

percent in education; and 15 percent in health services.

(From Part I: The Size, Scope and Dimensions of the Independent Sector)

■ **In 1989, over 70 percent (327,000) of the 460,000 501(c)(3) independent organizations, excluding religious organizations and foundations, had total revenue below \$25,000, and therefore did not have to provide financial data to the Internal Revenue Service.** The independent sector is dominated by a large number of small organizations about which little is known.

■ **At the other end of the spectrum, the majority of charitable organizations (72 percent) that reported financial data had annual expenditures of less than \$100,000.** These organizations had less than 4 percent of total annual expenses, less than 6 percent of total assets, and about 11 percent of total grants and contributions from private and governmental sources.

■ **For every charitable organization that closes, three new ones open.** From 1987 to 1989 more than 110,000 charitable organizations were added to the IRS Master File while 41,000 were removed. Overall, this meant a net increase of 18 percent in the number of institutions from 360,668 in 1987 to 460,289 in 1989.

■ **Those groups of charitable organizations that showed the largest percentage increases in the number of institutions** were in the areas of the environment, animal-related issues, medical research, crime and legal-related issues, food/agriculture/nutrition, human services, international causes, community improvement, social sciences, religion and mutual/membership benefit.

(From Part II: Profiles of Organizations in the Independent Sector by Major Purpose)

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Advocacy

The National Movement to Increase Youth Community Service

By the William T. Grant Foundation Commission on Work, Family and Citizenship

The national movement to increase opportunities for youth community service is based on two beliefs: that youth derive an enhanced sense of self-worth and good citizenship from making a contribution to their communities, and that community service is a particularly valuable educational tool which brings relevance and passion to learning.

The renewed vigor and popularity of the youth community service movement is reflected in the enactment of the National and Community Service Act of 1990 (P.L. 101-610) and in rapidly expanding state and local community service networks. The new program, with an initial appropriation of \$62.5 million, will support a variety of grass-roots volunteer activities, including school-based and campus-based community service projects; conservation and service corps (aimed primarily at youth and young adults no longer in school); and intergenerational service projects.

Currently, more than 3,000 service programs operate in the nation's public and private schools, including major school systems like Atlanta and Detroit, which have instituted mandatory service as a requirement for graduation. More than 450 college campuses also encourage service under a "campus compact." In addition, there are now 55 year-round service or conservation corps and 20 summer youth corps, together enrolling about 20,000 youth up to age 26. A recent development is the growing use of federal Job Training Partnership Act funds for partial funding of such corps.

(For information about the broad range of volunteer service efforts around the country, contact Roger Landrum, Director, Youth Service America, 1319 F Street, NW, Suite 900, Washington, DC 20004, (202) 783-8855. YSA's *State Resource Guide* lists key state contacts, illustrative local and regional service programs, and national technical assistance organizations.)

The following are examples of statewide policies related to community service.

PennSERVE

PennSERVE: The Governor's Office of Citizen Service invests nearly \$7 million in state funds and \$3 million in federal funds to support a variety of community service and volunteer programs in the state, with a special focus on youth community service. Located administratively in Pennsylvania's Department of Labor and Industry, PennSERVE reports to a Cabinet Committee headed by the Secretary of Labor and Industry and the Secretary of Education. Among other things, PennSERVE

■ provides competitive grants to schools, colleges, local government and nonprofit agencies to establish school-based service, a literacy corps, and conservation and service corps;

■ serves as an advocate for community service, a vehicle for information and publicity about volunteering;

■ provides technical assistance to local groups interested in community service. This includes support of a statewide community service training institute,

The Pennsylvania Youth Institute for Service Learning; and

■ provides financial and technical assistance to other agencies in operating youth service programs. In 1991, PennSERVE helped eight municipalities create new local youth corps programs and assisted the state JTPA program to create a restructured Summer Youth Service Corps, which enrolled 2,000 young people in 200 projects across the state.

A key initiative administered by PennSERVE is the Pennsylvania Conservation Corps (PCC), with a legislative appropriation of \$6 million for FY 1992. Since its inception in 1984, 9,000 PCC members, all of whom were unemployed when they joined the program, have undertaken some 450 conservation, recreation and historical projects throughout the state.

PennSERVE supports a wide range of activities in the public schools, including mini-grants to support local school projects, regional workshops for teachers and students, and the Pennsylvania Literacy Corps, which in 1991 enrolled 1,000 youth to serve as literacy tutors. These activities enjoy strong support from the State Board of Education, which has formally resolved that "programs of community service should be an integral part of education at all levels and strongly urges schools, colleges and universities to institute or strengthen community service programs so that every student is encouraged to serve and participate in volunteer service."

The state Department of Education incorporates community service in its award-winning anti-drop-out program, Project Success, and includes community service as an alternative means of achieving graduation credit in newly proposed revisions to the State Code. Similarly, the State College System has appointed a task force to examine making community service a formal part of the admissions process and expanding service-learning in teacher training.

□ For further information, contact: John Briscoe, PennSERVE: The Governor's Office of Citizen Service, 1304 Labor and Industry Building, Harrisburg, PA 17120, (717) 787-1971.

Minnesota Community Service

Minnesota was the first state to organize a statewide, comprehensive youth service model for all young people. Two governor-appointed planning groups, the Governor's Task Force on Youth Service and Work (1985-1986) and the Governor's

Blue Ribbon Committee on Mentoring and Youth Community Service (1990-1991) have successfully advocated several state policies supportive of youth service

Legislation in 1987 allowed local school districts to levy \$.50 per capita for Youth Development programs through Community Education, including Youth Service. Legislation in 1989 allowed districts to levy an additional \$.25 per capita for service-learning programs. In 1991, the Legislature raised the total levy to \$.85, combining the two programs under the title of Youth Service. More than 300 school districts (including approximately 90 percent of the state's population) currently levy this special funding. An estimated \$3.5 million is generated annually by this local levy/state aid package—the highest per capita subsidy for youth service in the nation.

More than 3,000 service programs operate in the nation's public and private schools which have instituted mandatory service as a requirement for graduation.

In 1989, the State Board of Education passed a mandate that all schools should offer youth service opportunities. The mandate was overruled by the Legislature, making the program optional. In 1991, the State Board of Education published a service-learning learner outcomes document outlining how youth service is to be shaped in a curriculum context.

According to the Minnesota Department of Education, in 1990:

■ More than 40,000 youth, including 15,000 middle school youth, were involved in youth service activities.

■ Forty-nine local school districts grant credit for youth service.

■ Fifty-eight percent of school districts have peer or cross-age tutoring and 63 percent have peer helper programs.

In 1991 legislation, local Boards of Education are required to include student representatives or to establish a youth advisory council to make formal and informal recommendations to the Board.

Legislation in 1989 administered by the National Youth Leadership Council through the Minnesota Higher Education

Coordinating Board provided \$150,000 in seed support for service programs on 12 college campuses.

Like school-based service, the full-time, year-round Minnesota Conservation Corps has also experienced a steady increase in budget and program the past three biennial budget sessions of the Legislature to a current level of \$1.9 million.

□ For further information, contact: James C. Kielsmeier, President, National Youth Leadership Council, 1910 W. County Road B, Roseville, MN 55113, (612) 631-3672 or the Youth Service Program of Community Education, Minnesota Department of Education, 500 Cedar St., St. Paul, MN 55101, (612) 296-1435.

Maryland Community Service/School-to-Employment Requirements

Maryland is the first state requiring each school district to make service opportunities available on an optional basis. In order to further strengthen the connection between school and employment and enhance the sense of community responsibility of Maryland youth, the Maryland State Board of Education voted on July 31, 1991, to propose that students be required to perform community service as a requirement of high school graduation.

□ For further information, contact Kathleen Kennedy Townsend, Director, Maryland Student Service Alliance, Maryland State Department of Education, 200 West Baltimore St., Baltimore, MD 21201, (301) 333-2427.

Other State Initiatives

A growing number of other states have also enacted legislation and funded the establishment of community service programs. These include the District of Columbia, as a requirement for high school graduation; Minnesota, for both K-12 and collegiate service; a variety of post-secondary programs: California first state to legislate in support of campus-based community service; Connecticut; Florida; Illinois and Washington.

—from *State and Communities on the Move: Policy Initiatives to Create a World-Class Workforce*, published by the William T. Grant Foundation Commission on Work, Family and Citizenship et al (Washington, D.C.), 1991. Copies of the report are available for \$5.00 (prepaid) from the Commission, 1001 Connecticut Ave, NW, Suite 301, Washington, DC 20036-5541. ■