: Thank you. 8

MR. SEARS: Okay. I have more online at 9  
urbanministry.org. MR. WEINBERG: Good morning. I am James Weinberg  
11  
from Common Good Careers. 12

And I want to thank you for hosting this listening 13  
session. I think, it says a lot about the Corporation and 14

its efforts that you would go around the country and take up  
your time to travel and hear what the community has to say. 16

I feel really fortunate to live and work in a city 17  
that was able to land one of these listening sessions. 18

I know, people have traveled from pretty far to 19  
get here. MR. SOLOMONT: They did it for the chair. 21

MR. WEINBERG: I think, you know, living in 22  
Boston, I want to recognize two amazing organizations that 23  
were vital to the passage of this act, New Profit Inc and 24  
the America Forward Coalition, and Be The Change in the  
Service -- the Service Nation Coalition, both of which I'm

very proud member of. 2

I think the work that they've done, the 3  
mobilization, I've never seen anything like it, and I just 4  
wanted to take a moment at the microphone to shout out the good  
work that many people in this room who are members of 6  
those two coalitions did. 7

I am here today to speak broadly about the issue 8  
of human capital and organizational capacity. The election 9  
of this President, the passage of this bill, the changes that  
are going on in the federal government right now 11  
represent a huge opportunity for the people who have 12  
dedicated their lives to service, many of the people in this 13  
room. 14  
And I'm worried that the nonprofit sector is going to blow it. 16

I think that, historically, we have under invested 17  
in human capital management systems. 18

We don't recruit and hire enough of the right 19  
people. We don't manage and leverage that talent  
effectively in our organizations. 21

And we don't retain and develop our folks over 22  
time. And it leads to a lot of waste. 23

There's a tremendous amount of potential in this 24

bill to increase the resources that are flowing to the  
sector.

And I just wanted to encourage the Corporation to 2  
think about some of these issues as you build out all of 3  
your programs, to think how we can be more effective at 4  
getting more of the right people in more of the right seats on  
the bus. 6

And so, when it comes down to thinking about the 7  
technical assistance that you are providing to 8  
organizations, how can we build out more in the form of 9

human capital assistance, thinking strategically about, how  
organizations go about selecting the corps members that 11  
they're bringing into their organization, how do you go 12  
about managing someone like that effectively, to get the 13  
most out of a year of service on an ed grant, when the 14

social innovation fund starts to get built out, thinking  
about having criteria in the RFP process, so that only 16  
organizations that have a solid plan for rolling out an 17  
effective human capital strategy as part of the promises 18  
that they're making for the expansion of their programming 19

get that money and have that opportunity to serve, and what  
forms of support the Corporation might be able to provide to 21  
those organizations as they seek to answer the call that the 22  
President has put before us. 23

That's all I've got. Thank you. 24

MS. GOREN: Thank you, James. MS. MCSWAIN: Oh, and I  
was negligent. So, Eileen

Sullivan Shakespear. 2

MS. SULLIVAN SHAKESPEAR: My name is Eileen 3

Sullivan Shakespear. 4

And I just recently retired after 35 years in the Boston public schools. And I am not related to Shakespeare. 6

So, I wanted to -- I came today as someone who has 7

been working at the service level all my entire career. 8

And right now, I'm semi retired and work at Fenway 9

High School in Boston Arts Academy. And the work that I do there is teach development and program development. 11

And what I -- what I think of program development 12 is getting cool and new interesting things for our kids to 13 take, now that their days are so profoundly academic. 14

So, that's kind of my role now.

But, what I came here today about was another 16 passion that I have which is student achievement. 17

Obviously, how do we build school cultures in 18 which urban kids achieve to the level that they should be 19 achieving relative to their peers everywhere else. And we've been working with Tufts University for 21 over 10 years now in a program we call the urban teacher 22 training collaborative, which is a full time internship 23 program for Tufts University teachers in training to come 24

and basically work at Fenway High in Boston Arts Academy as full time teachers.

And the -- what that comes out of is a philosophy 2  
that, you cannot take the kids in the greatest need of the 3  
best teachers and every year give them brand new teachers. 4  
So, our teacher training model is that, it's a collaboration,  
it's a co-teaching model. 6

And the reason I want to bring it up here is that, 7  
what I would love to advocate for is something I'm going to 8  
call teacher squared, just because it's an easy way to 9  
remember it. And that is, how do we increase, in urban schools 11

especially, schools with kids who have the greatest need for 12  
the quickest academic achievement, how do we increase the 13  
number of people that are in the classroom. 14

And if you walked around Boston Arts Academy and Fenway High and  
several other schools that Tufts and the 16

Boston Teacher Residency are associated with, you'll see 17  
classroom after classroom after classroom with more than one 18  
teacher. 19

And I think, and I don't have the data, I wish that I did,  
because I didn't do the research. I'm the 21  
teacher and not the researcher, but I think that that one of 22  
the reasons that our kids achieve to the degree that they 23  
achieve, is that so many classrooms have two teachers in 24

them. So, I'd like to both advocate for continuing

associations with the growing programs like the Urban 2  
Teacher Training Collaborative, which already exists and 3  
already works beautifully, but, every year, has to seek 4  
funding for stipends to support, through the work study  
community service, the interns to work all year. 6  
So, that's basically my -- my message is, how do 7  
we do teacher squared. 8

You know, teachers can say, "this is an impossible 9  
job, and it's an impossible job that we love," but, to make  
that "impossible job" much more possible for having kids 11  
have access to that one extra person always to support their 12  
learning. That's what I advocate for. 13

MS. MCSWAIN: Thank you very much. 14  
All right. Following Fran, we have Janice Brathwaite, Elsa  
Bengal and Jan Latorie Stiller. 16

MS. RUDOFF: Good morning. Thanks for coming to 17  
Boston. We appreciate getting a little closer up here to us 18  
so we don't have to travel that far. 19  
I'm Fran Rudoff. I'm the Executive Director of Kids Consortium. We  
are a nonprofit based in Auburn, Maine. 21  
And our focus is on K-12 service learning. 22

We work in Maine, but we also partner with State 23  
education agencies in school districts all over New England, 24  
and often beyond. We've reached over a quarter of a million  
students

over the last decade. 2

And the work that we've done largely supported 3

through the Learn and Serve America Program has just had a 4

tremendous impact here in New England. We also have experience

with AmeriCorps VISTA, but 6

within our own organization, and in collaboration, 7

collaborating with schools. So, we bring that perspective 8

as well. 9

I have some comments under each of the four areas. And I'll just try  
to run through these really quickly. 11

Under expanding opportunities to serve, I know 12

that you know, and it has been talked about this morning, 13

that learning to participate, learning to get involved in 14

community isn't something that we just innately know. We have to

have experience. We have to have practice. 16

And all the studies that the Corporation has 17

supported and others, demonstrate that, if young people have 18

a certain set of experiences, whether in school or out, they 19

are much more likely to be engaged as adults and to become

volunteers. 21

And so, for us, Learn and Serve America is the 22

beginning of a pipeline moving up through all the different 23

streams of service. 24

Learn and Serve has engaged over 1.3 million young people each

year. And it receives in the single digits,

percentage wise, the amount of funding to the Corporation. 2  
And I, just as kind of a general plea, as we move 3  
forward and hopefully, as more appropriations become 4  
available, that we can allocate some more dollars to Learn and  
Serve and think about ways of collaborating with the 6  
other streams of service to expand, and particularly, from a 7  
small state, I speak after Maryalice Crofton, my colleague 8  
in Maine, population wise, we may be small, but we are big 9  
and the problems are big. And when we look at the distribution of  
Learn and 11  
Serve dollars, we just would like to ask you to pay 12  
attention to those distributions in the small states and the 13  
larger states. 14  
I would love to see all states, and I have an opportunity in my  
role to work with many states, bigger ones 16  
and smaller ones, to see more equity in the capacity that 17  
state education agencies have, working with their 18  
commissions to support service learning. 19  
It's very uneven now. And I think it's important to even that out.  
21

In terms of combining assets for greater impact, 22  
there is no question, that it's wonderful to begin to see 23  
more collaboration between the Corporation, Learn and Serve, 24  
and the Department of Ed. But I can't underscore how  
important that is.

We have to bring the best of what we know about 2  
education reform and the best of what we know about service 3  
learning together. 4

And I think those are incredibly important. I also want to say,  
and I haven't heard anybody 6

speak to this, I think, there has to be more focus on higher 7  
ed teacher programs, and involving service learning more in 8  
those programs. 9

There are a lot of barriers to that, that we all know about, but  
I think, we have to have some intentional 11  
work to expand that. 12

MS. MCSWAIN: Thank you. 13

MS. SHAKESPEAR: That's it. 14

MS. GOREN: I have a question.

You talked about us partnering better with the 16  
Department of Education, and we've begun those 17  
conversations. 18

But I think, both sides are really looking for 19

where are the areas where we should sort of step out in  
collaboration first. 21

From your perspective, what would those be? 22

MS. SHAKESPEAR: Professional development is 23  
definitely at the top of the list. 24

I think that's a critical area. And I also think  
there are a set of organizations,

I was going to say, in the social innovation fund, it would 2  
be great to leverage some of those dollars for the 3  
organizations in the country that have developed expertise, 4  
not only in what the practice of service learning looks like in  
the classroom, but, we've learned a tremendous amount 6  
about what schools and school districts need to do to 7  
implement and sustain service in quality ways. 8  
And I think there needs -- there needs to be more 9  
focus on that as we look at new and innovative school reform  
models. 11

I think, what Mike Connolly talked about at Shea 12  
High School in Pawtucket, is one really innovative example 13  
of what high school could look like if it were different, 14  
and how using that education model with service learning, we can  
make a stronger experience for kids. 16

But, professional development is the biggest one 17  
probably. 18

MS. GOREN: Thank you. 19

MS. MCSWAIN: We are on number 28. MS. BRATHWAITE: And that  
would be me. Good 21  
morning. My name is Janice Brathwaite. 22

I'm here -- excuse me, representing health care. 23

I work for the Massachusetts League of Community 24

Health Centers. And we are a trade association that  
oversees 52 health centers throughout Massachusetts.

I'm really here to recognize the National 2  
Association of Community Health Centers who is our grantee. 3  
Over the years that the Massachusetts League has 4  
been involved with health corps, we have seen some tremendous  
things happen. And we really would like to see 6  
this program expanded. 7

We particularly want to recognize, at the National 8  
Association of Community Health Centers, Jason Patenauch 9

(phonetic), who has really brought this whole organization,  
the National Association of Community Health Centers Health 11  
Corps into a whole new age. 12

As you might be aware that, we are serving the 13  
under served. And it's a program that, if we had the 14

resources, we could probably expand it into many more health  
centers throughout Massachusetts. 16

East Boston Neighborhood Community Health Center 17  
is also one of the sites that we have here in Massachusetts, 18  
and also health care for the homeless. 19

So, I'd just like to impress upon the Corporation the absolute  
need to continue this work and to expand the 21  
health corps program throughout the state of Massachusetts 22  
and throughout the nation. 23

Thank you. 24

MS. MCSWAIN: Thank you. I think we have a follow-up  
question.

MS. BRATHWAITE: Yes. 2

MR. SOLOMONT: Thank you for being here and in 3  
case anybody doesn't know, the first community health 4  
centers actually were located right here in Boston. Senator  
Kennedy actually authored the first 6  
legislation act in '64 to establish a community health 7  
center, community health centers across the country. 8  
Health care is one of the areas that we've been 9

charged with focusing on in the act. And even, I believe,  
with some of the recovery funds. 11

And it doesn't get as much attention. Putting 12  
volunteers and service members to work in the Health care 13  
arena, it doesn't get as much attention as say the 14  
educational arena. And how we can use people is not as self-  
evident. 16

And so, I guess I encourage you to give us your 17  
suggestions of how you think AmeriCorps, VISTA, other 18  
service members and volunteers can be used to deal with what 19  
are some of our most significant challenges in health care. And I'd  
be interested in maybe a lengthier list of 21  
suggestions about what you have found works in your health 22  
centers, or what has been found to work in others across the 23  
country. 24

Because, I think we could do a better job at finding ways  
of doing that. And we need to learn those

better ways from you. 2

MS. BRATHWAITE: I also think that one of the 3  
things that I've been thinking about greening of health 4  
care, using volunteers. A lot of health centers would like to  
become more 6  
green, but they really don't have the people to do it. 7  
So, being able to utilize volunteers throughout 8  
the -- you know, throughout the nation to help Health care 9  
become more green. MR. SOLOMONT: And that's what we call a  
twofer. 11

MS. BRATHWAITE: Yes, yes. 12

ELSA BENGAL: Actually, I have another twofer for 13  
you. And that is, I am representing the YMCA. And the Y in 14  
East Boston partners with the East Boston Community Health  
Center on the Youth Obesity Prevention Program. 16

And I have that in my comments, in paragraph four, 17  
but I just say it right now, in the spirit of twofers. 18

So, glad to be here representing the YMCA of 19

Greater Boston, was very excited about both the spirit and  
the structure of the new act. 21

We are excited to see the increase in the 22  
education award and its potential for growth as well as the 23  
emphasis on supporting innovation and capacity building in 24

the nonprofit sector, which in Massachusetts comprises 13  
percent of the economy.

The first YMCA in America was founded right here 2  
in Boston by a group of volunteers led by Captain Thomas 3  
Sullivan who called -- he called them together to support 4  
young newcomers, mostly farm boys, who were working on the docks  
and in the mills. 6  
Today, at the YMCA, we continue to welcome and 7  
support newcomers from 82 countries and as well as families 8  
with deep New England roots. 9  
Our staff is also global and can speak 35 languages. 11

Today, the YMCA of Greater Boston ranks as one of 12  
the large urban Y's in the nation, staying true to its roots 13  
as a values driven, volunteer led, human service 14  
organization strengthening children, families and  
communities. 16

The Y is the largest provider of after school 17  
programs and child care in the Commonwealth, offers the 18  
State's largest summer youth employment programs, just think 19  
about camps, how many kids we employ, and involves more than 10,000  
children in summer camps and leverages resources to 21  
provide over \$10.3 million in critical services at no cost 22  
to low income participants. 23

YMCA programs are delivered and supported by over 24

1000 volunteers. And I made a note about making sure the  
value of

that service gets into our annual report. I'll put it in 2  
mine and I'll work with our CEO on that. 3

We've been a partner with National Service since 4  
1994 in a variety of ways. We participated in two national direct  
grants and 6

partner with many institutions in greater Boston and service 7  
sites for volunteers, and my example being the East Boston 8  
project. 9

We collaborate with almost 200 public and private organizations,  
and we offer a great diversity of sites for 11  
service. 12

We have ESL and job training, a family shelter, 13  
after school programs, etcetera. We engage a lot of 14  
volunteers. We are proud that our volunteers, many of them 16

work with us for years. And every Monday, for example, I 17  
have a team of 10 retired or transitioning executives who 18  
volunteer as mentors and coaches for people in our job 19  
training program. MS. MCSWAIN: Thank  
you. 21

MS. BENGAL: And most of them have been doing this 22  
for four years. 23

May I say one more thing? 24

As a parent of an AmeriCorps alum, who had to pay her taxes  
on the Ed award, keep working on it.

MR. SOLOMONT: We will. 2

MS. MCSWAIN: As Jan comes up, Matt Joyce, Chris 3  
Lynch and Alyson Augustin are next. 4

MS. LATORIE STILLER: Good morning everyone, or good afternoon.  
Whatever it is at this point in time. 6

My name is Jean Latorie Stiller. I'm the Director 7  
of SOAR 55, service opportunities after reaching 55. 8  
It is an RSVP program located and headquartered in 9  
Newton, Massachusetts. I just have a couple of  
comments. 11

Everyone was so well-prepared. I just sort of 12  
scratched down a couple of things. 13

One of the things I'm very delighted to see is the 14  
focus on supporting innovation and strengthening the  
nonprofit and strengthening the nonprofit sector. 16

SOAR 55, for the last three years, has had a 17  
nonprofit management consultant group that is absolutely 18  
flourishing. 19

I mean, we are, right now doing our seventh training of  
volunteers. It's a 35 hour training for 21  
qualified volunteers who will work in teams and go out into 22  
the nonprofit sector to help with management issues, 23  
specifically strategic planning, business planning and 24  
marketing outreach. There is one of our consultants  
right there.

It is a real exciting -- I think, it's a really 2  
exciting time for RSVP right now in that, as everyone knows, 3  
the profiles of the volunteers has dramatically changed. 4  
The demographic shift shows that, you know, baby boomers are  
coming to the doors of nonprofits and volunteer agencies 6  
wanting to contribute time and experience, but they want to 7  
do it in the way they want to do it. 8

And so, it's up to those agencies that serve that 9  
population to provide them with innovative programming. And that's  
what we're trying to do. 11

And that's gladly what I see you are trying to do 12  
here with -- with supporting innovation and strengthening 13  
the nonprofit sector. 14  
Training is a critical part of what we do. And so, I'm hoping  
that there are resources to 16  
support training or you know, expanding our training under 17  
what we're calling the SOAR Leadership Institute to provide 18  
leadership training so that, once the consultants do their 19  
job and go in and make recommendations, there are volunteer  
leaders that can take up the implementation of those 21  
recommendations. 22

The other thing I want to comment on quickly is, I 23  
hope that the Corporation will consider changing the name of 24

RSVP. MR. SOLOMONT: Oh, I thought you meant the

Corporation. 2

MS. LATORIE STILLER: No. Well, yes. 3

But, I'm -- I mean, if you want to reflect what is 4  
happening out in the field, you need to look at that name and  
really seriously consider changing it. 6

I have no idea what it would be. We were allowed 7  
to change our project name for RSVP to SOAR 55. 8

And to me, that's made a significant difference in 9  
how people respond to us. So, I just wanted to say that,  
respectively. 11

MR. SOLOMONT: It's a great idea. 12

MS. LATORIE STILLER: Thank you very much. 13

MS. GOREN: Thank you. 14

MS. MCSWAIN: Jan, can we ask you a question about training? 16

You're probably the 20th person who has mentioned 17  
training. 18

As the Corporation thinks about how we fund 19  
training, is that done, from your perspective, better  
locally or nationally? 21

MS. LATORIE STILLER: Well, that's an interesting 22  
-- that's an interesting question. 23

I -- you mean -- how do you mean on a national -24

how would that happen on a national level? MS. MCSWAIN:

Does your -- do you get more from

the training when we fund a national TA provider that meets 2  
many needs, or when we provide greater funding that allows 3  
people to do training locally? 4

MS. LATORIE STILLER: I -- I like to be in control of that kind of  
thing, so, I think my vote would be for 6  
keeping it local. 7

MS. MCSWAIN: Okay. For those of you that I 8  
didn't ask the question, the website for giving that 9  
feedback would be helpful. Thank  
you. 11

MR. JOYCE: Good morning. My name is Matt Joyce. 12  
I'm from Philadelphia. 13

We're still working on our courthouse that looks 14  
like this in Philadelphia. So, just a quick  
introduction. 16

I was the Former Director of the Philly Fellows 17  
Program in Philadelphia. It was a VISTA sponsored program. 18

I'm up here for two years at the Kennedy School. 19  
And a group of us this fall started working on a program called  
Innovation Corps, that really works at the 21  
intersection of social innovation and nonprofit service. 22

So, we were particularly excited, as social 23  
innovations became a priority in this legislation. 24

Just a quick word on Innovation Corps. Really, the goal of  
the program is to support people who already

have great ideas for social innovation and to give them the 2  
resources to develop and implement those ideas. 3  
So, these corps members would be based out of 4  
locally-based laboratories where we partner with existing  
incubators and community foundations, programs like that. 6  
And we hope that they'll be supported, personally 7  
supported through AmeriCorps and then professionally 8  
supported by their work out of these laboratories. 9  
A couple of advantages we've seen in this program, the first is  
about inclusion in social innovation. 11

If you look at sort of the field of social 12  
enterprise right now, it tends to be composed of people who 13  
are already fairly privileged, already have sort of the 14  
resources and personal network to quit their jobs and go get an  
idea off the ground. 16

We feel, with AmeriCorps' support, that this 17  
really opens the door to the other 95 percent of people who 18  
may have great ideas, but may not be able to just leave 19  
their job and have the personal resources to go start that. The  
second is about demographics at AmeriCorps. 21

Our program in Philly was geared towards first 22  
year out of college graduates. Really, AmeriCorps programs 23  
tend to skew either younger or older. 24

So, we feel a program like this really would draw people sort  
of that 25 to 55 year old demographic that is

less likely to participate in AmeriCorps and have them sort 2  
of utilize some of the experience they already have, their 3  
previous work experience, to go get an idea off the ground 4  
they've been working on for a while. So,  
thanks very much. 6

MS. MCSWAIN: Thank you. 7

MR. SOLOMONT: Do you have any data on what you, I 8  
think, anecdotally or impressionistically, it would seem 9  
that what you said was is true, and I'm actually -- I'm not  
certain, that you have it your fingertips, or I imagine 11  
people at the Kennedy School could look into this, about the 12  
sort of socioeconomic, you know, characteristics of social 13  
entrepreneurs and the certain ideas of social innovation. 14  
I think that would actually be worth documenting. MR. JOYCE: Yeah.  
The data we have is based 16  
mostly on a survey of folks who are in that social 17  
enterprise field. 18

And it's not specific data, but it asked the 19  
question, through what resources did you utilize to get your idea  
off the ground. 21

Most people talk about personal network, school 22  
network, work network, sort of using those ideas that are -23  
or those sort of resources they already had in place. 24

But, the other one is just anecdotal about the fact that  
you need to be able to quit your job and, you

know, not take a salary for a certain amount of time, if you 2  
want to get an idea -3

MR. SOLOMONT: And graduate from Harvard Law 4  
School and decide not to go into a corporate career. If you  
have suggestions about how to -- about 6  
that, I think we would welcome them. 7

MR. JOYCE: Great, I definitely will. Thanks. 8

MR. LYNCH: My name is Chris Lynch. I'm the 9  
Regional Director for Up To Us, which is a national  
coalition of sports based youth development programs where 11  
we are looking at youth sports as a medium for addressing 12  
critical issues in youth development for kids. 13

A fellow coach in a sports based youth development 14  
program once told me that, when you are talking to your  
team, you've got 30 seconds before they phase you out. 16

So, I will try and work that now. 17

I would like to thank and encourage the 18  
Corporation to continue to see sports based youth 19

development as a fantastic opportunity for service of the  
many people of all ages across the country. 21

Sports represents something that adults and kids 22  
find unbelievably engaging. 23

And as the field develops and we start to get a 24

better idea of where the outcomes are, which we know now, it  
is -- it is an exciting opportunity for -- for youth

development outcomes to really take place on the field, in 2  
the rink, on the court. 3

So, it is a field that is developing. 4

It is one that we would encourage you to see as a great service  
opportunity for youth sports coaches working 6  
with at-risk kids in a wide range of programs. 7  
And we encourage you again to see this as an 8  
exciting opportunity for service. 9

Thank you.

MR. SOLOMONT: Thank you. 11

MS. MCSWAIN: As Alyson is making her way up here, 12  
the next three people are Susan Lavigne, Steve Niles, Alan 13  
Melchier. And Alan, for those of you who want to know where 14  
we are, is number 36. MS. AUGUSTIN: Good morning. And I would like  
to 16  
thank you all very much for this beautiful, beautiful 17  
legislation. 18

It's a lovely thing and I also want to thank you 19  
for the web tools, because it's really easy to read it. It's  
easy to access it. There are great 21  
interactive tools online. 22

So I encourage everyone to go to the Corporation's 23  
website and take advantage of a terrific resource. 24

I also thank you for the very collaborative effort in which  
the act was built. We all had a lot of opportunity

to offer input. And it's great. 2

I had a couple of questions and a couple of 3  
comments. 4

My first question is around the selection of corps priorities. 6

We note that of the five corps, two will be 7  
selected each year as having some sort of special priority. 8  
And so, we are wondering, how will that be 9  
implemented. We don't have suggestions, but we do have a  
question. 11

MS. GOREN: So, that's one of the implementation 12  
questions on the table, that it doesn't specify that we need 13  
to pick two or more. 14  
We are questioning internally how to make the decisions. 16

MS. AUGUSTIN: How do you do that. 17

MS. GOREN: We would welcome any input you have. 18  
We have heard from various issue area, people we 19  
think energy should be it. We think health should be it. But,  
you know, any suggestions on how to narrow 21  
those, would be welcome, or not narrow them. 22

MS. AUGUSTIN: Well, funnily enough, it feels -23  
it feels more like it's a process that we could all offer 24

our own opinions, or not, but, on the other hand, we're not  
sure what factors are being thought about to make those

decisions. 2

So, if you can tell us more about what we should 3  
be considering, then maybe we can offer more input. 4

I can say that, trying to figure bucket you go into could be a  
challenge. There will be programs that 6  
might fit into multiple buckets. 7

Also, what happens if you have to change mid 8  
cycle? If you have to respond to a disaster. 9

So, there are some other factors in considering how to put  
yourself into a bucket and what to advocate for 11  
as the priority. 12

MS. MCSWAIN: I think, what Nikki is trying to 13  
express is that, we are actually up here. 14  
What does the process look like for selecting those? What should  
the factors be and how often should they 16  
change? 17

Should we say we're going to do something for five 18  
years, because we want -19

MS. AUGUSTIN: Okay.

MS. MCSWAIN: I mean, that's the kind of thing 21  
that we're actually looking for what people think about 22  
that. 23

And we'll get to the topic areas based on those 24  
factors, but what should the factors be. MS.

AUGUSTIN: And the time to -- okay.

MS. GOREN: There is also, just to put it on the 2  
table, there's also a legitimate question whether we're 3  
looking at a broad issue area as the priority for a 4  
particular year, or some particular outcome within that issue  
area as -- as the priority for that particular year. 6  
And that's also on the table as a policy question. 7

MS. AUGUSTIN: Okay. Let me go on to my next 8  
question, which is about growth. 9

There is a wonderful objective in the legislation for growth over  
a certain number of years. 11

We would like to help do that. But, within the 12  
constraints of a three-year grant cycle that can be 13  
challenging, because we want to protect growth, but we don't 14  
want to fail at the end of the three-year cycle. How  
can we manage that? 16

And we would like to work with you more on 17  
thinking of ways to mitigate what could be a good year, a 18  
bad year, an off year, and still to be able to help achieve 19  
growth goals. I also wanted to mention something about impact. 21

I forgot to introduce myself. I am with City 22  
Year. I am our Director of Government Relations. We are a 23  
national program. 24

And that means that one of the benefits of the merged  
strings of funding is that we will be able to

streamline our impact and use a common indicator. 2  
And so, I'm hoping that maybe other national 3  
programs will be able to do that. Perhaps we can conference 4  
together and have an open sort of discussion around common  
indicators. 6

Also very encouraged by the inclusion of 7  
consultation with secretaries of other federal agencies in 8  
the legislation, because they might be able to help us as 9  
well. For example, access to school-based data is a real 11  
problem for us. 12

But, if we have a more streamlined communication 13  
with the Department of Education, maybe there is some sort 14  
of rule that could be established that would allow all  
AmeriCorps programs a different way to access that kind of 16  
data. 17

So, that looks promising. 18

On fixed price grants, it's a very wonderful 19  
innovation in this act, or at least it feels like an  
innovation, with some thoughts to consider. 21

If we are no longer on a reimbursement based 22  
structure, is front loading the grants something to be 23  
considered so that programs can -- Red -- cover their costs. 24

Thank you. MS. MCSWAIN:

Thank you.

Susan? 2

MS. LAVIGNE: Hi. My name is Susan Lavigne. I'm 3  
the Director of the Foster Grandparent and Senior Companion 4  
Programs in Portland, Maine. And we serve Southern Maine. We  
have, together, 6  
about 140 volunteers over 150,000 hours of service as well. 7  
So, thank you for having us. 8

And thank you for this opportunity, as well as 9

this growth opportunity to be separated from my Blackberry  
for this time. I'm doing okay but -11

MS. GOREN: Are you shaking yet? 12

MS. LAVIGNE: I am. It's been invigorating. 13

But, we do applaud the passing of the act. We're 14  
very excited. I've been a vocal supporter of increased 16

guidelines for more than 10 years, probably longer. 17

My program has had, at times, -- oh, I want to 18  
say, I'm a VISTA volunteer alum as well. I want to put that 19  
plug in. But I, at times, have had up to 10 non stipend 21

volunteers serving in my program. So, I have experience 22  
with people who are over income guidelines and just 23  
interested in volunteering. 24

There are interesting challenges and benefits to eliminating  
or adjusting the income guidelines that I think

a diverse work group of interested parties could certainly 2  
review, and I would be happy to be a part of that. 3

In terms of demonstrating impact, I support the 4  
national performance measurements, and I believe, FTP and SEP are  
well positioned to participate in that, and one idea 6  
is to have a common measurement tracked for possibly three 7  
years and then create another one. 8

For Senior Corps, we can easily begin with the 9  
impact on the volunteer. Peter Gartland (phonetic), an  
evaluator and 11  
researcher from Portland, Maine was a former fellow at the 12  
Corporation. And he did some great work on performance 13  
measurements. 14  
And so, some leg work has been started. And I think you could  
review his work. 16

The increased stipend opportunity, my volunteers 17  
are thrilled. They appreciate the recognition and they are 18  
hopeful the funding will be appropriated. 19  
And finally, let's see, expanded eligibility guidelines. 21

It would mean more volunteers for our program. My 22  
program turns around about 30 people a year who are -- I 23  
know who will now be eligible on October 1, which will fill 24

my program beyond its capacity. So, increasing our program  
appropriations will be

so necessary in the years to come. 2

MS. GOREN: Just a quick question. 3

I think the impact on the volunteers is obviously 4  
the first one that a lot of people come up with. But, I do  
think the administration is really, 6  
really focused on community outcomes. 7

So, if you haven't already thought about it, I 8  
would challenge you to think about, at a national level, 9  
what is the community measures that we could -MS. LAVIGNE:  
And I believe, in both of the 11  
programs, we easily could come up on those too, it's just 12  
that, as you also may know, that there's been a history of 13  
not recognizing the impact, particularly of the senior. 14  
And so, that's the plug there. And so many of us continue to  
measure that. 16

But yes, we also have the others and again, very 17  
happy to do that. 18

MS. MCSWAIN: Steve. 19

MR. NILES: Hello. My name is Steve Niles, I and the current  
AmeriCorps Programs Director of Goodwill 21  
Industries of Northern New England. 22

But, first and foremost, I am a former AmeriCorps 23  
member. I was an AmeriCorps member from 1994 to 1997 and it 24

changed my life. I was a VISTA and an AmeriCorps member and  
then an

AmeriCorps leader. 2

And bringing me into a community of people who 3  
looked, not just at, but for the problems in their 4  
community, and figuring out ways to come up with solutions and  
bring people together around solutions, was a very 6  
powerful experience for me. 7

And I have been -- I am very excited about the 8  
Kennedy Serve America Act and the opportunities that will be 9  
extended to so many more people in our country. Goodwill  
Industries of Northern New England runs 11  
three AmeriCorps -- two AmeriCorps programs right now, and 12  
has another one that's about to start. 13

The Emergency Response Corps places AmeriCorps 14  
members in rural fire departments and ambulance services to  
recruit volunteers to help respond to local emergencies. 16

And then, the Community Resource Corps places 17  
individual AmeriCorps members at typically small, nonprofit 18  
or public agencies throughout the region to similarly engage 19  
volunteers to help meet local critical issues that small  
nonprofits and small communities are addressing. 21

What I was hoping to share with you all today was 22  
why I am so passionate about expanding opportunities. 23

I think some of the biggest difficulties for 24

either rural organizations or under resourced communities is  
the extreme burden, the administrative burden, reporting

burden, application burden that is required in starting up 2  
an AmeriCorps program, and administering an AmeriCorps 3  
program. 4

I've helped quite a few startups and operations. So, I think the  
more that you can do to make that 6  
easier for -- for nonprofits or public agencies in those 7  
areas, typically, smaller organizations, it seems to me, 8  
through my experience with placing AmeriCorps members with 9  
these types of agencies, that the simpler it can be that -  
that they just can't get over the, you know, 90 page 11  
application instructions to consider that they should apply 12  
for an AmeriCorps program. 13

And I think Bob Coates spoke as well to the 14  
increase in the amount of money per member. That's also a big  
burden for smaller organizations 16  
who would need to ramp up their administrative and 17  
management systems to be able to do that. 18

So, thank you for your time. 19

MS. GOREN: Thank you.

MS. MCSWAIN: Okay. Next is Alan. And following 21  
Alan is Jim Rooney, Michael Kane and Sally Sharp Lehman. 22

MR. MELCHIER: Thank you. And thank you for 23  
coming and listening in the New England area. 24

My name is Alan Melchier. I am the Deputy Director of the  
Center for Youth and Communities at Brandeis

University's Heller School. 2

And I want to point out that Tufts is not the only 3

local university with representation at the head table. 4

MR. SOLOMONT: Good point. Good point. MR. MELCHIER: I've

spent the last 17 years 6

working with States and national nonprofits and local 7

organizations as an evaluator of service learning programs. 8

And I want to kind of offer a view of my 9

perspectives and to emphasize, I'm not speaking for the  
Heller School or Brandeis, but as someone who has been 11  
involved in Learn and Serve since its inception. 12

I want to start by just quickly reinforcing Fran 13  
Rudoff's comments about the funding formulas and the impact 14

on the New England states, which is, aside from the general  
level of funding, I'll point out that three of the six New 16  
England states get less than \$100,000 in Learn and Serve 17  
funds. 18

And those States' positions really play a critical 19  
role. They are the State coordinators at the SEAs are the  
folks who promote and reinforce and support service learning 21  
well beyond the grants that are offered. 22

And when you have less than enough money for a 10 23  
percent position, we really hamper our efforts to get into 24

the public schools and to solidify service learning. So, I  
hope that we can find some way of remedying

that. 2

In terms of the things that we can take care of 3  
inside the Corporation, a couple of points. One is that the 4  
act introduced a whole series of new points of emphasis for the  
Learn and Serve program for the innovation funds, stem 6  
learning, disaster recovery, energy, etcetera. 7  
What's really missing though, I think, is an 8  
emphasis on funding district and school wide efforts is, how 9  
do we -- how do we use our Learn and Serve grants most  
effectively. 11

And I think, if our goal is to build a culture of 12  
service amongst school aged youth, we really have to build 13  
it into the fabric of the schools. 14  
And I think that, in our funding guidelines, we need to look at  
encouraging district wide, school wide 16  
efforts, rather than kind of scattered independent little 17  
programs. 18

Two is, I think, we ought to look at how we can 19  
leverage as much service learning in the other more fully funded  
streams of the Corporation's programs. 21

For example, in the planning efforts for the new 22  
education corps, that Learn and Serve staff and experienced 23  
service learning grantees and practitioners be included in 24  
the planning effort, that there be explicit guidelines  
requiring education corps volunteers to be trained in high

quality service learning practice, so, it's part of what 2  
they bring to the schools. 3

I think you can think of other similar guidelines 4  
for the other corps. If you think about the energy corps, can we  
have guidelines that encourage energy corps programs 6  
to partner with public schools, give preference to programs 7  
that involve young people in energy corps efforts, for 8  
instance, in doing outreach in the community around energy 9  
conservation efforts. Similarly, for the new social  
entrepreneurship 11  
fund, okay, to emphasize service learning. 12

I need to mention evaluation, because that's where 13  
I live in demonstrating impacts, and the basic point is the 14  
need for a much more strategic funding effort for evaluation  
in Learn and Serve. 16

I want to suggest two programs. One is annual 17  
grants to grantees. 18

Oh, gee, I can't see that. 19

MS. MCSWAIN: Okay. It's red.

MR. MELCHIER: Okay. It's red. 21

But, just to finish the sentence, grants for 22  
grantees to find -23

MS. MCSWAIN: I'm sorry. The evaluator wants you 24  
to finish. MR. MELCHIER: Okay.

MS. GOREN: So go ahead. 2

MR. MELCHIER: Okay. I want to suggest an annual 3  
program of grants to grantees or groups of grantees who are 4  
interested in operating rigorous evaluations of their  
programs. 6

We've done a collaborative three state and kids 7  
consortium evaluation of New England programs looking at 50 8  
schools over the last three years. 9

Individual grantees can't do this. They need a new funding  
source. 11

But, I think, we can substantially increase the 12  
amount of data that is available that way. 13

And the second is, provide technical assistance to 14  
the grantees on developing their own evaluation systems. MR.

SOLOMONT: Alan, as you know, the act provides 16  
for a ten year longitudinal study of Learn and Serve. 17

And as I understand it, there's been some, you 18  
know, questions about sort of the efficacy and what works. 19  
And I guess, in 25 words or less, do we know -- do you feel  
confident that you really -- that we understand 21  
what kinds of Learn and Serve programs work and what don't? 22

MR. MELCHIER: I think -- I think it's less about 23  
what programs work, and more about what practices work. 24

The most solid knowledge we have is that high quality  
programs that involve a substantial amount of youth

voice that gives young people good exposure to partners in 2  
the community, that let them work on significant problems 3  
for significant amounts of time, the things that engage 4  
young people in this as an active learning experience are the  
places where you see substantially better results than 6  
programs that are kind of more thinner. Let's just put it 7  
as thinner. 8

MR. SOLOMONT: Okay. 9

MR. MELCHIER: I think we can learn a lot from their  
longitudinal study, but I also think we need some 11  
diversity in the research. 12

And that's why I'd like to see some additional 13  
funding for research going on. 14

MR. SOLOMONT: Thank you.

MS. MCSWAIN: Jim. 16

MR. ROONEY: Good morning. Mr. Chairman, 17  
distinguished officers of the Corporation, my name is Jim 18  
Rooney. And I'm Director of Public Affairs at the Boston 19  
Foundation. I appreciate the opportunity to offer brief 21  
remarks. And I bring with me the greetings of our President 22  
and CEO, Paul Grogan, and enthusiasm of all of my colleagues 23  
about this act, and in particular, the creation of the 24  
social innovation fund. The Boston Foundation is the  
region's community

foundation. We're a major grant maker and civic convener 2  
and investor in social enterprise. 3

And what I thought I would do is offer a few 4  
suggested criteria that you might consider in evaluating  
applications for the fund. 6

The first is that, any such effort be rooted in 7  
hard data and research. 8

We oversee what we call the Boston Indicators 9

Project, which helps us determine whether the myriad of  
areas in which we are involved we are really going to focus 11  
on, be it education, housing, work force, cleaning up Boston 12  
Harbor, you name it. 13

And we found that's really been a critical filter 14  
to guide our work. The second area is identifying those  
applications 16  
that particular draw upon public, private partnerships. 17

An example of that is how we have worked on 18  
workforce development by bringing in the private sector, 19

Partners Health care in particular, which is now a robust  
partner in what we call our skill works initiative. 21

A third is framing efforts, or efforts that are 22  
framed in wider competitiveness issues. 23

I think, the Obama administration has been quite 24

consistent and effective in overlaying much of the service  
charge with its wider agenda.

Similarly, we have helped to frame issues. Like 2  
Smart Growth has an affordable housing, it has 3  
competitiveness issues, bringing in business, higher 4  
education and other sectors, that's proven to be successful. A  
fourth is scalability. To the extent that some 6  
of these programs are more clearly than others, showing a 7  
glide path, I think, is effective. 8

Some of the things I mentioned have been adopted 9

by other States. In workforce, we've helped them form a  
national fund for workforce solutions. 11

So, I think you can see which efforts have that 12  
scalability. 13

And then finally, what efforts, particularly build 14  
on existing efforts. We have recently launched something called  
the 16

Street Safe Boston Initiative which builds on the city's 17  
extensive street workers program, but in an innovative 18  
partnership with local community service agencies and social 19

service providers that really builds on, rather than  
competes with such initiatives. 21

So, I think that criteria, if you will, in 22  
response to one of the questions that was put forward, we 23  
would suggest is a good way to think about it. 24

MS. MCSWAIN: Thank you. MR. SOLOMONT: I think,  
what Mayor Bloomberg is

doing in New York is something I hope the Boston Foundation 2  
will take a good look at, because you'd be an interested 3  
participant, if not a leader in that. 4

And since I'm a big believer that important messages ought to be  
repeated, I hope the Boston Foundation, 6  
given your -- the credibility of your voice will be heard on 7  
the issue of funding the Massachusetts service alliance in 8  
Massachusetts. 9

MR. ROONEY: So noted. And I appreciate you mentioning that.

11

And there have been a number of emergent 12  
conversations across the city on efforts similar to that 13  
which Mayor Bloomberg has put forward, particularly in the 14  
area of education. Of all of our areas, that is one of our  
major 16  
focuses. And we are seeing the emergence of consensus 17  
around thinking about these issues as a pipeline from early 18  
ed, pre-K all the way through life long learning. 19  
And we are seeing some exciting partnerships around that,  
that I think would be very germane. 21

Thanks. 22

MR. KANE: Thank you. And thank you for the 23  
opportunity to speak today. 24

My name is Michael Kane. I'm the -- excuse me -the Executive  
Director of the National Alliance of HUD

Tenants. 2

We are the only national tenants organization in 3

the United States based here in Boston. 4

We work with a network of 30 some organizations in 17 states and  
we partnered successfully with the 6

Corporation, VISTA and HUD from 1995 until 2002 in a 7

national VISTA project that is very successful in mobilizing 8

thousands of residents as volunteers to save and improve 9

their own housing and dialogue with the agencies that

oversee it. 11

So, we are excited by the opportunities presented 12

in the new act. 13

But, we are concerned, and this is a suggestion 14

for a criteria for prioritizing resources. We are concerned that

the way the act was originally written, the housing 16

crisis, the nation's housing crisis wasn't really recognized 17

adequately. 18

So, we initiated an amendment with Senator 19

Kennedy's office. Senator Kennedy's office was willing to support

adding a housing corps to deal with the crisis, but 21

in the end of the process, we did -- we got language which 22

was important in the economic opportunity corps which sets 23

us at one program priority, preserving building and 24

renovating housing. Not just building and renovating,

but also

preserving, and that was the key word, preserving housing 2  
opportunities for low income people, and also resources to 3  
address the problem of homelessness in the prevention of 4  
homelessness. So, that was very important language to deal with 6

a much broader crisis, besides the issues that our 7  
organization works on. 8

Everyone knows about the homeowner foreclosures of 9

millions of families, particularly in communities of color  
that are facing homelessness. 11

Homelessness was a crisis before this with 4 12  
million American families annually facing homelessness. 13

Less known is a crisis of rental housing. We've 14

lost 450,000 units of HUD subsidized privately owned housing  
since 1996. Another 120,000 units of public housing and far 16  
more in private housing that has been lost. 17

And it is now threatened by a -- there are 18  
predictions of a collapse of the multifamily commercial 19

residential markets by the Deutsche Bank and the Wall Street  
Journal. 21

And there are 70 to 90,000 low income renters in 22  
New York City alone that are facing displacement and loss of 23  
housing. 24

So, we have some additional suggestions for guidelines, rule  
making and criteria, performance criteria,

that would be more specific than the general language in the 2  
act. 3

And we would be happy to coordinate with other 4  
national advocacy organizations and affordable housing. And we'd  
like your direction about how to do that, so that we 6  
can make sure that your resources are used most effectively 7  
to address this challenge. 8

Thank you. 9

MS. MCSWAIN: Thank you.

While Sally is making her way up here, Greta Bush, 11  
Tony Sarmiento, Jessica Bloom and Mimi Turchinetz, why don't 12  
you all come up. You are our last four. 13

MR. SOLOMONT: Oh, not bad. 14

Although, I think you can only give them two minutes,  
Kristin. 16

I'm just kidding. 17

MS. SHARP LEHMAN: Hello. I am Sally Sharp 18  
Lehman, and I am the New England Regional Director for the 19  
Jane Goodall Institute's Roots and Shoots program. Roots and Shoots  
is founded on the profound belief 21  
of Dr. Jane Goodall, that every individual can make a 22  
difference. 23

Roots and Shoots is a global humanitarian and 24

environmental youth service program with over 100,000 youth  
in over 100 countries.

We have groups and members all across the United States. And the ages of our members extend from preschool students all the way to young adults in college, graduate school and beyond. Roots and Shoots has been focusing on maximizing impact throughout youth service organizations by bringing together Roots and Shoots groups and partner organizations to form local, regional, national and global networks of youth volunteers to inspire, motivate each other and coordinate and share best practices to form a truly global community of service.

In particular, we've been developing different models with our college and university groups where we leverage the leadership skills, talents and passion of college students to provide much-needed capacity to assist overworked teachers in rural and urban school systems.

As we are launching these pilot programs, we will practice adaptive management to revise and improve the programs and to develop best practices for replication around the country.

Particularly important to this work will be capturing what we learn with respect to the support that is needed for under served rural and urban populations.

We applaud the new provisions in the Kennedy Serve America Act, particularly the focus on social innovation,

social entrepreneurs, service learning, the engagement of 2  
college students and community service and the development 3  
of pilot models to be expanded and to share best practices. 4  
And the development of a strong set of standard protocols for  
more meaningful evaluation. 6

At Roots and Shoots, we have seen the power that 7  
comes from bringing together use of diverse ages and 8  
backgrounds to work together in community in service. 9  
As we have partnered with local and national and regional  
organizations, as we are doing good work in their 11  
communities, the impact is exponentially increased when the 12  
efforts are coordinated. 13

And, there is a powerful sense of hope and 14  
motivation and inspiration when our local and national networks  
connect with communities from around the globe to 16  
form a sense of global community. 17

Some of the -- we do have -- we will be submitting 18  
written comments, but I have a couple of recommendations and 19  
thoughts in response to some of the things that have been said  
today in particular. 21

First, we are very enthusiastic about the Youth of 22  
AmeriCorps and AmeriCorps VISTA volunteers in helping to 23  
support our work. As we have been working with colleges and 24  
universities to put interns in schools, AmeriCorps VISTA and  
VISTA volunteers can be very important in providing capacity

both for our office as for the teachers as well and as for 2  
coordination for the universities as they are developing the 3  
capacity to move forward on their own. 4

Secondly, I want to echo the desire for work study dollars for  
service. 6

We are very much seeing a desire among students to 7  
be able to use the work study program for service. 8  
The need that we see at colleges in particular is, 9

they just don't have a capacity to do the training and  
connecting students with meaningful service opportunities, 11  
which is where a lot of the work -12

MS. MCSWAIN: Thank you. 13

MS. GOREN: No way. Really. 14

MR. SOLOMONT: Way.

MS. LEHMAN: A lot more to come. I'll send it. 16

Thank you. 17

MR. SOLOMONT: Thank you. 18

MS. MCSWAIN: Thank you. 19

Next, Greta.

MS. BUSH: Okay. Hello. My name is Greta Bush. 21  
I'm the Volunteer Services Manager at Habitat for Humanity 22  
of coastal Fairfield County in Bridgeport, Connecticut. 23

I am also a two year AmeriCorps and CCC alum. So, 24

I'm very excited to be here. And I'd like to thank you for  
this opportunity.

Just some background, our affiliate builds 2  
approximately 12 homes a year, mobilizing 8000 volunteers 3  
annually. And our goal is to continue increasing this 4  
capacity. We are located in one of the top 10 most expensive 6  
countries in which to live. And there is great need for 7  
affordable housing. 8

We are a host to AmeriCorps, and CCC, VISTA, and 9  
soon, direct members. Usually, we've had in CCC, but because of  
their 11  
requirements to be in the gulf and other target coastal 12  
cities, we haven't had any this year. 13

So, we are turning more towards direct and VISTA 14  
members. But, that costs us money. So, our suggestions are,  
first to enable a 16  
geographic cost of living allowance for AmeriCorps state and 17  
national members, similar to that in place for VISTA 18  
members. 19

This would provide more accessible opportunities for citizens to  
serve anywhere where there is a need. 21

Currently, VISTA members receive around \$1000 a 22  
month with their stipends. Direct members would receive 23  
about \$780. 24

But, we all know that it costs different to live in  
different places.

So, fair market rent in Boston for a two-bedroom 2  
unit is about \$1345 to share. Whereas, in Jefferson County, 3  
Wisconsin, it would cost \$766. 4

So, by taking this geographic cost of living into consideration,  
it would open up more opportunities, not only 6  
for members to serve, but also for affiliates like ourselves 7  
to choose members from anywhere in the country. 8

Our second suggestion is to further reduce the 9  
cash costs for affiliates that host AmeriCorps state and  
national and VISTA members. 11

As a nonprofit, we rely on donations. And in 12  
order to effectively expand, we need to increase our 13  
capacity without having to spend our donated dollars. 14  
So, our affiliate has three AmeriCorps direct members lined up to  
come and help us lead and renovate our 16  
12 unit historical brownstone building. 17

If the cash costs were reduced by 10 percent, we 18  
could pay for a kitchen in that unit. If it were reduced by 19  
20 percent, we could pay for the front walkways. 30 percent,  
would cover the cost of the 250 21  
interior doors in that building and so on. 22

So, our habitat affiliate would benefit because 23  
we'd be able to use our money and leadership to its fullest 24  
potential. And the Corporation would benefit, because

nonprofits would be able to offer more opportunities for 2  
Americans to serve. 3

Thank you. 4

MS. GOREN: Thank you. MR. SOLOMONT: Are your private donations  
down 6

this year significantly? 7

MS. BUSH: Yes. We're struggling, definitely. 8

MR. SOLOMONT: Order of magnitude? 9

MS. BUSH: I don't know the percentage, because I'm not in the  
development department, but, we used to have, 11  
on the volunteer end, we used to have about 100 to 150 12  
volunteers every Saturday. 13

And I've had to cut it down to about 20, because 14

we don't have the money to pay for the materials that the  
volunteers would use. 16

So, if -17

MR. SOLOMONT: You still have the volunteers? 18

MS. BUSH: We still have the volunteers. We have 19

-- and that's why we need the AmeriCorps members. We have more  
volunteers than we can manage, and we 21  
don't have enough capacity to handle that. 22

MR. SOLOMONT: All right. Thank you. 23

MS. BUSH: Thank you. 24

MR. SARMIENTO: Good morning. I feel like I'm waiting for  
my Southwest Airlines flight to take off.

I feel like I have a middle seat with my number. 2

Anyway, my name is Tony Sarmiento and I am CEO of 3

Senior Service America. 4

We are one of 18 national organizations funded by the US

Department of Labor to operate the Senior Community 6

Service Employment Program known as the SCSEP. We are one 7

of the original six. 8

SCSEP is a major program of the Older Americans 9

Act first launched during the war on poverty. It's found in

nearly every county in the country 11

at this time. 12

Each year, it enables over 90,000 low income older 13

adults, 70 percent of whom are women, 40 percent are 14

minority, all over -- under -- whose family incomes are  
under 125 percent of the poverty guidelines. 16

These low income older adults provide over 46 17

million hours of paid community service in local agencies 18

such as libraries, museums, senior centers and schools every 19

year. We know that the work of these older adults makes 21

a big difference. 22

An independent survey conducted by the Labor 23

Department, of a national sample of 10,000 of these host 24

agencies, over two thirds of these agencies reported that

these SCSEP participants increased their agency's capability

to provide services. 2

Our current economic crisis has exacerbated the 3  
range and scale of unmet needs in our increasingly diverse 4  
and aging society. This calls for and demands an unprecedented  
level 6

of coordination and collaboration between the Corporation 7  
and its programs and grantees and SCSEP and its 900 grantees 8  
and sub grantees. 9

Based on our own recent survey of our 80 sub grantees in 16 states,  
it appears there is more coordination 11  
at the local level than there is at the national and state 12  
level. 13

We would like to work with the Corporation to 14  
build a stronger connection at every level. As an aside, I think  
the Corporation will find a 16  
more enthusiastic partner and a friend at the Labor 17  
Department, when Jane Oates, a former longtime staff member 18  
with Senator Kennedy is confirmed as Assistant Secretary for 19  
the Employment and Training Administration. MR.

SOLOMONT: Oh, cool. 21

Put that on the record. 22

THE REPORTER: I'm sorry. I missed what you said. 23

MR. SOLOMONT: Cool. 24

MR. SARMIENTO: Let me conclude by citing Mark Friedman's  
1994 study for the Commonwealth on seniors in

national and community service. 2

When Friedman evaluated several SCSEP grantees, he 3  
was troubled to find that the most current -- that most 4  
grantees treat service as a means toward a far more exalted and  
of unsubsidized employment, an approach that stands in 6  
sharp contrast to those of efforts like the foster 7  
grandparents program. 8

In those programs, service is regarded as an end 9  
in itself and a noble one at that. He concluded that SCSEP  
might benefit from 11  
re-examination and revamping and that ultimately, "a change 12  
in perspective would likely be required to raise the status 13  
of service within SCSEP." 14  
In my opinion, this is the time to do that, and we look forward to  
working with the Corporation. 16

Thank you. 17

MR. SOLOMONT: Can I just ask you about the means 18  
testing? 19

MR. SARMIENTO: Sure.

MR. SOLOMONT: So, you put seniors to work up to 21  
125 percent of the poverty level? 22

MR. SARMIENTO: That's correct. 23

MR. SOLOMONT: What would be the impact, if that 24  
were raised? MR. SARMIENTO: Well, at this -

MR. SOLOMONT: You have to exclude a lot of 2  
people, because their income exceeds that? 3

MR. SARMIENTO: Oh, absolutely. At this point, 4  
we've had research done that we are serving, at most, one  
percent of the total eligible population. 6

So, there have been efforts to look at increasing 7  
eligibility requirements. 8

But, until we also see a major increase in the 9

appropriations level, then we're really not going to be able  
to serve those that are most in need. 11

MR. SOLOMONT: Thanks. 12

MR. SARMIENTO: Thank you. 13

MS. MCSWAIN: Jessica. 14

MS. BLOOM: Hi. My name is Jessica Bloom. Thanks for allowing me to  
speak. 16

It's so interesting to hear everyone's perspective 17  
this morning. 18

I just have some sort of food for thought to put 19  
out on the table. Everyone's talking about partnerships and  
cross 21  
sector collaboration, and how we are going to leverage 22  
private dollars in the social innovation fund, and how the 23  
government is going to work with the nonprofit sector on 24

capacity building. And I'm just wondering how we're going to  
really

foster that communication when everyone is so used to 2  
working in silos. 3  
That's -- that's the way it's been, and everyone's 4  
talking about that we want to do that, but not sort of how we're  
going to do that. 6

I am wondering how we're going to really make 7  
those cross sector partnerships that would permit the kind 8  
of flexibility that is required to identify and scale 9

innovative and effective solutions and break down the silos  
and make that collaboration a reality and a valued 11  
organizational asset across all sectors so everyone has buy 12  
in and really wants to be a part of the solution. 13

MS. GOREN: Do you have advice? 14

MS. BLOOM: I do.

MR. SOLOMONT: What organization are you with 16  
Jessica? 17

MS. BLOOM: Oh, I'm sorry. I'm from Root Cause, 18  
which -- I'm sorry. I'm shaking for some reason. 19  
So, Root Cause is an organization that's part social innovators  
and social impact investors. And we also 21  
work with the government on funding and scaling effective 22  
solutions. 23

So, I think that the White House Office of Social 24

Innovation is a really great example of a mechanism to kind  
of foster that communication.

And I think we need to identify ways to bring that 2  
-- a lot of people have talked about, you know, at the local 3  
level, that's where the solutions really happen. 4  
So, how can we take the ideas at the White House Office of  
Social Innovation and bring it down to the local 6  
level. 7

And I think the government really needs to march 8  
ahead of the pack in -- march ahead of the pack in sort of 9  
showing that this collaboration is a value for everyone  
involved. 11

MS. GOREN: Thank you. 12

MS. BLOOM: Thank you. 13

MS. TURCHINETZ: I don't know if it's morning or 14  
afternoon any longer. MS. MCSWAIN: It's afternoon. Barely  
afternoon. 16

MS. TURCHINETZ: Good afternoon. My name is Mimi 17  
Turchinetz. And I have the dubious honor of being the last 18  
speaker, so I'm thrilled with that. 19  
I am the Director of the Boston Earned Income Tax Credit  
Coalition. 21

And I'm also an Executive Member, as well as a 22  
Steering Committee Member of the National Community Tax 23  
Coalition. And we are a network of -- in Boston, a 24  
collaboration that has been able to serve 12,000 families  
doing free tax preparation and asset building in

collaboration with CBOs and financial services institutions, 2  
the Mayor's office, the Fed, the FDIC, a whole host of 3  
different organizations, and the NCTC, which is the national 4  
kind of field organization, if you will, represents over 600  
organizations from the United Way to community tax 6  
coalitions and a whole host of real innovators. 7  
And in a lot of ways, the free tax field is very 8  
much an incubator of innovation. 9  
We have done really dramatic stuff around being able to reach  
thousands and thousands of families. 11

As people know, the earned income tax credit is 12  
the most effective antipoverty tool that we really have left 13  
in the arsenal of antipoverty measures that came out of the 14  
war on poverty and came out of -- you know, it's been a real  
capacity building impact tool for building this innovation 16  
in terms of free tax preparation. 17

So, one of the things that I think is important in 18  
terms of thinking about how many people are reached through 19  
this work nationally is, through the national community tax  
coalition, last year, we were able to serve 2.8 million low 21  
to moderate income households with free tax preparation. 22

And that was \$2.5 billion back into the pockets of 23  
those families. And that's money that didn't go get 24

siphoned off by paid preparers. And really didn't get --  
those people did not get exploited by, you know, the

predatory practices that we are seeing kind of on a national 2  
scale. 3

And these campaigns -- the significance of this 4  
work is that we manage thousands and thousands of  
volunteers. 6

Here in Boston, we had 600 volunteers, this year 7  
just to reach these 12,000 families. 8

We had so many volunteers that we ran out of 9  
training materials. We had people waiting to be able to  
serve. 11

So, one of the things that -- and we are a VISTA 12  
recipient. We currently have five VISTAs. 13

We are losing our VISTAs. The VISTAs have really 14  
been -- played a major role in being able to develop the  
capacity of our work here in Boston. 16

MR. SOLOMONT: Why are you losing them? 17

MS. TURCHINETZ: We are trailing out. We're going 18  
into five years. 19

There is so much more need. We've been struggling and arguing for  
them to retaining our VISTAs. But, we have 21  
not been successful. 22

So, there are three suggestions. One is national 23  
teams around financial innovation, free tax preparation, 24  
asset building, financial services. We also do a lot of  
work with community health

centers and work with DotWell, which is a Boston community 2  
health partner working on financial help and physical health 3  
strategies, teams in community health centers doing tax 4  
preparation. MS. MCSWAIN: Your time is up. 6

MS. TURCHINETZ: And then, one last thing, just 7  
issues around leadership development with VISTA, which I'd 8  
love to talk to you about further. 9

Thank you.

MR. SOLOMONT: With your permission, Madam Chair? 11  
So, you are reaching 12,000 families in Boston. 12  
How many families do you think you are not -- do 13  
we have any idea how families we are not reaching that would 14  
qualify? MS. TURCHINETZ: We do -- we kind of work with the 16  
IRS in trying to get to this calculation. And we look at 17  
our data. 18

And we kind of have this \$15 million left on the 19  
table. We started this campaign in 2001 here in Boston. 21

And there was \$15 million of EITC left on the table. 22

And 2008, when we look at our data, we served -23  
we brought back in the campaign, around \$6 million of EITC. 24

Does that mean that there is now only \$9 million of EITC  
left on the table? Well, not really.

So, we think that we are probably -- our 2  
understanding in the free tax field, is that we are only 3  
serving between three to five percent of the low to moderate 4  
income market. So, there is thousands and thousands of more  
6  
people. 7

I mean, we know that we're never going to reach 8  
them all. But, we really think that there is a real need 9  
for more education and capacity building and strategy to  
develop -11

MR. SOLOMONT: And what's been your experience 12  
during the economic downturn in terms of your ability to 13  
serve more families and recruit more volunteers? 14

MS. TURCHINETZ: There's more volunteers. I mean, we had an  
explosion of volunteers this year. 16

This was in Boston though. I mean, we also work 17  
collaboratively -- we have the spider grant. I don't know 18  
if you know the history of that. 19  
There is an \$8 million grant that a national community tax  
coalition was able to really push the federal 21  
government through the IRS to provide. 22

So, there was this \$8 million that went out to -23  
across the country. And so, we got one of those grants here 24  
in Boston and were able to build a collaboration that  
included the Boston campaign in Boston sites. But, also

Springfield, Lawrence, and Chelsea. 2

We had volunteers just falling over themselves to 3  
volunteer. 4

We did not have that same experience in Chelsea, Lowell or  
Lawrence or Springfield. They didn't have the 6  
capacity. 7

I mean, we have talked about wanting to build kind 8  
of a statewide collaboration of VISTA volunteers or a corps 9  
here to be able to really assist and help in terms of that  
management. I mean, that would be a very important thing. 11

I know that some people, through the expansion of 12  
VISTA and the expansion of some of the corps this year, 13  
nationally, have been able to build teams. 14

We have not been able to build a team strategy.

I mean, we've had the five VISTAs and they've been 16  
really effective. 17

MR. SOLOMONT: So, -- so, you are losing your 18  
VISTAs. 19

Are you going to try to become an AmeriCorps grantee? 21

MS. TURCHINETZ: Yes. Yeah. We're going to try 22  
to do a bunch of stuff. 23

We actually are thinking about doing -- doing more 24  
with RSVP, more with trying to do -- yeah, AmeriCorps teams, I  
mean, we're trying to do a lot of different things.

And we're trying to discern whether or not -2

MR. SOLOMONT: Work study students in colleges. 3

MS. TURCHINETZ: Yeah, yeah. I mean, we're trying 4  
to discern if we can do cost share. We're not sure. MR.

SOLOMONT: Thank you. 6

MS. TURCHINETZ: Thank you very much. 7

MS. MCSWAIN: So, before I turn it over to Nicky 8  
to finish up, is there anyone who didn't get to speak, who 9  
would like to speak?

Excellent. 11

I want to thank you all for taking the time to 12  
spend many hours with us today. 13

It's important for us to hear your feedback. 14  
I also want to thank you for the work that you do every day on  
behalf of communities. 16

We're very good about thanking our volunteers and 17  
our members. We're not as good about thanking the people 18  
who actually make that work possible. 19

You all do that every day, so thank you. MS. GOREN:  
Thanks, Kristin. 21

I echo the thank you's. And on behalf of our 22  
esteemed Chairman, I want to thank everyone for joining us 23  
today. 24

I know many of you have traveled from far and wide. And where  
ever you have come from, we really, really

appreciate this. 2

This has been incredibly valuable. 3

I'm sure that you will -- this will just spur more 4

ideas and thoughts over the coming weeks. And we encourage you to  
continue sharing your input with us. 6

This is just the beginning of what is going to be 7

a very long iterative process as we implement the Serve 8  
America Act. 9

We have a new web feedback tool at

NationalService.gov/serveact, where you can log your 11

comments in writing. And also see what other people are 12  
saying. 13

And we also -- we will have transcripts of this 14

session, as well as all of our other sessions. This is our  
fourth. 16

And we have two next week. One in Salt Lake City, 17  
one in New Orleans. 18

And then, we will be doing a session at the 19  
national conference. We will be posting all the transcripts on  
our 21

website, so you can go back and see what other people have 22  
said, or review what you heard today. 23

And we are also going to have three conference 24

calls, just open calls, just like this, but on the phone for  
people who can't travel.

1           And you are welcome to join June 2nd, 3rd and 5th  
2       from 12:00 to 1:30 p.m. And the information is on our  
3       website.

4           I want to thank the transcriber. Thank you.

5           And before we wrap up, I -- I'm going to ask for  
6       one more little bit of input.

7           Peachy Meyers over here from my office, we just  
8       want to do a quick assessment of how the session went from  
9       your perspective, what worked, what didn't work, what we  
10      could do better.

11          We found -- we've been doing these in most of our  
12      sessions and actually have gotten really valuable feedback  
13      on what to improve upon.

14          So, from your perspective, I'm going to turn it  
15      over to Peachy to get your input.

16          (Whereupon, at 12:09 p.m., the proceedings were  
17      concluded.)

CERTIFICATE OF REPORTER AND TRANSCRIBER

This is to certify that the attached proceedings before:  
CORPORATION FOR NATIONAL & COMMUNITY SERVICE

In the Matter of:

EDWARD M. KENNEDY SERVE AMERICA ACT OF 2009  
PUBLIC LISTENING SESSION

Place: Boston, Massachusetts

Date: May 22, 2009

were held as herein appears, and that this is the true,  
accurate and complete transcript prepared from the notes  
and/or recordings taken of the above entitled proceeding.

Maryann Rossi 05/22/09 Reporter Date

Maryann Rossi 07/02/09 Transcriber Date