

New Mexico Blueprint for Civic Engagement

2006 Edition



New Mexico
Commission for
Community Volunteerism

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The New Mexico Commission for Community Volunteerism

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New Mexico Blueprint for Civic Engagement

Executive Summary

“The health of a democratic society may be measured by the quality of functions performed by private citizens.”

-Alexis de Tocqueville, 1835

Alexis de Tocqueville was a keen observer of American society and politics in the early 1800’s. In *Democracy in America*, he noted that participation in civic activities and associations was a distinguishing American characteristic and a unique feature of American politics and society.

The indigenous communities of North America and New Mexico have even longer traditions of community-centered social structures and inter-generational responsibility. Democratic participation and civic engagement provide the foundation and framework for our nation’s political values. A more active and engaged citizenry remains both a goal and a source of pride for our country and our state.

Governor Bill Richardson charged the New Mexico Commission for Community Volunteerism with the mission:

“To engage citizens of New Mexico of all ages and backgrounds in community based service to address the state’s human, educational, environmental, public safety, health, housing, and other needs.”^a

Service to others and sacrifice for our society’s greater good are deep-seated patriotic values with a long history in our nation. Civic engagement programs and incentives are investments in our communities and build New Mexico’s “social capital” for meeting community needs, enhancing individual opportunity, and strengthening our quality of life. Civic engagement is essential to the advancement and well-being of all New Mexicans. The state recognizes this goal by incorporating civic engagement principles into New Mexico’s education standards.^b

This New Mexico Blueprint for Civic Engagement (Civic Blueprint) aims to increase opportunities for civic engagement in New Mexico by highlighting current successes, describing effective practices, and recommending new policies. New Mexico is already a recognized national leader for senior involvement in service and volunteer activities. This report aims to help make this true for New Mexicans of all ages. For the purposes of this report, ‘civic engagement’ encompasses the fields of volunteerism, community service, service learning, and civic participation.

The Civic Blueprint begins a conversation about bold advancements in civic engagement around New Mexico and serves as a tool for elected leaders, policy makers, and practitioners. Taken as a whole, the recommendations in the Civic Blueprint represent a substantial investment in New Mexico’s “social infrastructure.” However, like any infrastructure investment, the resulting increase in service opportunities and resources will yield multi-fold benefits for individual New Mexicans and communities across the state.

The Civic Blueprint document contains three main sections:

- The **Policy Recommendations** section offers proposals for strengthening and expanding civic engagement in New Mexico.
- The **Essential Elements** section identifies select characteristics of civic engagement programs that demonstrate positive and effective outcomes.
- The **Catalog of Service Opportunities** in New Mexico captures current opportunities for civic engagement across the state.

The Essential Elements section also highlights some of New Mexico's most successful civic engagement efforts, including:

- **K-12 Service Learning and Civic Learning Programs:**
 - New Mexico Forum for Youth in Community
 - South Valley Academy Community Service Learning Program
 - Gadsden School District Water Project
 - Model City Council: Common Cause New Mexico
 - New Mexico Civic Engagement Initiative
- **Post High School Programs:**
 - University of New Mexico's Community Learning and Public Service
 - Central New Mexico Community College, Department of Experiential Learning
 - San Juan College Volunteer Center
- **Adult and Family Programs:**
 - Foster Grandparent Program (FGP): City of Albuquerque
 - Retired and Senior Volunteer Program (RSVP): City of Las Cruces
 - Senior Companion Program (SCP): Joy Centers of Chaves County
- **Multi-Sector Programs:**
 - Intel Involved
 - Wings Ministry
 - VSA North Fourth Art Center

The Civic Blueprint's goal is to deepen civic engagement opportunities and outcomes for all age groups and communities across New Mexico. Recent tragedies in the United States, including the attacks on September 11, 2001 and Hurricane Katrina, have amplified the "call to service" for Americans and New Mexicans alike. The Civic Blueprint represents an opportunity for New Mexico to lead the rest of the nation in responding to this call to service, including recommendations for more service-learning in our schools, employing service as a strategy for meeting New Mexico's environmental needs, and providing job skills and opportunities for New Mexico's most vulnerable youth. Such recommendations provide a model for other states, as well as a "New Deal for New Mexico."

This document reflects an outreach process to stakeholders and practitioners in the civic engagement field, including numerous public meetings and a widely distributed questionnaire,

that is detailed in the endnotes to this section.^c This initial effort and report are intended to invite discussion and refinement to broaden and enhance civic engagement in New Mexico.

Civic Engagement and Citizen Participation

The spectrum of civic engagement and community service spans a wide range of activities from personal volunteerism to public service and running for elective office. The activities along this spectrum are distinct and diverse, yet still connected along a continuum of commitment, participation, and service toward community goals and the public good. This report captures and discusses a broad array of service opportunities and recommended policy catalysts in both the public and private sectors. However, the civic environment created by our elected leaders and within our electoral system also deeply affects both the perception and the reality of our community values. Therefore, in addition to the 13 primary recommendations approved by the Commission, this report also includes three secondary recommendations that address our electoral system and ethics requirements for conducting public business.

These secondary recommendations include:

- Endorsing voluntary public financing of elections to increase civic participation and voter turnout.
- Restoring confidence in government and civil society by adopting a comprehensive ethics-in-government package, including financial disclosure requirements, campaign finance reporting, gift bans, and lobbying guidelines.
- Increase voter participation by implementing Election Day Registration (EDR) statewide and explore the promotion of voter registration by all high school seniors aged 18 and older.

Governor Richardson appointed the Bipartisan Task Force on Ethics Reform to examine and propose a comprehensive ethics and campaign-finance reform package for New Mexico. While this task force will take the lead in crafting and advancing an appropriate set of reform measures for the state, this report recognizes the inseparable link between clean government and civic engagement. This report's examination of supportive civic engagement policies and effective civic engagement practices led to an endorsement of the three electoral and ethics proposals listed above and warranted their inclusion alongside the Civic Blueprint's other primary programmatic and funding recommendations.

New Mexico Blueprint for Civic Engagement

Executive Summary Policy Recommendations

Environmental Needs, Job Skills, At-Risk Youth/Young Adults

- Create Governor Richardson’s Rapid Response Conservation Corps (GRRCC) to respond to natural disasters and environmental needs, provide youth employment opportunities, and prepare youth for college and life. Pilot with a summer program in Northern New Mexico. [Estimated \$3 million]



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- Empower New Mexico’s Children, Youth, and Families Department, Commission for Community Volunteerism, Juvenile Justice Advisory Council, Office of Workforce Development, and Department of Labor to create a Youth Civic Justice Corps, providing full-time paid community and environmental service opportunities for young people transitioning from juvenile detention and for those who are ‘aging out’ of foster care. [Estimated \$1.75 million]

- Create a Sovereign Nation Service Corps to support full-time, engaged service by primarily tribal youth in Native communities through a collaboration among the Department of Indian Affairs, the Office of Workforce Development, Workforce Training and Education Bureau, and the Commission for Community Volunteerism. [Estimated \$1.25 million]
- Create a dollar-for-dollar state match for all recurring federal formula AmeriCorps funds. [Estimated \$800,000]

Academic Programs and Service Learning

- Require all New Mexico schools to provide service learning opportunities to all students. Provide incentives for all students to participate, including a new Graduation Honor for Excellence in Service Learning. [Estimated \$2.25 million]



e

- Require that 50 percent of all higher education federal and state work study funds be utilized in a community-based setting in New Mexico. [Current Funding]

- Match all Corporation for National and Community Service Ed Awards for former AmeriCorps members admitted to New Mexico colleges with scholarship funds. [Estimated \$1.3 million as a match for the AmeriCorps awards]

Service and Volunteer Opportunities



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- Increase the capacity of existing volunteer and service centers, and create up to five new centers across the state. These centers serve as clearinghouses for recruiting, screening, training, and connecting volunteers with service needs. [Estimated \$500,000]
- Revise language in all applicable laws and statutes so ‘community service’ is not viewed as a punishment for criminal offenders. When included as part of a criminal sanction, ‘community service’ should be referred to as ‘community restitution.’ [N/A]
- Assess the feasibility and outcomes from providing all state employees two hours per month of paid leave to serve at a non-profit organization of their choice. The Commission for Community Volunteerism will work with state agencies to collect and evaluate participation and outcomes. [Estimated \$50,000]
- Explore and implement creative strategies for supporting corporate volunteerism, including but not limited to: tax credits, incentives, recognition, and paid leave time. [N/A]

State Investments



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- Request a study from the Office of the Lieutenant Governor and the Children’s Cabinet to examine all federal and state resources that fund community service, civic engagement, service learning, mentoring, and volunteerism for the purpose of resource alignment, leveraging, efficiency, and possible mergers. [Estimated \$50,000]
- Invest \$30 million in the Next Generation Fund endowment to support service learning and other youth development and youth civic engagement strategies statewide. [Estimated \$30 million]

Electoral and Ethics Reform

The New Mexico Commission for Community Volunteerism will not take a leadership role in advocacy for the three policy recommendations listed below. However, the Commission does recognize a direct relationship between civic engagement and electoral and ethics reform. Therefore, the following recommendations are included in this report, and the Commission endorses and supports the efforts of others to advance these policies.



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- Endorse voluntary public financing of elections to increase civic participation and voter turnout. Public financing has helped to increase voter turnout by more than 20 percent. [N/A]
- Restore confidence in government and civil society by adopting a comprehensive ethics-in-government package, including financial disclosure requirements, campaign finance reporting, gift bans, and lobbying guidelines. [N/A]
- Increase voter participation by implementing Election Day Registration (EDR) statewide and explore the promotion of voter registration by all high school seniors aged 18 and older. For example, voter turnout in four of the six states with EDR topped the nation: Minnesota (78 percent), Wisconsin (74.9 percent), Maine (72.6 percent), and New Hampshire (70.5 percent). [N/A]

Policy Recommendations - Detail

Environmental Needs, Job Skills, At-Risk Youth/Young Adults

Policy Recommendation

Create Governor Richardson's Rapid Response Conservation Corps (GRRCC) to respond to natural disasters and environmental needs, provide youth employment opportunities, and prepare youth for college and life. Pilot with a summer program in Northern New Mexico. [Estimated \$3 million]

Pay high school graduates and/or dropouts a stipend to spend a year in service to New Mexico. Recipients will spend eight hours a day, four days a week, developing employment skills and discipline, while working on crews that are meeting significant community, education, and environmental needs across the state. On the fifth day, they will learn important life skills, study skills, training in natural disaster response and in fighting forest fires, and receive remedial education, in an effort to prepare them for success in higher education.

The GRRCC participants will provide much needed human resources for projects ranging from working in our forests and Bosque to reduce fire risk and protect our watersheds to mentoring young students and teaching literacy. Participants will landscape our community, improve our parks, build low-income housing, and revitalize our communities. In the event of a forest fire, this corps will be ready to respond, providing mop-up and other support. They will help to fill the need exacerbated by drought and by limited availability of the National Guard.

Non-profit organizations and service corps programs will be required to collaborate with federal and state agencies through a competitive RFP process, managed by the NMCCV and the Children's Cabinet. A Memoranda of Agreement (MOA) will be signed among state agencies and non profit organizations to ensure collective participation by all necessary parties and full support of the program goals. Emerging service-learning strategies at New Mexico's colleges and universities will be scaled up and aligned with the incoming GRRCC students to create greater continuity and opportunities for success.

Investing \$3 million per year in GRRCC will:

- Create approximately 200 corps member positions.ⁱ
- Provide the most disadvantaged students in New Mexico the opportunity to pursue higher education, teaching them the necessary discipline, self regulation, remedial academic, and life skills to successfully enter and complete two and four year degree programs.
- Increase fire prevention and drought remediation, as well as clear acres of dead pinon by providing a dedicated crew to work on these causes.
- Reduce the first-year remedial education burden of the institutions of higher learning.
- Enhance workforce development. These students will be earning hands-on experience ranging from teaching younger children to environmental science.
- Meet significant community and environmental needs such as building low-income housing and controlling erosion in our watersheds.
- Leverage federal AmeriCorps and Department of Labor and Workforce Investment Act funds.
- Create a culture of citizenship and civic engagement in New Mexico. GRRCC will be the Civilian Conservation Corps for the next generation of young people in New Mexico. It will be a beacon for those youth who feel a sense of powerlessness, helping them to experience a tremendous sense of opportunity through immersion in service. The youth in the GRRCC will learn by doing, and along the way connect with the Booker T. Washington notion that "if you want to lift yourself up, lift somebody else up." Higher education will come as the next step in their development.

The GRRCC will help address the third and fifth outcome areas of the Children’s Cabinet which state that children and youth in New Mexico will be:

- Valued contributors and active participants to their community
- Able to transition successfully to employment and adulthood.ⁱⁱ

Policy Recommendation

Empower the Children, Youth, and Families Department, New Mexico Commission for Community Volunteerism, Juvenile Justice Advisory Council, Office of Workforce Development, and the Department of Labor to create a Youth Civic Justice Corps providing full-time paid community and environmental service opportunities for young people transitioning from being in juvenile detention and for those who are ‘aging out’ of foster care. [Estimated \$1.75 million]

The Youth Civic Justice Corps (YCJC) will dramatically reduce rates of re-arrest, creating significant taxpayer savings. YCJC will allow whole populations of former foster care children and formerly incarcerated individuals the opportunity to meaningfully contribute to their communities. The corps will be created either as a stand-alone program, or as part of the Governor’s Rapid Response Conservation Corps (GRRCC). Either way, it will parallel, complement, and administratively coordinate with GRRCC, as well as other service and conservation corps that currently exist or are proposed in this report.

Nationally, as many as 75 percent of young people leave correctional facilities only to return again.ⁱⁱⁱ According to CYFD, approximately 100 young people age out of foster care on an annual basis. Often, these young people are left with limited opportunities and no support. YCJC will fill these significant gaps for New Mexico’s most vulnerable youth.

YCJC will provide resources to pre-existing service and conservation corps and other non-profit organizations and build formal collaborations with social workers, detention centers, prisons, parole officers, and probation officers. YCJC will be a national model for meeting the needs of communities through the hard work of those who have often been discarded by, or paid their debt to, society.

Through a one to two year paid term of service, these young people will have the opportunity to gain work experience, earn GED’s or high school diplomas, learn life skills, and develop leadership while employed as full-time apprentices in service to community and environmental needs.

Policy Recommendation

Create a Sovereign Nation Service Corps to support full-time, engaged service by primarily tribal youth in Native communities through a collaboration among the Department of Indian Affairs, the Office of Workforce Development, Workforce Training and Education Bureau, and the New Mexico Commission for Community Volunteerism. [Estimated \$1.25 million]

New Mexico is home to more than 20 indigenous tribes and intergenerational responsibility is a long-standing tradition and practice within Native American communities. A Sovereign Nation Service Corps (SNSC) will invigorate and create new opportunities for tribal youth employment, skills training, and leadership development, as well as address long-term “brain drain” away from traditional and rural tribal communities.

SNSC will mobilize youth-employment programs across New Mexico that begin to address high rates of youth unemployment, limited job-training, natural resources management, and other community needs on tribal lands and within a tribal context. Cultural traditions of land stewardship and conservation will be utilized to address current

challenges such as drought management, fire prevention, and sustainable agriculture.

The SNSC will parallel, complement, and coordinate administratively with the Governor's Rapid Response Conservation Corps and the Youth Civic Justice Corps described in this report.

Policy Recommendation

Create a dollar-for-dollar state match for all recurring federal formula AmeriCorps funds. [Estimated \$800,000]

A dollar-for-dollar state match of federal AmeriCorps funds supports the fifth priority area of the Children's Cabinet: "All Children and Youth will be valued contributors and active participants in their communities." This additional funding will increase the capacity and reach of AmeriCorps programs and Corporation for National and Community Service programs across New Mexico. The state matching funds will break down as follows:

- The population-driven federal formula provides New Mexico \$500,000 to support AmeriCorps programs.
- The federal formula also provides \$313,000 for disability inclusion, administrative costs, and program development and training.

Total: \$813,000

Policy Recommendations - Detail

Academic Programs and Service Learning

Policy Recommendation

Require all New Mexico schools to provide service learning opportunities to all students. Provide incentives for all students to participate, including a new Graduation Honor for Excellence in Service Learning. [Estimated \$2.25 million]

Service-learning is a well researched field. As more service-learning programs emerge, the positive benefits become more apparent. Noted benefits include: ^{iv}

- a positive impact on the personal development of public school youth, interpersonal development, and the ability to relate to culturally diverse groups;
- reduced risk behaviors by participating students; for example research shows that service learning is a proven means for lowering teen pregnancy rates;
- enhanced civic responsibility and citizenship skills;
- increased opportunities for students to become active, positive contributors to society;
- increased academic skills and deeper knowledge;
- increased engagement in academic studies and a greater motivation to learn;
- better attendance;
- better career development.

To encourage an ongoing continuum of service in New Mexico, the NMCCV proposes the introduction of a structured service-learning program in grades 9-12 with academic credit. A program in Arizona can serve as a model in New Mexico.

Jan Brite, a service-learning specialist with the Arizona Department of Education, defines service-learning as “an instructional method that lends relevance to academic content by engaging students in meaningful service that is linked directly with the academic curriculum.” ^v In 2003, the Arizona Legislature passed a bill that “Requires the Arizona State Board of Education to adopt guidelines to encourage students in grades 9-12 to volunteer for twenty hours of community service, which may include service-learning.” ^{vi} Similar service-learning guidelines could be adopted in New Mexico’s public education system.

The language of the bill outlines their service-learning guidelines, and could be easily adapted for New Mexico: ^{vii}

Implement the Graduation Honor for Excellence in Service Learning

Under this recommendation, high school students who have significantly contributed to their school or community can receive a seal on their graduation diplomas, and notations of honor on their official transcripts for their work. Students can achieve this honor through a combination of curriculum-based and extracurricular service: ^{viii}

- Curriculum-Based Service Learning: Service learning as a teacher’s instructional strategy. Through a particular class, students are involved in service to the community that has a direct correlation to and reinforces the course goals and objectives. Service may take place during class, or beyond the school day.
- Extracurricular Service Learning: Service activities that are not part of an academic class. The activities may be organized by a school club, a community organization, or one or more students with an original idea.

The Honor for Excellence in Service-Learning is awarded to students for completing of 150 hours of unpaid service

throughout their four years of high school. Those hours include preparation, action, and reflection. Eighth graders may begin extra-curricular service learning before their freshman year.

Policy Recommendation

Require that 50 percent of all higher education federal and state work study funds be utilized in a community-based setting in New Mexico. [Current Funding]

Requiring that 50 percent of all federal and state work study funds be used in community-based settings builds the capacity of service and service-learning opportunities across the state. This will increase the integration of work study students into their communities and enhance campus/community partnerships.

Institutions of higher learning and their students are grossly under-utilized as community resources. Good examples of university students currently exist in New Mexico such as the UNM Service Corps, San Juan Community College, and the Central New Mexico Community College, Department of Experiential Learning. Much more can be done to bring ‘the university to the community’; the implementation of this recommendation is the appropriate starting point.

In 1964, the Federal Work Study (FWS) program was created by the federal government with the purpose of serving as part-time employment for low-income students. In 1965, the federal government revised the language of the FWS program to say that the work completed by students should be “for the institution itself or work in the public interest for a public or private nonprofit organization.”^{ix} The law currently states that 7 percent of federal work study funds institutions receive must be used for ‘community service’ positions.^x This recommendation highlights the value of civic engagement and youth participation in their communities.

Administrative recommendation: New Mexico colleges and universities should annually report to the Secretary of the Higher Education Department, the use of all work study funds as part of the North/Central Accreditation Requirements. This system of review will occur with phased implementation.

Policy Recommendation

Match all Corporation for National and Community Service Ed Awards for former AmeriCorps members admitted to New Mexico colleges with scholarship funds. [Estimated \$1.3 million as a match for the AmeriCorps awards]

After successfully completing a term of service, any AmeriCorps member who is enrolled in the National Service Trust is eligible to receive an AmeriCorps Education Award (Ed Award). The funding of these Ed Awards is provided by the Corporation for National and Community Service (CNCS), AmeriCorps parent organization. Ed Awards may: 1) pay education costs at qualified institutions of higher education 2) pay for educational training 3) repay qualified student loans. The award is \$4,725 for a year of full-time service, and is prorated for part-time. One can access the award in full and part, and can take up to seven years after a term of service has ended to claim the award.^{xi} CNCS currently awards approximately \$1.3 million to AmeriCorps alumni in New Mexico. This \$1.3 million should be matched, dollar-for-dollar, from individual schools’ scholarship funds.

Other colleges and universities across the country match Ed Awards from their own scholarship and foundation sources. As of January, 2006, more than 25 institutions of higher learning, ranging from public universities to private colleges, participate in matching Ed Awards. For example:^{xii}

- Princeton University will supplement the Ed Award to fully cover tuition and fees of any AmeriCorps alumnus admitted to any graduate program as a full-time student. This is an approximate value of up to \$32,450 at their current rates.
- The Clinton School of Public Service: University of Arkansas will double-match the AmeriCorps Ed

- Award which suffices to cover all tuition and fees.
- Johnson and Wales University will provide a matching tuition waiver for an AmeriCorps alumnus who completes a Providence-based AmeriCorps program.

Matched Ed Awards by New Mexico's higher education institutions will increase educational opportunities for New Mexico's youth (and other AmeriCorps alums) and participation in New Mexico's AmeriCorps program to the benefit of communities across the state.

Policy Recommendations - Detail

Service and Volunteer Opportunities

Policy Recommendation

Increase the capacity of existing volunteer and service centers, and create up to five new centers across the state. These centers serve as clearinghouses for recruiting, screening, training and connecting volunteers with service needs.
[Estimated \$500,000]

Volunteer centers remain vital to communities that strive to encourage and support civic engagement and volunteerism. These centers generate, train, and connect volunteers to service opportunities in the communities. Two models for increasing volunteer and service center capacity in New Mexico include:

- The Volunteer Center based in Silver City, New Mexico was established in 2001 by a subcommittee of the Grant County Community Health Council to serve as a clearinghouse to recruit and match volunteers. The Center administers Partners for Seniors, the Hermanas program, Classroom in a Trunk, and helps fill backpacks for Alimentos para Los Ninos. It recruits volunteers for El Refugio, the public library, the Town of Silver City, Mimbres Region Arts Council, Penny Park, Toy Town, and Casa Mia Ranch. The Center works with the New Beginnings Adult Day Mental Health Program at Border Area Mental Health Services, and with church youth groups to place volunteers from those programs into service learning opportunities. It also fields a number of inquiries for information and referral, and responds to urgent needs, mobilizing community support for emergencies such as Hurricane Katrina.
- All New Mexico based volunteer and service centers are encouraged to join The Points of Light Foundation and its Volunteer Center National Network. Together, the Foundation and the Network reach millions of people in thousands of communities across the nation to mobilize people and resources to address community problems. Through a variety of programs and services, the Foundation and Network facilitate service and volunteerism from people from all walks of life — businesses, nonprofits, faith-based organizations, low-income communities, families, youth, and older adults. ^{xiii}

Policy Recommendation

Revise language in all applicable laws and statutes so ‘community service’ is not viewed as a punishment for criminal offenders. When included as part of a criminal sanction, ‘community service’ should be referred to as ‘community restitution.’
[N/A]

Individuals required to provide service back to the community as a judicial sanction are in fact providing restitution for anti-social behavior. Another state recently implemented a change in its state code to refer to ‘community restitution’ rather than ‘community service.’ New Mexico should assess the feasibility of changing its applicable laws to more accurately reflect the nature of court-ordered restitution to the community.^{xiv}

Policy Recommendation

Assess the feasibility and outcomes from providing all state employees two hours per month of paid leave to serve at a non-profit organization of their choice. The New Mexico Commission for Community Volunteerism will work with state agencies to collect and evaluate participation and outcomes. [Estimated \$50,000]

New Mexico's Children, Youth and Families Department (CYFD) administers a Community Volunteer Leave program that allows employees to utilize paid time to contribute to their communities. The state can mobilize a larger segment of the public sector to contribute to their communities and as an example to other large employers. The regulations governing CYFD's program read as follows: ^{xv}

COMMUNITY VOLUNTEER LEAVE. Community volunteer leave is a privilege afforded by the State of New Mexico to employees to perform volunteer work for any public, community-based organization that serves New Mexico. Community volunteer leave never takes precedence over work priorities and service delivery responsibilities. Such as, an employee may elect or be directed to forego a scheduled period of community activity. A missed period may be made up only during the same workweek, with the supervisor's prior approval. Under no circumstances may a missed period be saved up and taken during subsequent workweeks.

5.9.1 Full-time probationary, career or term employees who are performing satisfactorily may request up to two hours per month of community volunteer leave by submitting a Request for Community Volunteer Leave Form to the supervisor for approval.

5.9.2 Supervisors review the request and determine if the employee's and unit's performance standards are being met or would be affected in any way by the employee's absence on community leave. The supervisor may suspend a scheduled period of community volunteer leave or suspend/terminate the approved leave entirely if the employee is not complying with the provisions of this policy or if a work event occurs during the time scheduled for community volunteer leave.

5.9.3 Community volunteer leave cannot be combined with any other type of leave. The taking of any other type of leave in conjunction with their scheduled community volunteer leave will make the employee ineligible for this benefit on that day.

Policy Recommendation

Explore and implement creative strategies for supporting corporate volunteerism, including but not limited to: tax credits, incentives, recognition and paid leave time. [N/A]

The private sector remains the broadest and deepest source of effective civic engagement. Employers support their communities by providing employees with innovative service programs and volunteer opportunities. Employers also provide access to the resources and expertise that strengthen and enhance service programs, such as employee time and work experience. Private sector organizations are direct members in their communities, taking their participation in civic engagement activities to the "front lines" of community needs. The following employers are examples of both large corporate and small business civic engagement:

Sandia National Laboratories (approximately 7800 employees) runs the 'Sandia Serves' program, as well as other contribution programs which provide the opportunity for employees, retirees, and family members to help improve the quality of life for others. Sandia Serves volunteers report more than 80,000 hours of service to others each year. Projects include school improvements, cleaning trails, making cookies and baby blankets, and assisting local non-profits with fundraising activities. They also partner with Habitat for Humanity, collect school supplies and books for underprivileged children, organize food and shoes drives, and host weekly blood drives.

Intel Corporation (5200 employees) encourages employees to take an active role in their communities worldwide. Intel Involved, Intel's volunteer program, coordinates a variety of employee volunteer programs in support of education, environmental stewardship and safety, youth development, and community service. In 2005, a record-breaking 2,664 Intel New Mexico volunteers (53 percent) spent more than 27,000 hours on local volunteer projects. Every year during National Volunteer Recognition Week in April, Intel volunteers are recognized for their dedication, particularly for their work with K-18 years of age as part of Intel's Volunteer Matching Grant Program, where local schools receive \$200 for every twenty hours of Intel volunteer time at the school. During the 2004-05 school year, Intel New Mexico employees raised \$184,400 in donations to local schools through Intel's Volunteer Matching Grant Program.

Don Chalmers Ford's (208 employees) volunteer program is a Volunteer Council of employees at Don Chalmers Ford car dealership based in Rio Rancho. Created for the employees to enhance their participation in their community, the program supports both large-scale projects that all employees are welcome to participate in, as well as individual projects that employees may select. The program brings non-profits to their site at a monthly brown bag lunch so employees can learn more about volunteer opportunities. At the culmination of each project, each volunteer gets a thank you card to provide them with recognition.

Policy Recommendations - Detail

State Investments

Policy Recommendation

Request a study from the Office of the Lieutenant Governor and the Children's Cabinet to examine all federal and state resources that fund community service, civic engagement, service learning, mentoring, and volunteerism for the purpose of resource alignment, leveraging, efficiency, and possible mergers. [Estimated \$50,000]

Examining civic engagement funding options and program alignment opportunities will increase program efficiency and provide more resources for program delivery. It will also diversify program funding sources and allow more opportunities for collaboration, synergy, and leveraging resources.

By examining the alignment of resources, the state could benefit from pooled resources and bring more federal funds into New Mexico. Maximizing the use of state and federal funds will increase access to programs for all New Mexico youth.

Policy Recommendation

Invest \$30 million in the Next Generation Fund endowment to support service learning and other youth development and youth civic engagement strategies statewide. [Estimated \$30 million]

Young New Mexicans currently engage in increasing service learning and civic work more than any generation of youth in our state's history. The Next Generation Fund (NGF) is the appropriate funding mechanism for expanding opportunities for organized service and for developing New Mexico's next crop of civic leaders.

NGF was established during the 2005 New Mexico Legislative Session. The endowment promotes positive child and youth development, funding programs that treat children and youth as assets in their communities. NGF-funded programs seek to create safe places for young people, provide constructive activities, encourage service-learning, increase civic engagement, and make connections to academic success and school performance.

Child and youth serving institutions, agencies, local government, and community-based organizations in New Mexico are eligible to receive funding. Competitive awards support community-identified needs and innovative projects, such as special in-school and out-of-school initiatives, family literacy projects, prevention/intervention strategies, after-school programs, and community service.

Policy Recommendations - Detail

Electoral and Ethics Reform

The New Mexico Commission for Community Volunteerism will not take a leadership role in advocacy for the three policy recommendations listed below. However, the Commission does recognize a direct relationship between civic engagement and electoral and ethics reform. Therefore, the following recommendations are included in this report, and the Commission endorses and supports the efforts of others to advance these policies.

Policy Recommendation

Endorse voluntary public financing of elections to increase civic participation and voter turnout. Public financing has helped to increase voter turnout by more than 20 percent. [N/A]

The primary benefits to civic engagement from implementing a publicly-financed system are:

- 1) Increased voter participation and turnout.
- 2) A more diverse donor base for campaigns at a low dollar amount.
- 3) More voter contact by candidates, rather than chasing big donors.
- 4) Increased participation from low-income voters.

A model for statewide and legislative publicly-financed campaigns in New Mexico is the recently passed publicly-financed municipal system in Albuquerque. This new local system enjoyed strong bipartisan support, passing with 70 percent of the vote. A post-election canvas shows that every consolidated precinct in Albuquerque voted in favor of this system. The city council and mayoral framework are analogous to legislative and statewide offices.

Candidates who wish to be publicly-financed must gather qualifying contributions at the five-dollar level from one percent of registered voters in their district, if they are running for city council, or one percent of registered voters citywide if they are running for mayor. Once qualified, publicly-financed candidates for city council receive one dollar per registered voter in their district, or one dollar per registered voter citywide for mayoral candidates. These stipends from the General Fund are estimated at one-tenth of one percent of the annual budget.

An enhanced matching system exists to prevent publicly-financed candidates from being marginalized by large private spenders. If a non-publicly financed candidate raises far greater funding, a mechanism triggers to give publicly-financed candidates more funding.

Recently implemented publicly-financed election initiatives in Arizona and Maine demonstrate: increased voter participation, more diverse candidate pools, and greater voter confidence in the electoral process.

In Arizona, the success of the publicly-financed system in increasing voter participation and turnout in 2002 is compelling:^{xvi}

Increased Voter Turnout:

Voter turnout increased by 25 percent in the primary and 22 percent in the general election over 1998 levels.

Increased Electoral Participation:

The number of donations to political campaigns more than tripled from 30,000 private donations in 1998 to more than 90,000 five-dollar qualifying contributions in 2002.

Publicly-financed campaigns do not favor any particular political party and level the playing field for all candidates for office. A neighboring state's recent election with 39 publicly-financed candidates broke down as follows: 22 Republicans and 17 Democrats.^{xvii}

In Maine, the publicly-financed system significantly increased the number of participating candidates between 2002 and 2004: ^{xviii}

- The number of Clean Election Candidates jumped from 230 in 2002, to 309 in 2004.
- The number of Clean Election Legislators jumped from 111 in 2002, to 145 in 2004.
- The number of Clean Election Republican winners jumped from 35 in 2002, to 60 in 2004.
- The number of Clean Election Democrat winners jumped from 72 in 2002, to 83 in 2004.

Policy Recommendation

Restore confidence in government and civil society by adopting a comprehensive ethics-in-government package, including financial disclosure requirements, campaign finance reporting, gift bans, and lobbying guidelines. [N/A]

To restore public confidence in the political process, the following is needed:

- 1) Ban gifts to public officials from persons having a financial interest in their official duties. Exempt campaign contributions when they are disclosed to the public.
- 2) Establish an independent ethics oversight commission to ensure full compliance with ethics laws and rules.
- 3) Require regular campaign reports detailing donor information, including the employer of every donor. Report in-state and out-of-state independent expenditures. [Current law does not require this kind of disclosure and is the main reason the national Campaign Disclosure Project gives New Mexico disclosure laws a failing grade every year.]
- 4) Require lobbyists to disclose what bills they are interested in influencing each session.

Governor Richardson has taken the initiative to move the state toward ethics reform. The Governor created the Bipartisan Task Force on Ethics Reform in April 2006 to examine how New Mexico can strengthen its ethics and campaign finance laws. “I want a comprehensive package of proposed laws that make sense, are enforceable, and that we can get passed in the 2007 legislative session,” Richardson said. ^{xix}

The call for an ethics reform was echoed in an Albuquerque Journal Letter to the Editor by Representative Gail Chasey. In regards to the newly appointed Ethics Task Force, Chasey writes:

I will be watching closely the work of the ethics reform task force. The task force should examine streamlined enforcement procedures, wider applicability of ethics laws, campaign contribution limits, the need for an ethics commission, a sensible limit on gifts from lobbyists, clear and regular reporting of campaign contributions and a host of other issues....The need to restore the public's faith and confidence in government is paramount.

Policy Recommendation

Increase voter participation by implementing Election Day Registration (EDR) statewide and explore the promotion of voter registration to all high school seniors aged 18 and older. For example, voter turnout in four of the six states with EDR topped the nation: Minnesota (78 percent), Wisconsin (74.9 percent), Maine (72.6 percent), and New Hampshire (70.5 percent). [N/A]

Election Day Registration (EDR)

Election Day Registration increases civic engagement by allowing electoral participation by those who have recently relocated, new voters, and those with lost or incomplete voter registration status. States with EDR demonstrate

greater voter participation, both among specific segments of the population and in overall turnout.

The benefits of EDR include: ^{xx}

- 73.8 percent of all eligible voters in EDR states voted, compared with 60.2 percent of eligible voters in states without EDR--a difference of 13.6 percentage points.
- Turnout in four of the six states with EDR topped the nation. Minnesota (78 percent), Wisconsin (74.9 percent), Maine (72.6 percent), and New Hampshire (70.5 percent).
- Turnout in “safe” states (those in which one presidential candidate won with more than five percent of the vote) with EDR averaged 66.9 percent, compared with 58.5 percent turnout rates in other “safe” states--a difference of 8.4 percentage points.
- “Battleground” states (those with a small margin of victory) with EDR averaged a 75.7 percent turnout, compared with 65.2 percent turnout rates in other “battleground” states--a difference of 10.5 percentage points.
- The 13.6 percent turnout advantage for EDR states was significantly larger than the 8.2 percent difference in turnout between “battleground” and “safe” states.
- EDR may enhance the intense mobilization that occurs in “battleground” states. “Battleground” states with traditional voter registration had turnout rates only 6.7 percent higher than “safe” states. In “battleground” states with EDR, turnout was 8.8 percent higher than in “safe” EDR states.

Promotion of Voter Registration

To emphasize the importance of an active and informed citizenry for New Mexico’s youth, all eligible high schoolers should be registered to vote before graduation.

A recent editorial in the *New York Times* published on April 6, 2006, examines the progress of such initiatives across the country. Co-authored by John B. Anderson, chairman of FairVote, and Ray Martinez III, who serves on the United States Election Assistance Commission, the op-ed links voter participation to civic engagement: “By improving our registration and education efforts, we will not only help protect the voting preferences of younger Americans but the long-term vitality of our participatory democracy.” ^{xxi}

The authors propose a ‘leave no voter behind’ policy to address the dismal statistics of voter participation in the 18-24 year old age group by requiring high school students aged 18 and older to register to vote upon their graduation from high school. Some states have already taken steps in this direction:

- In New York City, public high school graduates get registration forms with their diplomas.
- Hawaii allows citizens to pre-register at 16, making it easier to achieve 100 percent student registration.
- In Vermont, Secretary of State Deborah L. Markowitz has designated a ‘high school voter registration week.’ ^{xxii}

Essential Elements

Vibrant and effective civic engagement programs are locally defined and driven. Such programs are designed and run to meet unique community and client needs. While there is no single prescribed set of essential elements for all successful programs, there are common characteristics shared across effective efforts in diverse settings. The models and characteristics described in this section are not introduced as “corrective” measures. Instead, they highlight ideas and practices that have proven beneficial at the national, state, and local levels.

The Corporation for National and Community Service outlines four factors for successful civic engagement efforts:^{xxiii}

- An action or series of actions by a grantee, staff member, or technical assistance provider that helps to solve an essential problem facing a community and leads to a positive outcome;
- Approaches that address issues shared by grantees or staff members across local programs and operating sites;
- Approaches that can be replicated in, or adapted to serve, more than one locale;
- Approaches that can be described and documented in terms of the problems they solve, the context in which they are successful, the evidence of the success, and the measurable impact of the outcome.

This report provides a brief and partial overview of approaches that demonstrate successful outcomes. These elements do not provide an independent basis for deeming a program as successful or unsuccessful. Instead, they provide general guidelines that can help practitioners and policy makers identify elements of program success and areas for improvement.

Models and program elements of success have been examined and identified by the 1) National Youth Leadership Council, 2) the National Service-Learning Partnership, 3) Service-Learning Northwest, and 4) the Corporation for National and Community Service. Commonalities across these evaluations include:

- **Goals** should be set to achieve a successful program and the staff, constituents, volunteers, and students must work to accomplish these goals to the fullest extent.
- **Systemic evaluation and assessment** should be used for evaluating a program’s projects. This will aid in measuring and ensuring accountability both fiscally, and in accomplishing the predetermined goals. Accomplishment of these goals through evaluation and assessment will lead to credible results.
- Programs should be **locally-driven and organized** for serving a recognized community need; not implemented by a foreign source. In relation to service-learning, the same idea applies. Projects should be created, implemented and evaluated by the participants, and not assigned to them by teachers. This organic method ensures a meaningful experience for all stakeholders.
- Successful programs provide **connectedness** between their practitioners and the community, between generations, and between other factions of society. This connectedness will also create partnerships in the community which may not otherwise exist.
- Programs should advocate **preparedness** in that practitioners should know the history of the project/program and why it is essential to implement. They should have appropriate background information as well as tools and the appropriate infrastructure needed to complete a project.
- Programs should **acknowledge, celebrate and support** the volunteers in their programs for the work completed. Incentives should be given to encourage and maintain participation from the community.
- **Reflection** of the project on behalf of the volunteers and practitioners when the project concludes is essential. Writing activities, participant feedback forms and surveys are all useful methods.

More detailed outlines of examinations of successful program elements by four national organizations follow:

1) National Youth Leadership Council (NYLC)

NYLC is a St. Paul, Minnesota based organization that works to increase the “capacity of schools and communities to engage young people in active learning and service.”^{xxiv} Through providing opportunities, resources, and tools for service learning, NYLC works to redefine the roles of young people in society. NYLC offers training and technical assistance to practitioners in the service learning field, and convenes The National Service Learning Conference which draws nearly 3,000 participants each year.^{xxv}

Essential Elements of Quality Service Learning by NYLC^{xxvi}

- Service projects have clear educational goals that require the application of concepts, content, and skills from the academic disciplines and involve students in constructing their own knowledge.
- Projects engage students in challenging cognitive and developmental tasks.
- Teachers use assessment to enhance student learning and to document and evaluate how well they have met standards.
- Service tasks have clear goals, meet genuine community needs, and have significant consequences.
- Teachers use formative and summative evaluation in a systematic evaluation.
- Students have a voice in selecting, designing, implementing and evaluating their service project.
- Diversity is valued and demonstrated by participants, practice, and outcomes.
- Service projects foster communication, interaction, and partnerships with the community.
- Students are prepared for all aspects of their work.
- Students reflect before, during, and after service. Reflection encourages critical thinking and is a central force in the design and fulfillment of curricular objectives.
- Multiple methods acknowledge, celebrate, and validate students’ service work.

2) National Service-Learning Partnership

“A nationwide network of members advancing service-learning as a core part of every young person’s education.”^{xxvii} Founded in 2001, the National Service-Learning Partnership works to organize, educate, and advocate for strengthening service-learning for youth. It is a network of teachers, parents, youth, administrators, policymakers, business people, researchers, and education leaders spanning all 50 states. It provides monthly updates on service learning (field), tools, resources, best practices, and a gathering place for those involved in service-learning.^{xxviii}

Eleven Essential Elements^{xxix}

- 1) Identity. A field is based on a distinct and recognized practice that can be clearly described.
- 2) Knowledge base. A field has credible evidence of results, derived from research and practice, as well as of the best ways for practitioners to obtain these results.
- 3) Workforce and leadership. A field has trained practitioners, researchers, and practitioner

educators; the structures and institutions for training, credentialing, supporting, and retaining this workforce; incentives and organizations for leaders and leadership development; and ways of attracting a workforce representing the field's components.

- 4) Standard practice. A field has descriptions of standard practice that meet an acceptable level of quality. A common language is used to describe practice. Best-practice demonstrates a capacity to achieve desired outcomes.
- 5) Practice settings. A field needs places that are appropriate and equipped for practice.
- 6) Information exchange. A field has vehicles for collecting, analyzing, and disseminating information and knowledge, such as newsletters, conferences, journals, website, and graduate curricula.
- 7) Infrastructure for collaboration. A field has structures and institutions that facilitate coordinated action, including professional organizations, meetings, networks, and conferences.
- 8) Resources. A field has adequate financial and other resources to ensure standard practice.
- 9) Critical mass of support. A field has the support of key constituencies (organizations and individuals critical to sustaining it) including practitioners, researchers, administrators, policymakers, clients or customers, influential leaders, and others.
- 10) Advocates. A field has adherents who work to foster critical constituencies' support, garner good will, secure assistance, and ensure an appropriate policy context at all levels of government and within pertinent institutions.
- 11) Systemic support. A field also has systemic support, including appropriate public policy as well as incentives that encourage practitioners to learn and use standard practice.

3) Roadmap to Civic Engagement

Service-Learning Northwest works to create high quality service-learning tools and practices to enhance service-learning programs.^{xxx} One of these tools is the Roadmap to Civic Engagement which serves as a manual “to provide young people with both the skills and knowledge needed to effectively address issues and needs in their own community.”^{xxxii} This handbook is designed for use by youth in community-based settings which operate outside the traditional classroom.

Six Essential Elements of Service-Learning^{xxxii}

- 1) Clear learning objectives. As the concept and practice of service-learning expands to include a number of settings outside the traditional classroom, the focus must still remain on achieving intentional learning related to the personal, social and civic development of the participant.
- 2) Meet genuine community needs. The strength of service-learning is the authenticity of the service in which young people are involved. The significance of the service performed enhances the participant's personal, social and civic development.
- 3) Systematic reflection. One of the important components of service-learning is reflection. Rather than being a simple summary of activity, reflection is an effective form of teaching which, when coupled with clear learning objectives and genuine community need, has the power to strengthen service and learning while also transforming the learner and teacher.

- 4) Youth voice. The role of youth voice in active decision-making in developing service-learning activities is an important component in increasing positive impact.
- 5) Meaningful service. To strengthen the impact of service-learning activities, it is important that young people participate in meaningful service and understand the important role they play.
- 6) Partnerships. Increasing the number of stakeholders not only increases the immediate impact of a project, it helps service to continue.

4) Corporation for National and Community Service

“Corporation for National and Community Service provides opportunities for Americans of all ages and backgrounds to serve their communities and country through three programs: Senior Corps, AmeriCorps, and Learn and Serve America.” ^{xxxiii} CNCS supports citizenship, responsibility, and service in America; and is the nation’s largest grant maker to support volunteering and service. ^{xxxiv}

Building Blocks for Effective Service Programs ^{xxxv}

- **Board and Advisory Leadership:** Boards and advisory councils or committees serve as impartial, objective groups separate from the sponsor and/or project director; they contribute crucial input to the operation of the program. An effective board or council demonstrates knowledge, attitudes, and leadership abilities consistent with proper governance of programs that engage volunteers and members.
- **Community Collaboration:** Community collaboration is essential to building and sustaining high-quality community service programs. Working hand-in-hand with local leaders, community builders, and people in need, program members can initiate change on a large scale. An effective program will benefit from a broad base of local support for funding, expertise, in-kind donations, and resource and volunteer development.
- **Financial Management:** Financial management is fundamental to the administration of service organizations. Adhering to proper principles and regulations is important whether the grant source is government, foundations, or corporate. Sound practices in this area help to build a relationship of trust with funders and enhance the overall management process within your organization.
- **Infrastructure:** Infrastructure consists of an organization’s resources, policies, and practices. These include human resources, physical surroundings, and technology. A sound infrastructure is critical for effectively supporting program work.
- **Marketing and Communications:** A marketing strategy is necessary for a program to recruit volunteers, secure partnerships, and raise money. Elements include communicating the organization’s mission and philosophy, the community need the organization is addressing, the market being served, the impact on the community, and profiles of the people being served.
- **Organizational Culture:** Volunteers or members are more likely to stay if the climate in which they find themselves is supportive of their efforts. This won’t happen without proactive involvement on the part of program managers and staff. Assuring a strong organizational culture involves developing and communicating the organization’s mission, policies, and procedures; embracing diversity; and fostering good relations between employees, volunteers, and clients.

- **Program Accountability:** Program accountability includes a wide range of issues related to a program's evaluation systems and practices, including performance measurement. Performance measurement is the process of regularly measuring the outputs and outcomes produced by a program. It allows programs to track both the amount of work done and the impact of this work on program beneficiaries.
- **Service-Learning:** An effective service-learning project provides a meaningful experience for students, volunteers or national service participants; includes opportunities for reflection on service; fosters positive attitudes about citizenship and lifelong service; and improves the participant's ability to plan service projects that meet real community needs. Service-learning projects require careful planning and collaboration to ensure that all partners work together successfully to meet their goals.
- **Staffing and Development:** Managing human resources appropriately is a key component of successful programs. Planning quality training, giving meaningful feedback, and providing volunteers, members, and staff opportunities to stretch their potential, learn new skills, and develop leadership capabilities have a beneficial effect on the entire organization.
- **Volunteer Management:** Volunteers and members are vital components of effective service programs. Many resources are available to help organizations recruit, train, retain and recognize volunteers and program members.

Best Practices in New Mexico

K-12 Service Learning Programs:

1) NM Forum for Youth in Community

Successful programs provide connectedness between their practitioners and the community, between generations, and between other factions of society.

The New Mexico Forum for Youth in Community (NMFYC) functions as an intermediary focused on promoting positive youth development practices and principles throughout New Mexico, with the goal of ensuring that young adults are fully prepared for the workforce and life. Serving as facilitative leaders, the NMFYC offers capacity building, systems alignment, training, and technical assistance to youth serving organizations and youth development practitioners. In addition, NMFYC provides a forum for communication between policymakers, funders, and the practice community with the goal of improving services and strengthening programming for youth. Through youth voice and an asset-based approach to varied decision-making processes they work to build a unified youth development field in New Mexico. Their projects include: the Youth Alliance, the AmeriCorps*VISTA Cadre Project, the Out of School Time Network, and Youth Violence Prevention.

2) South Valley Academy Community Service Learning Program

Programs should advocate preparedness in that practitioners should know the history of the project/program and why it is essential to implement.

The mission of the South Valley Academy Community Service Learning Program is to enrich the educational experience of students by actively engaging them in their community in order to build their capacity for civic participation and employment. The program provides progressively challenging learning experiences each year designed to empower students to be active community members.

- **Freshman:** The students go to elementary schools to tutor younger students in the classroom.
- **Sophomores:** Work to gain greater understanding of the realities of their community through placements in non-profit and government organizations while providing invaluable service to the host site.
- **Juniors:** Students explore real-world and career interests. Students identify jobs and careers in which they are interested, learn to write resumes and cover letters, contact sites, and interview to create their own placement in internships to gain better understanding of that career.
- **Seniors:** Students work individually to analyze community assets and challenges, identify and research a community issue, develop a plan to address the issue, and implement the plan through the Senior Action Project.

3) Gadsden School District Water Project

Programs should be locally-driven and organized for serving a recognized community need.

In the spring of 2005, a service-learning project was established to conduct water and soil analysis along a small study section of the Rio Grande in Sunland Park and Keystone Heritage Park in El Paso, Texas. The International Boundary and Water Commission (IBWC) gave students from Desert View Elementary School in Sunland Park, New Mexico, permission to perform water and soil studies in that region.

The studies conducted by the students in gravimetric soil analysis, will assist in helping NASA in predicting

droughts via remote sensing. It will assist the farmers and IBWC to plan appropriately for future water storage supplies for crops, animals and people. The studies also examine the quality of water in the area. The chemicals and waste flowing downstream can have economic impacts on both the United States and Mexico.

The service-learning project at Keystone Heritage Park has made significant impacts. Findings from the project revealed high amounts of ammonia that affected wildlife in the area. The results from the soil and water studies will assist three cities to develop plans for improving the environment. The El Paso Water Utilities along with other organizations recognize the work at Keystone Heritage Park as an educational program of significant importance. Keystone is now part of the EPA's Watershed Inventory website.

4) Model City Council: Common Cause New Mexico

Programs should advocate preparedness in that practitioners should know the history of the project/program and why it is essential to implement.

Common Cause New Mexico has administered its Model City Council program for the past three years. The core mission of the program is to give Albuquerque high school students a first-hand experience with the Albuquerque City Council. The Model City Council curriculum emphasizes connecting to community, the importance of civic involvement, and gives students the opportunity to debate important issues, from all perspectives, while also teaching them council processes and parliamentary procedure.

The primary goal of Model City Council is to demystify civic participation and encourage young people to participate in Albuquerque city government. The secondary goal is to provide Albuquerque public school teachers with a thorough unit on local government that meets or exceeds state and national standards for civic education. Model City Council helps to develop a more active and informed citizenry in Albuquerque, which will ultimately benefit the entire community.

Post High School Programs:

1) University of New Mexico's Community Learning & Public Service (CLPS)

Successful programs provide connectedness between their practitioners and the community, between generations, and between other factions of society. This connectedness will also create partnerships in the community which may not otherwise exist.

Current initiatives include:

UNM Service Corps: Founded in 1997, the Corps is a 156 member AmeriCorps program, where UNM, ABQ-CNM and high school students (17 years and older) serve part-time in local communities, neighborhood centers and schools working with children, youth and families to promote literacy and build partnerships with community organizations. This work-study program impacts more than 1200 youngsters each day in 20 sites. New components entering the implementation phase include a Tribal Service Corps and a Media Corps.

Albuquerque Community Schools Project: A local, state, and federal funded after school and summer learning project presently located in 10 neighborhoods within a designated Pocket of Poverty area of Albuquerque.

Youth Policy/Youth Advocacy: CLPS acts as a statewide and local policy center and catalyst on various youth development projects. It prepares policy papers, briefings, and training.

Academic Partnerships: The Committee on Community Service and Community Engagement (CCSCE) is a special CLPS campus unit that works with academic departments and faculty on linking curriculum, research and teaching to public service.

2) New Mexico Civic Engagement Initiative (NMCE)

Programs should advocate preparedness in that practitioners should know the history of the project/program and why it is essential to implement. They should have appropriate background information as well as tools and the

appropriate infrastructure needed to complete a project.

NMCE is a special year-round effort to listen to young people, identify local community-based issues and agendas, and help the young then learn how to shape, articulate and form public policy that is responsive to their needs. This process, now known as the NMCE approach, has touched thousands of young people from the local schools, community centers, youth organization action teams, onto larger statewide coalitions and networks.

This process is guided from the local levels by adult partners and sponsors and involves both formal and informal action team formation. The goal in these gatherings is not to prepare a new generation of politicians and/or elected officials; rather it is to demonstrate to young people that they can move from issue articulation to actually influencing public policy.

The NMCE approach teaches young people not only how to identify issues, shape agendas, and influence public policies, but also how to address the gate-keepers who often limit and block their active involvement. NMCE seeks to prepare young people for effective civic action, with the skill development and civic knowledge required to understand the change process and advocate for improved youth and public policies. This is what NMCE calls, “from the village, barrios and grassroots to the statehouse!”

3) Central New Mexico Community College (formerly Albuquerque TVI), Department of Experiential Learning

Goals should be set to achieve a successful program and the staff, constituents, volunteers, and students must work to accomplish these goals to the fullest extent.

The Department of Experiential Learning at Central New Mexico Community College is dedicated toward providing students in all instructional programs opportunities to serve and become active civic leaders in their communities. The department promotes service learning, civic engagement and other community-based programs for students, faculty, staff and community representatives to learn, serve and lead together to become effective citizens while building upon stronger civil societies.

The department recently developed a Civic Engagement Leadership Institute that combines service learning with civic engagement and community leadership. The program allows students, faculty, staff, and, community representatives to serve, learn, and involve themselves in their communities while learning how to solve community problems. The institute is 41 hours of civic leadership training, combined with 30 hours of service learning. The diversity of the attendees provides for an excellent opportunity for everyone involved to learn how to solve community issues while working with persons of different backgrounds and social economic status. Each graduate of the institute receives the ‘first ever issued’ Civic Engagement Letter Jacket. The institute has received a 97% retention rate and a 98% graduation rate for the past three years.

4) The Volunteer Center at San Juan College

Successful programs provide connectedness between their practitioners and the community, between generations, and between other factions of society. This connectedness will also create partnerships in the community which may not otherwise exist.

Since 2000, The Volunteer Center at San Juan College has effectively coordinated AmeriCorps and Senior Corps volunteer programs in concert with Service Learning activities for San Juan College students. The AmeriCorps program has mainly consisted of part-time volunteers who also attend San Juan College. AmeriCorps volunteers work in drug, alcohol and tobacco prevention programs across the county. The Volunteer Center has developed a highly successful diversified model where participants from all volunteer programs come together for community service activities, recognition events, and monthly training. Participants have benefited greatly from intergenerational relationships forged from these activities. Most recently, The Volunteer Center has focused efforts on solidifying partnerships between departments on campus and community organizations to better integrate service learning into the fabric of the college experience. The underlying philosophy behind this approach is academic success and retention through engaging students in meaningful community service.

Adult and Family Programs:

1) Foster Grandparents: City of Albuquerque

Incentives should be given to encourage and maintain participation from the community.

The Foster Grandparent Program (FGP) is a volunteer program which places senior volunteers one-on-one with special needs and at-risk youth for 20 hours per week. The goals of the program are to enable persons to remain physically and mentally active and to enhance their self-esteem through participation in needed community service and to give children with special needs the necessary attention for their physical, mental, emotional, and social development. Volunteers serve children with various needs: homeless, teen parents, chronically and terminally ill, elementary education, Headstart and child development programs. In 2006, 100 FGP volunteers will serve over 85,000 hours.

FGP volunteers are 60+, physically and mentally able to serve 20 hours per week, and receive a stipend of \$2.65 per hour if income eligible. Other benefits include mileage reimbursement, meals provided by host volunteer sites, supplemental insurance, and special recognition.

FGP volunteers can be used to address identifiable problems for youth at a cost of approximately \$60 per volunteer per week. This program and its services cover almost every community in the State of New Mexico.

2) Retired and Senior Volunteer Program: City of Las Cruces

Programs should be locally-driven and organized for serving a recognized community need; not implemented by a foreign source.

The Retired and Senior Volunteer programs in Las Cruces and Doña Ana County engage retired and semi-retired adults in volunteer activities that impact the lives of children, youth, families, and the senior population. Volunteers apply a lifetime of learning and experience to guide and shape healthy communities. Volunteers play an integral part in leading projects such as prison family services, The Cost of Living Economic Survey, St. Luke's Health Care Clinic for Low-Income and Homeless individuals, El Caldito Soup Kitchen, income tax preparation services, literacy programs, "Kid Kindness" day, disaster preparedness, and a variety of activities that advance the culture and history of the region. There are more than 800 RSVP volunteers from the collective heart of this organization. They are truly making a difference in the lives of the people of Southern New Mexico.

3) Senior Companion Program: Joy Center of Chaves County

Successful programs provide connectedness between their practitioners and the community, between generations, and between other factions of society.

SCP volunteers fulfill the mission of the program: to provide meaningful and challenging volunteer opportunities to retired seniors which keeps them active and healthy.

The Senior Companion Program currently provides service opportunities for a number of low income senior citizens aged 60 and older throughout Chaves County.

These men and women provide companionship and respite to frail citizens in the community. Senior Companions serve in a person's home, J.O.Y. Adult Day Care facility and in residential facilities. They assist with daily activities, provide transportation to medical appointments or to the grocery, and provide a frail person's caregiver with respite. It is a win-win situation since the Senior Companions claim they get as much as they give from these associations.

Multi-Sector Programs:

1) Intel Involved (Corporate)

Programs should acknowledge, celebrate and support the volunteers in their programs for the work completed.

Intel encourages employees to take an active role in their communities worldwide. Intel Involved, Intel's volunteer program, coordinates a variety of employee volunteer programs in support of education, environmental stewardship and safety, youth development, and community service. In 2005, a record-breaking 2,664 Intel New Mexico volunteers (53%) spent more than 27,000 hours on local volunteer projects. Every year during National Volunteer Recognition Week in April, Intel volunteers are recognized for their dedication, particularly for their work with K-18 years of age as part of Intel's Volunteer Matching Grant Program, where local schools receive \$200 for every twenty hours of Intel volunteer time at the school. During the 2004-05 school year, Intel New Mexico employees raised \$184,400 in donations to local schools through Intel's Volunteer Matching Grant Program.

Community volunteer work is, and has been, a key part of Intel culture in every site in which we operate. These efforts help to improve the quality of life in those communities and provide a rewarding and meaningful experience to our employees who volunteer, either as individuals or as part of their team building/quarterly activities.

~Paul S. Otellini, Intel President and Chief Operating Officer

2) Wings Ministry (Faith-Based)

Reflection of the project on behalf of the volunteers and practitioners when the project concludes is essential.

The Wings Ministry brings families of prisoners and community volunteers together in a three hour party setting that includes music, Bible study, crafts, games, discussion and reflection, and sharing a meal together. This nurturing model of ministry, sponsored by the ecumenical Christian faith community in a local area, strives to bring inmate families together to help them find a church home. Wings has accepted invitations to host parties in juvenile and adult prisons which provides a Christian environment to strengthen family ties in an atmosphere of unconditional love.

Wings for L.I.F.E. - Life-skills for Inmate Families & Education, is the Wings secular outreach/support/empowerment program for the entire family, probationers, and former inmates, which builds healthy relationships by teaching life-skills, manners, and addressing the unique needs of family members of the incarcerated. By using Search Institute's 40 developmental assets, Wings provides an arena for effective ways to build quality relationships and strong values in families and mobilizes and provides networks to community stakeholders to identify and reach families in need. Stakeholders include congregations, corrections, school systems, the justice system, and community programs such as Big Brothers Big Sisters.

3) VSA North Fourth Art Center (Disability Inclusion)

Successful programs provide connectedness between their practitioners and the community, between generations, and between other factions of society.

VSA North Fourth Art Center is dedicated to bringing an artistic experience to people of all ages, abilities and cultures. VSA's AmeriCorps team demonstrates an all-ability inclusive group that is working toward bringing this artistic vision to people in New Mexico. Serving both at the North Fourth Art Center and off-site, volunteers are artists, teachers of people with developmental disabilities, the elderly, kids in pre-school, at risk youth and individuals with mental health concerns. Through teaching visual art, theater and dance, our AmeriCorps volunteers help others see a new vision of the world. Working as a cohesive team, VSA is increasing awareness of disability culture and giving the community an opportunity to see people not as handicapped, but as talented artists who have something to share.

Catalog of Volunteer Opportunities

Adelante Development Center, Inc. (Est. 1978) provides a variety of services for adults with disabilities. Services include residential living, employment services, affirmative business to employ the disabled, day habilitations, therapy and vocational training.

Aging and Long Term Services Department GOLD Program provides mentoring services to young at-risk adults entering or reentering the workforce, as well as others who may be experiencing barriers to employment through statewide satellite offices.

Albuquerque Academy Student Outreach is a program based at the Albuquerque Academy which provides opportunities for students to get involved in their communities, both on and off of campus. The Academy has had an outreach program on campus for 20 years. Currently, two service projects per year are required of each high school student, while the sixth and seventh graders have service learning courses as part of their curriculum. Service projects are done eight months out of the year and approximately 75 students are active in community service year round. The Academy also operates a Philanthropy and Non Profit course offered to students across the city in the summer.

Albuquerque Business Education Compact is an organization that uses a collaborative partnership of business, education and government to facilitate and advocate for the achievement of a world class education system. They support businesses, educators, students, parents, and policy makers with access to information, networking, and a mechanism for providing and gathering input on key education issues affecting the community.

Albuquerque Community Schools Project is an evaluation focused on student outcomes in the 21st Century Community Learning Centers. The project focuses on recognizing and strengthening the whole child including physical, cognitive, and social aspects through hands-on and experiential activities. It aims to create community-based learning communities.

Albuquerque Independent Business Alliance (Est. 2003) is dedicated to preserving and improving Albuquerque's unique character by supporting the local, independent businesses that bring it alive. They support businesses directly through programs such as cooperative marketing, networking and branding the 'indie' business image. They also support businesses indirectly by raising awareness and educating consumers about the economic benefits of shopping at neighborhood businesses. It aims to help consumers understand the impacts of their spending decisions and to encourage them to shop local and independent.

AppleTree Educational Center (Est. 1999) is a non-profit organization in Sierra County, dedicated to providing comprehensive quality educational and early childhood programs for families in Sierra County. It has taken a leadership role in providing county-wide consumer education around issues relating to young children and the families they represent. AppleTree serves over 120 children from birth through 12 years of age, as well as parents and families through their educational programs. It also serves more than 700 youth annually through its after school projects, prevention programs, and various work experience and volunteer programs.

Ben Archer Health Center in Hatch accepts AmeriCorps members who work to educate the children and farm workers on pesticide safety, using the curriculum required by the New Mexico Department of Agriculture. Children and farm workers are also tutored in English as a Second Language, and translation services providing greater access to necessary information are also available.

Bernalillo County Library System works to provide the public with convenient, free access to information needed for daily living and decision making, to stimulate new interests, and create new knowledge by providing libraries and programs.

Big Brothers Big Sisters (Est. 1969) works to help boys and girls achieve their potential by matching them one-to-

one in positive relationships with adult volunteers. They serve Bernalillo, Sandoval, Socorro, Lincoln, Torrance and Valencia Counties.

Boy Scouts of America: Great Southwest Council builds desirable qualities of character, trains in the responsibilities of participatory citizenship, and develops personal fitness. They work to increase knowledge and attain goals in the areas of religion, education, civics, business, labor and governmental bodies.

Boys and Girls Clubs of America function across the state of New Mexico and offer programs and services that promote and enhance the development of boys and girls by instilling a sense of competence, usefulness, belonging and influence. They work to inspire and enable all young people; especially those from disadvantaged circumstances, to realize their full potential as productive, responsible and caring citizens. The Clubs provide a safe place to learn and grow, ongoing relationships with caring, adult professionals, life-enhancing programs, and character development experiences.

C.A.R.A.S (Communities About Renewing At-Risk Students) Families and Youth is a program where AmeriCorps members provide school support and social services in high priority schools in Las Cruces. It provides alternative education programs to at-risk students who are unable to attend public school. The program works with the Catholic Diocese of Las Cruces to assist immigrants to become citizens. It also trains children in the skills and knowledge they need to respond to an emergency or disaster in the community.

Cardinal Health supports employees who are involved with one-time, short-term and long-term volunteer opportunities. Their community relations program focuses on the arenas of health, education, inclusion, and serving the most vulnerable. The company supports employees' volunteer efforts by providing Volunteer Time and Flex Time. They also recognize employee efforts by celebrating their involvement throughout the year and during formal events held annually.

Catholic Charities provides the Mentor Mom program. Mentor Moms are successful teen mothers who are role models for other young mothers. The Mentor Moms help with self esteem, and confidence.

Center for Democracy and Civic Education is the promotion and improvement of democratic values, civic competence and responsibility among New Mexico's elementary and secondary students. The program seeks to create a network of classroom teachers, curriculum coordinators, educational administrators, parents, college and university teacher education programs, State Department of Educational personnel and other interested citizens for the improvement of classroom instruction in civic education in a democratic society. They operate programs such as We the People, Youth for Justice, Civitas, Civitas Latin American Consortium, and Democracy Camp.

Central New Mexico Community College: Department of Experiential Learning (Est. 1994) works to create and sustain community based learning opportunities for students, faculty, staff and community representatives to engage in service endeavors addressing community needs while focusing on academics, reflection and civic engagement. The department includes the following programs: Civic Engagement LeadershipPlenty Institute, Reading Kids Count, Community Service, Volunteerism, Internships, Cooperative Education, President's Volunteer Service Award, and Special Projects.

Cesar Chavez Community Center offers programs including an after-school program, continuation school, computer graphics, young girls mentoring, and GED classes. Facility has a gym, weight room, ceramics, arts and crafts room and a computer lab.

Chimayo Youth Conservation Corps (Est. 2001) is a program in Chimayo that implements innovative Youth Corps models utilizing cultural system-based approaches. It embraces civic engagement, intergenerational relationships and community connectivity. It works to help Chimayo youth to become productive community members, in promoting economic development through community projects, in providing innovative and experiential educational services, teaching marketable vocational skills, and offer employment opportunities for youth 14-25 years of age. Current projects include the El Potrero Preservation Project, Cerrillos Hills Historic Park, Ancianos/Intergenerational Initiatives, Hazardous Fuel Reduction Project, Traditional Lands Preservation/Acequia Restoration, Chimayo Chile Pilot Project, El Santuario Trail, Truchas Land Grant, Environmental Education/Training, and Chimayo's Focus on Families.

Cisneros Community Action Youth and Family works with the Boys and Girls Club to provide MUSE, an after school program that provides tutoring and mentoring. The program also provides an exercise room for the children, the purpose is to entertain the children in a safe environment.

Citi Cards charitable endeavors are driven by the employee's commitment to being involved in their communities. Employees strive to support the communities where they live and work, as well as where Citi does business. Citi encourages volunteerism by offering a corporate volunteer program for employees. This program allows employees to take one volunteer day, paid, each calendar year to volunteer at any non-profit of their choice. Also, Citi provides a volunteer incentive program, where Citi will contribute \$500 to any eligible non-profit when employees volunteer 50 or more hours in a 12-month period. Further, Citi has a volunteer tracking system, where employees may use an optional electronic system to track their volunteer hours and locate volunteer opportunities.

Common Cause New Mexico (Est.1970) is a national public service interest nonprofit working to hold government accountable. It works to educate its members about campaign finance reform, election reform and governmental ethics reform. It also has a youth engagement aspect to its work called 'Model City Council.' It uses research, earned media, paid media, public speech, meetings and grass roots organizing to educate its members and online activists about fundamental issues in the democratic process. Common Cause works to engage high school students in the local political process. Through direct advocacy, it lobbies at the legislature and in New Mexico municipalities for campaign finance reform, stronger ethics laws and election reform.

Community Learning and Public Service has the following current initiatives: UNM Service Corps, Albuquerque Community Schools Project, New Mexico Civic Engagement Initiative, Youth Policy/Youth Advocacy and Academic Partnerships.

Connections, Inc. (Est. 1988) is a multiple service non-profit organization in Gallup that hosts Boys and Girls Club of Gallup, Youth Conservation Corps, Youth Workforce Development, Juvenile Substance Abuse Treatment System, Juvenile Community Corrections, Family Counseling, RSVP/SCP, Adult Community Corrections, CYFD funded programs (i.e. Safe House), and a child and adult food program. Connections responds to requests from individuals, families, local governments, coalitions and ad hoc committees by assembling human and financial resources, managing effective programs, and evaluating outcomes in a perpetual improvement process.

Cornstalk Institute is a youth development agency that concentrates on experiential education. It offers a mentoring program, team building, teacher training, ropes course, and an organic garden outdoor program.

Corporate Volunteer Council (Est. 1995) comprises a system of workplace volunteer programs throughout central New Mexico that strive to build a better community by promoting volunteerism among employees and to create an environment where companies can work together in community service. The CVC develops volunteer opportunities for employees, and allows for a place to network, train, and educate volunteers.

Corporation for National and Community Service works to improve lives, strengthen communities, and foster civic engagement through service and volunteering. Volunteers can work across New Mexico to help meet local needs, strengthen communities, and increase civic engagement through 116 national service projects. Volunteers can serve with national and local nonprofits, schools, faith-based organizations and other groups. They work to tutor and mentor children, coordinate after-school programs, build homes, conduct neighborhood patrols, restore the

environment, respond to disasters, build nonprofit capacity and recruit and manage volunteers. The Corporation supports New Mexico communities through three national service initiatives including Senior Corps, AmeriCorps, and Learn and Serve America.

Court Appointed Special Advocates (CASA) trains community volunteers to act as advocates to abused and neglected children. It provides court advocacy, access and visitation center, mediation, and mentoring for probationary youth.

Court Youth Center has an after-school program where children can learn about the arts. It covers visual, performing, literary and culinary arts, and targets children from low-income families and/or those not performing at grade level.

Da Vinci Project: Taos empowers young people to solve problems. It provides teens with hope in a positive future, support from adults, money, exploring the world, fun, adventure and meaningful work. They work to promote the positive power and intelligence of young people, model innovative poverty, conflict, and environmental solutions and incubate youth-led entrepreneurial and community projects.

Don Chalmers Ford volunteer program is a Volunteer Council of employees at Don Chalmers Ford car dealership based in Rio Rancho with a young corporate volunteerism program. Created for the employees to enhance their participation in their community, the program supports both large-scale projects that all employees are welcome to participate in, as well as individual projects in which employees are involved.

Envision New Mexico: Child Healthcare Quality is a pediatric healthcare initiative which addresses the epidemic of childhood obesity by helping pediatric healthcare providers to revise their current practice systems in primary care offices and school-based health centers. They work to improve health outcomes for children and adolescents across the state through: statewide and national collaborations, outreach, education and interdisciplinary training, application of evidence-based best practices, technical assistance, and evaluation.

Families and Youth, Inc operates in Las Cruces. It offers services to young people and their families in the area. Its programs include serving lunches in low income areas, a theater camp, parenting classes, teen education on the negative effects of alcohol and drugs, HIV/AIDS/STD prevention education program, the Assist Project to decrease tobacco use among youth, life-skills training, the Juvenile Community corrections program, a runaway shelter, the Social Services and Tutors Assisting Youth program, the Treat Foster Care program, the Home-Based Treatment Team Program, and a group home for boys aged 13-18.

Families Plus, Inc. is based in Albuquerque and serves people with disabilities statewide in the Family Living area, respite, and personal care. It also operates a thrift store employing people with disabilities.

Family Learning Center tutors and mentors the children of Espanola with homework.

Family Services for Children, Inc. provides parent mentoring classes in Rio Rancho.

Farmington Municipal Schools gathers 'Team Workers' who are at-risk students in the Farmington Municipal School system aged 14-18 and 'Team Leaders' who are New Mexico residents considered to be positive role models aged 19-25. Together they strive to preserve healthy natural resources with lasting community benefits, instill values of hard work and accomplishment, and promote education and training. Farmington Municipal Schools promotes the education, success and well-being of the youth of New Mexico through the conservation and enhancement of the state's natural resources and lasting community benefits.

First Nations Community Healthsource provides a culturally competent, comprehensive health service delivery system integrating traditional values to enhance the physical, spiritual, emotional and mental well being of American Indian families and other underserved populations in Albuquerque and surrounding areas.

Foster Grandparent Program: Chavez County J.O.Y. Center has volunteers aged 60 years or older who serve throughout Chaves County and spend their volunteer hours in the public schools, child development centers, Boy's and Girl's Club, Head Start and the Yucca Center.

Foster Grandparent Program: City of Albuquerque has volunteers who work with children who are "at-risk" or have "special needs." Volunteers are in schools, hospitals, correctional institutions, Head Start and day care centers. The program offers one-to-one daily attention that Foster Grandparents provide and the sense of hope they foster in the hearts of children.

Futures for Children provides a wide variety of programs focused on educational opportunities through cultural understanding, empowering Native American students through hands-on development, and education with the traditional Native American values. Improves the lives of Native American children by helping them stay in school, complete high school and go on to college. It uses an aligned educational program model composed of mentorship, youth leadership, and parent and family training.

Girl Scouts of Chaparral Council, Inc. (Est. 1958) offers a variety of areas to explore for girls, including leadership, math, science, technology, money, health, fitness, sports, outdoor skills, the arts, and cultures from around the world. The program allows girls to meet other girls who share their interest in a wide range of skills. Girls have the opportunity to participate in troop or group activities as well as council sponsored activities. They also experience sharing and giving while participating in community service projects. The program includes girls aged five to 17.

Girls, Inc. works to reach more girls in the community by bringing Girls Incorporated programs into local schools and neighborhoods. They continue to inspire girls to respect themselves and have the courage to live up to their fullest potential.

Governor Richardson's Office of Faith-Based and Community Initiatives was created by Governor Richardson in 2005 to create a more open and competitive federal and state grant making process that will increase the delivery of effective social services to New Mexicans who are most in need. The office works to improve human services delivery to those in need, support and build a capacity of faith-based and non-profit community organizations, and connect New Mexico's non-profit organizations to federal funding sources. It includes all 501 (c) (3)'s in New Mexico who provide direct social services, volunteers from the private sector who are willing to mentor non-profit organizations in order to build capacity, and state agencies and other organizations working with New Mexicans most in need.

Guidance Center of Lea County, Inc. serves as non residential community corrections organization for adjudicated juveniles. It provides service and specialized assessment, mental health, intellectual, cognitive functioning, and psychological evaluations, emergency mental health evaluations, support services, counseling, professional clinical consultation, family services, life skill development, crisis intervention, mentoring, wilderness programs, and children/adolescent shelter care.

Habitat for Humanity of New Mexico operates across New Mexico to increase each affiliate's capacity to produce affordable housing for low-income families throughout New Mexico. They develop funding sources and distribute equitably to affiliates' funds, in-kind donations, services and other resources. They also develop, promote, and coordinate state-wide activities which will increase public awareness of Habitat affiliates' work in New Mexico and other affordable housing issues, as well as facilitate networking and sharing of expertise, information, technical assistance, and other resources with and among New Mexico affiliates. Habitat affiliates build simple, decent homes which are then sold to eligible families at no profit, financed with affordable, no-interest loans.

Helping Hands, Inc. (Est. 1970) works to help people help themselves through the practical application of information and knowledge; identification of resources for the establishment of socio-economic programs that improve the quality of life for residents in Mora County and surrounding communities and that of future generations.

Helping One Person Excel (H.O.P.E) Mentoring is a youth mentoring program for students ages 12-17. It provides

substance abuse prevention to at risk youth of the Northern New Mexico community. Youth are educated with the Life Skills Curriculum and given the opportunity to be involved in alcohol and drug free dances. The program provides a 2-4 hour mentoring session each week, and 1-2 hour life skill sessions for nine to 12 months.

Hermanitas Fuerte (Hands Across Cultures) provides services to the female youth at Pojoaque and Espanola Valley Schools. The primary goal is to prevent, reduce and delay the use of drugs by increasing family and school opportunities, mentoring, and skill development. “Madrinas” (mentors) provide positive role models for drug free lives.

Home Education Livelihood Program, Inc. is a Head Start program. It provides service and specialized assessment, mental health evaluations, intellectual and cognitive evaluations, psychological evaluation, emergency mental health evaluations, support services, counseling, family services, life skill development, crisis intervention, and mentoring.

Intel Computer Clubhouse (YDI) provides a place where youth work with adult and peer mentors to operate computers in order to expand ideas, talents, and build self-esteem. The youth create computer generated art and music, build robots, design web pages, and program computer games.

Intel Corporation: Intel Involved (Est. 1995) is a corporate volunteer program for employees. It attempts to be an asset to the community which motivates this volunteer program. In 2005, more than 2,664 employees, or 53%, volunteered more than 27,038 hours at non-profits, local charitable organizations and schools.

Interfaith Leap (Est. 2000) began as an interfaith initiative to address the terrible effects of substance abuse in Chimayo and neighboring communities. It is now a coalition of faith communities including Catholics, Presbyterians, Lutherans, Sikhs, United Methodists, and Pentecostals. It is organized to take positive action on the issues that destroy families and communities. They work to promote justice, and uplift the hearts, minds and spirits of the members.

Isshinryu Karate Club provides youth and adult awareness and targets kids who have been suspended from school.

Jardin de los Ninos (Est. 1995) is based in Las Cruces and serves approximately 240 children and family members per year. Jardin provides family centered child care in a safe, healthy, nurturing environment for children aged six weeks to 10 years who are homeless or near homeless. The program also provides assistance to their families in finding and using community resources to enable them to work, finish school, or pursue training. It involves and educates the community of the needs of homeless families. It also provides a Family Program which offers parenting support groups, life skills, health classes, arts and crafts and computer training.

Job Mentoring Program (City of Albuquerque) is designed to assist and encourage high school students to stay in school. Students are provided Job Shadows during the school year and summer employment opportunities in exchange for reaching or exceeding a specified level of performance in school.

Junior Achievement is a program based in Albuquerque which educates and inspires young people to value free enterprise, business, and economics to improve the quality of their lives. It uses hands-on experiences to help young people across the state understand the economics of life by partnering with businesses and educators.

La Clinica de Familia, Inc. provides service and specialized assessment, support services, counseling, life skills, mentoring and mediation. The Adolescent Family Life Program is part of La Clinica de Familia.

La Familia Medical Center is a community health center treating the underserved in Santa Fe County. Under the guidance of a local and autonomous board of directors, which includes patients of the health center, La Familia offers a wide range of community services and outreach.

Los Alamos National Laboratory Foundation works to promote and fund a broad range of educational and public service programs throughout northern New Mexico – investing in the communities where Laboratory and corporate employees reside and work.

Martineztown House of Neighborly Service offers a before and after-school program for working parents and students. The children are walked to and from school. Volunteer tutors and mentors help the children complete homework before going home.

Mentoring New Mexico works in Santa Fe, Espanola, Pojoaque, and Pecos to match adult mentors with at-risk students in grades 6-12.

Mesilla Valley Youth Foundation operates in Las Cruces. AmeriCorps members provide tutoring, homework, reading, journal writing, readers and story theatre development and performance, nature/community gardens, recreation through walking, creative movement, non-traditional physical activity, and cooperative games, literacy, performing, and visual arts creation, nutrition/culinary arts.

MOVE: City of Albuquerque (Est. 2005) is the Mayor's Office of Volunteerism and Civic Engagement. Created by Mayor Martin J. Chavez, the organization provides leadership, resources, and creative programs to mobilize support, connect volunteers, and assist organizations in building capacity to enhance quality of life in Albuquerque. It promotes and supports effective volunteerism, serves as a resource and coordination center for volunteers, and works as a catalyst in building coalitions and community partnerships. It works to match needs in the community that include civic organizations and charities, the arts, education, health care, children and families, seniors, and the environment.

National Indian Youth Leadership Project (Est. 1982) is a nonprofit organization that has been serving Native American and other youth for 20 years. It has developed nationally recognized programs in outdoor adventure, service-learning, leadership and peacemaking. Its programs are derived from Native elders and their wisdom, and are based on traditional Native values. Outdoor activities are utilized as metaphors for the challenges young people will face as they find their way throughout the maze that the modern world presents. The skills youth learn from participation in NIYLP prepare them to be contributors and resources to their community, as opposed to mere recipients of services, and consumers.

New Mexico Boys and Girls Ranches, Inc. (Est. 1944) is a program across the state to help children and families experiencing a variety of difficult situations. The residents attend on-site schools that are extensions for the local public system. Learning systems designed to meet the special needs of each student are integral to the curriculum. Other programs offered include Pippin Youth Ranch, New Mexico Family Connection, and Families for Children.

New Mexico Civic Engagement (Est. 2002) is a statewide youth/adult partnership with multi-sites which operates under the auspices of Community Learning & Public Service (CLPS) within the College of Education at the University of New Mexico. CLPS actively serves as a campus based intermediary and youth program incubator with more than forty communities throughout New Mexico. The NMCE youth experience allows young people to learn how to make a difference by becoming more empowered through organizing with their peers, while developing a collective youth voice in the public affairs of their community.

New Mexico Coalition for Charter Schools (Est. 2002) works to serve and support New Mexico charter schools by advancing public awareness and support of charter schools, facilitating a network and dialogue among charter school communities, providing technical assistance to charter schools and communities interested in starting charter schools, and advocating for public policy initiatives and changes that support charter schools.

New Mexico Coalition of Main Street Communities is part of the National Historic Trust, and serves as a volunteer organization for historic and economic development.

New Mexico College Awareness Coalition (Est. 2002) is an organization based in Albuquerque that seeks to increase college awareness by educating and inspiring New Mexico's students, parents, and educational personnel in a streamlined manner, avoiding duplication of services, and leveraging resources in order to be a centralized source of college-related information. NMCAC works with middle and high school students, school counselors, and educational personnel including colleges.

New Mexico Community Education Association is an education organization based in Taos and is dedicated to promoting community education throughout New Mexico.

New Mexico Forum for Youth in Community is an intermediary organization promoting positive youth development approaches and strategies throughout the youth-development field in New Mexico. It offers technical assistance, training, systems alignment and capacity building to youth-serving organizations and youth-development practitioners, as well as to citizens who are interested in the well-being of New Mexican youth.

New Mexico Foundation for Human Rights Projects (Est. 1989) provides teachers and students with the tools to combat the hate, prejudice, and racism prevalent in our society and around the world. It uses exhibits, speakers, workshops and other activities involving teachers, students, and the general public.

New Mexico Gay/Straight Alliance is a youth-led organization that connects school-based Gay/ Straight Alliances to each other and community resources. It utilizes peer support, leadership development, and training to assist young people in starting, strengthening, and sustaining GSAs. The GSAs work to create safe environments in schools for students to support each other and learn about homophobia and other oppressions, educate the school community about homophobia, gender identity, and sexual orientation issues, and fight discrimination, harassment, and violence in schools.

New Mexico Higher Education Department (Est. as state agency in 2005) promotes and coordinates high quality post-secondary education partnerships that are responsive to changing needs and serve all New Mexicans. NMHED is divided into Academic Programs, P-20 Division, Research and Planning, Adult Basic Education, and Financial Aid. It works to be catalyst for providing accessible, world class higher education that fosters success and enhances the quality of life for all New Mexicans.

New Mexico National Guard: Youth Challenge Academy is designed to reach the population of ‘at risk’ youth before they become a permanent fixture in the juvenile systems, adult prisons, or the welfare system. The program consists of eight core components: life skills, academic excellence, job skills, civics, physical fitness, health education, leadership, and community service. There is a 12 month mentor program following completion of the 22 week residential phase.

New Mexico Youth Corps Initiative operates in northern New Mexico and is a program of the Leadership and Training Center at the Rocky Mountain Youth Corps. It promotes the creation and enhancement of Youth Corps programs throughout the state of New Mexico. It provides information on historically successful practices for corps programs as well as support and technical assistance in optimizing corps program operations.

NGO New Mexico works to build nonprofit capacity to sustain communities, and strengthen voices to shape the future of New Mexico.

Northern New Mexico Community College based in Espanola, provides service-learning opportunities for the post-high school sector.

Northern New Mexico Gear-Up/ENLACE (Engaging Latino Communities for Education) (Est. 2001) works to engage Hispanic students, and families in their education and to assist them in staying in the educational pipeline by giving them support in high school classes and helping them get into and complete college. Their newest initiative is a National Gear-Up partnership which works to gain early awareness and readiness for undergraduate programs. It is implemented in three northern New Mexico school districts, targeting 7th graders and lending academic support, financial literacy, college awareness and teacher professional development, all geared toward helping students succeed in school.

Notre Dame Mission operates in Lumberton and Thoreau, New Mexico, and has AmeriCorps members work to empower the economically disadvantaged and oppressed through education and personal hands-on support. Their efforts include tutoring children and adults, organizing after-school enrichment activities, teaching conflict resolution and parental effectiveness, and involving community professionals in the learning process.

Peanut Butter and Jelly Family Services works with children and parents who are at high risk because of mental illness, substance abuse, child abuse, neglect, and separation. Service and specialized assessment, mental health evaluation, support services, counseling, family services, life skills development, and wilderness adventure are provided.

PNM volunteer program supports New Mexico's communities with educational initiatives, community presentations, engaged volunteers and corporate giving. They operate and take part in programs such as: PNM Speakers Bureau, PNM Good Neighbor Fund, service to the community, nonprofit boards, PNM Butterfly Pavilion, Cookbook: Cocinas de New Mexico, PNM Fund, corporate giving, PNM Partnership Grants, PNM Volunteer Grants, matching grants, My Neighborhood, and gourmet cooking classes.

Presbyterian Volunteer Services (Est. 1952) offers a diverse selection of volunteer opportunities. From traditional positions in the gift shops, emergency departments, patient transport, surgery waiting rooms, pediatrics, and at the information desks to innovative positions that appeal to non-traditional volunteers such as neo-natal growth charting, musical entertainment, cooking, graphic art, and knitting and sewing baby bonnets, blankets, stuffed animals and hearts. Volunteer Services provides volunteer opportunities to appeal to both youth and adult, male and female volunteers combining the needs of a healthy and rewarding social atmosphere as well as a place for learning and growth. Volunteer Services also functions as a training ground for youth and college students pursuing potential healthcare careers.

Project Achieve (YDI) is a dropout prevention program for middle school students. It provides instruction in math and English, academic and career guidance, work experience, job skills, life skills, and post-secondary guidance. Services include substance abuse prevention and rehabilitation, emergency shelter services for abuse, counseling, mentoring, homeless assistance, and assistance to the elderly.

Regional Development Corporation is an economic development corporation in north central New Mexico which works to lead to the development of an economically diverse regional economy where thoughtful and cooperative planning results in an environment that nurtures business and entrepreneurial development. Some key projects include Space Alliance Technology Outreach Program (SATOP), Empowering Business Spirit (Kellogg Foundation initiative), Hydrogen Technology Partnership (HyTeP), e-Plaza, Regional Transit, Consortium of Subcontractors and Community Technical Assistance (Los Alamos National Laboratory), and Alternative Energy. The RDC encourages and supports its employees to volunteer their time to other civic projects and organizations outside of the RDC under Community Outreach.

Relevancy, Inc. provides an outpatient treatment center for adolescents with substance abuse, addiction, gang involvement, behavior problems, and parent/child conflicts. The program offers individual mentoring and guidance, culturally sensitive programs, education assistance, gender services, job skills training, family intervention, and recreational services.

Retired and Senior Volunteer Program (RSVP): City of Albuquerque recruits and facilitates the placement of volunteers age 55 and over in public and non-profit organizations to meet community needs.

Retired and Senior Volunteer Program (RSVP): City of Las Cruces recruits and assigns senior volunteers in non-profit agencies throughout the city and Dona Ana County. RSVP conducts follow-ups to ensure that volunteers are enjoying their activity, are treated with the utmost courtesy and respect, and are recognized for their efforts.

Retired and Senior Volunteer Program (RSVP): City of Santa Fe recruits and supports senior volunteers to help themselves and others by sharing their experience, care, knowledge, skills and efforts in service. It provides meaningful volunteer opportunities to meet community needs throughout the City and County of Santa Fe.

River Source provides volunteer and service learning opportunities for watershed restoration, monitoring, and influencing water policy at 23 schools in New Mexico, in 16 watersheds and at the state legislature. It also works with adult volunteers in the Galisteo and Rio Puerco watersheds in doing watershed restoration and monitoring. River Source engages students in the civics of water policy, hands-on restoration and monitoring of critical

watersheds, and connects community groups in providing authentic learning for teachers and students in local watersheds.

Rocky Mountain Youth Corps (Est. 1995) in northern New Mexico was created to address three crucial needs in the rural and diverse communities of northern New Mexico. The program provides local youth aged 16-25 with meaningful employment opportunities and, inspires young people to engage in community service and preserve the environmental, cultural and historical integrity of their region. The Corps recognizes and engages the strengths and potentials of youth through team service in the communities, the schools, and the landscapes of northern New Mexico.

Roswell Independent School District tutoring program (Est. 2004) works to strengthen district-wide initiatives in the areas of reading and math. Full and part-time members are trained to provide tutoring and mentoring services to our elementary students in grades K-5.

San Juan CASA/Childhaven, Inc. provides for the safety and security of children, ages birth through seventeen, who are victims of abuse, neglect and abandonment. It works to improve the plight of children so that they may have the opportunity to achieve their full potential.

San Juan College Volunteer Center (Est. 1992) works closely with over 100 government and non-profit service providers and serves as a link for community members, faculty and students, and local business to come together to solve issues and become leaders in doing so. They serve as a clearinghouse to match community service organizations with students and community members who wish to volunteer. The organization provides a referral service for volunteer opportunities, organizes volunteer and non-profit management workshops, and hosts national service day events.

San Juan Service Corps operates out of Farmington to create an opportunity for youth and adults to serve their community by addressing critical community needs, while providing a catalyst for personal development, healthy lifestyle choices, and leadership through service and civic responsibility, thereby implementing positive social change. Its projects include academic achievement-based after-school programming, K-16 years of age service learning endeavors, youth and adult literacy outreach, and the revitalization of San Juan County's natural resources.

Sandia National Laboratories has the 'Sandia Serves' program as well as other contribution programs which provide the opportunity for employees, retirees, and family members to help improve the quality of life for others. Sandia Serves volunteers report over 80,000 hours of helping others each year. Projects include school improvements, cleaning trails, making cookies and baby blankets, and assisting several local non-profits with fundraising activities. They also work to build a Habitat for Humanity house, collect school supplies and books for underprivileged children, organize food and shoes drives, and host weekly blood drives.

Santa Fe Children's Museum is a place for families to learn and play together. The interactive exhibits, beauty of the outdoor garden, diversity of programs, and professional staff make for a special museum visit.

Santa Fe Preparatory School works to prepare students with the skills, disciplines, and values necessary for college and a successful future. It provides a program of academics, arts, athletics, and service learning in a dynamic and diverse school community.

Santa Fe Mountain Center (Est. 1979) supports the revitalization and empowerment of Native and Indigenous communities by interrupting the cycle of colonization and intergenerational trauma through the integration of culturally appropriate Experiential Education and Youth Organizing. Through direct action, program participants are asked to explore new self-perceptions and to develop essential life skills, resulting in higher levels of resiliency. The Emergence Program at SFMC was created in 1993 to provide programs delivered by Native staff for Native communities that integrated experiential education with the traditional beliefs, values and practices of Native Americans.

Sembrando Semillas, Acequia Youth Project works to keep the land-based traditions of New Mexico alive by providing opportunities for New Mexico's youth to participate in and experience first hand the traditions and customs integral to New Mexico's cultural heritage.

Senior Companion Program: City of Albuquerque offers services in Bernalillo, Sandoval and Cibola counties and includes services to the pueblos of Acoma, Isleta, Santo Domingo, Jemez, Laguna, Cochiti, Sandia, Santa Ana, San Felipe, Zia and the Navajo Nation. SCP volunteers assist clients with paying bills, grocery shopping, errands, transportation to medical appointments, and light housekeeping. Volunteers also provide companionship and develop friendships with their clients.

Ser de New Mexico (Est. 1965) provides education and employment programs in seven counties of the state including McKinley, Torrance, Valencia, Sandoval, Cibola, Bernalillo and Socorro, as well as several pueblos including Acoma, Jemez, San Felipe, Sandia, and Isleta. SER strives to link organizations and resources together so that it may strengthen the fight against poverty and encourage family self-sufficiency throughout New Mexico. It provides a full-range of Adult Basic Education (ABE) services, including General Education Diploma (GED) preparation, adult literacy and an English as a Second Language (ESL) program.

Sierra Blanca Service Corps is a program of Ecoservants serving Lincoln County and southeastern New Mexico. It works to improve the natural and human communities of the region, by teaching skills, implementing service-learning projects, and being a positive example for healthy community development and environmental stewardship. It creates positive outcomes for the youth and communities of the Sierra Blanca region using standards and principles of best practice in the following areas: environment, education, and community service.

Siete del Norte in Rio Arriba County sponsors both the Foster Grandparent Program and the Senior Companion Program. The Foster Grandparent Program provides volunteer opportunities to people 60 and older to work one-on-one with school children with special or exceptional needs. The Senior Companion Program provides volunteer opportunities to people 60 and older to work with homebound elderly to assist with companionship and minor house chores in efforts to help clients remain in their homes instead of going into a nursing home. They work to recruit and enroll individuals aged 60 and older to serve at least 20 hours per week in efforts to address a community need.

Southern New Mexico Human Development, Inc. provides service and specialized assessment, mental health evaluations, intellectual and cognitive evaluations, psychological evaluations, emergency mental evaluations, support services, counseling, professional clinical consultations, family services, life skills development, crisis intervention, mentoring, wilderness programs, and forensic or victim evaluations.

Southwest Organizing Project (Est. 1980) works to make it possible for thousands of New Mexicans to begin to have a place and voice in social, economic and environmental decisions. Efforts include action on Community Participation in Decision Making, Environmental Justice, Economic Justice, and Public Participation.

St. Luke's Health Care Clinic comprises a professional and non-professional volunteer group who provide free medical care to the homeless and the working poor population who have no health insurance, Medicaid, Medicare, SSI, are not veterans, inmates, migrants (legal or other) or have income over a certain level.

Sustainable Global Leadership Alliance is an educational organization, committed to training and developing people to be global citizens and leaders responsible for sustainable development.

Talking Talons (Est. 1988) arranges opportunities for youth to perform live demonstrations with birds, and talk about their science, biographies, their injuries and how they relate to larger environmental issues. The students involved learn about each of the animals in the program, live and up close, then learn how to teach others about the animals' stories and science.

Taos Business and Education Collaborative provides and supports educational development for all community members, including youth, and assists in building bridges and relationships between community and educational

organizations in Taos County.

Teach for America (Est. 1990) is a national corps of recent college graduates, of all academic majors and career interests, who commit two years to teach in urban and rural public schools in the nation's lowest-income communities and become lifelong leaders for expanding educational opportunity. The program builds the movement to eliminate educational inequity by enlisting the nation's most promising future leaders in the effort.

Thresholds is a faith based youth mentoring program sponsored by the Roman Catholic Archdiocese of Santa Fe. It works with youth being released from the various detention facilities in Albuquerque and Santa Fe and matches them with the youth in setting goals and providing them with emotional and spiritual support as they strive to accomplish those goals.

United Way Center for Nonprofit Excellence (Est. 2005) is a resource center designed to enhance the capacity and sustainability of nonprofits in the community. Through trainings and seminars, referrals, and consulting services, the Center serves the nonprofit sector of Bernalillo, Sandoval, Tarrant and Valencia counties. The Center collaborates with existing organizations and businesses to create a unified and coordinated approach and identifies existing gaps in training for the nonprofit sector. Community volunteers and partners provide the Center with a broad scope of expertise and also guide the direction of the Center through a Community Advisory Board.

United Way of Central New Mexico provides information and referral to community resources and services in the four counties of Sandoval, Tarrant, Bernalillo and Valencia. It updates volunteer opportunity databases on a quarterly basis.

University of New Mexico Service Corps is based out of the University of New Mexico and has 92 part time AmeriCorps members who are either UNM or CNM students working in low-income neighborhoods, with homeless and migrant children and in after school literacy projects in 12 'pockets of poverty' neighborhoods and schools, where they focus on literacy activities, while also coordinating youth leadership and youth-designed community service projects.

VSA Arts of New Mexico in Albuquerque (Est. 2000) brings together AmeriCorps members, volunteers and service recipients with and without disabilities to demonstrate the potential of people of all abilities to make a positive difference in their community. The program uses the visual and performing arts to reach children and adults with significant disabilities, people with mental illness, veterans, seniors, and at risk youth.

Weed and Seed Mentoring Program is called Camp DEFY and is a two phase mentoring project. Phase I is a week long camp. Phase II is a year long mentoring project, one activity a month with significant topics. Projects involve a parent and provide work within the neighborhood to develop strategy to decrease crime, and seeds in community for economic development. It provides a one-week camp for mentors and youth, and ten months of follow up visits by the mentor.

Wellness Coalition, The (Est. 2002) is an organization that works to improve the quality of life and build community capacity among Catron, Grant, Hidalgo and Luna Counties by fostering partnerships, activating collaborative processes, and developing resources. The Coalition is a network of agencies in Southwest New Mexico that works together to build collaborative programs. Priorities and the Strategic Plan are drawn from Health and Needs Assessments performed by the County Community Health Councils, through independent surveys, and partner agency input.

Wild Friends is a network based in Albuquerque comprising students, teachers and mentors who support wildlife and seek common-ground solutions to wildlife issues. This program brings people together on wildlife issues and facilitates the public conversation necessary to healthy communities and a democratic society.

Wings Ministry (Est. 1995) brings families of prisoners and Christian volunteers together. Wings uses a model of nurturing ministry by building Christian relationships in a four-part experience following the example of the early church: bible study, crafts and games, sharing a meal, and music. The program generally hosts three community parties a year: a Christmas, Easter, and a back-to-school party, hoping to reach families at important times throughout the year. The parties are held in sponsoring churches in different parts of the city and in different denominations. All participants in Wings, whether they are inmate's family members or church volunteers, enjoy the interaction of Christians working together from many different denominations.

Wise Men and Wise Women Mentorship Program (YDI) is a school based program for eleven elementary schools and three middle schools. Adult volunteers mentor youth to strengthen their character, self-esteem, and solutions to their everyday problems. It pairs caring adults with boys and girls, ages 6 to 14.

YMCA of Central New Mexico teaches values like caring, honesty, responsibility and respect through sports. There is an emphasis on skill development and the programs are based on safety first, fair play, positive competition and family involvement.

Youth Conservation Corps promotes the education, success and well-being of the youth of New Mexico through the conservation and enhancement of the state's natural resources and lasting community benefits. It works to promote education and training, instill values of hard work and accomplishment, create healthy natural resources and lasting community benefits.

Youth Development, Inc. (Est. 1971) provides educational, developmental, and humanitarian assistance to effectively improve the life outcomes of New Mexico's children, youth and families in need by helping them find and develop their full potential. Its programs include tutoring, after-school activities, gang intervention, school drop-out prevention, family counseling services, emergency shelter, youth sports, internships, scholarships, parenting skills, leadership development, public housing assistance, community corrections, GED studies, early childhood education via Head Start centers, substance abuse and AIDS education.

Youth Leadership Albuquerque through the Greater Albuquerque Chamber of Commerce provides a process for students to learn and practice the skills necessary to become a productive worker and community leader. It is a seven month program available to public, private and parochial high school students in the Albuquerque area.

Youthworks Santa Fe was created to address the lack of a youth development agency in Santa Fe. Its programs include classroom based prevention education, intervention services such as violence intervention to promote school campus peace, conflict resolution services, crisis intervention, peer mediation training, counseling services, paid employment training with job-outplacement assistance, youth advocacy, whole-school leadership activities and events scholarship programs.

Z-21 Project c/o Zuni Public Schools (Est. 2000) was created to provide the youth of Zuni with the skills, tools and competencies to lead productive, healthy lives while maintaining their cultural, spiritual and personal identities. Students receive a comprehensive traditional education through the Zuni Public School system, while the Z-21 Project uses experiential activities to help students learn lessons not covered in the normal school curriculum. The project provides Zuni youth with experiences that foster self-esteem, personal responsibility, goal setting, critical thinking, good communication skills and self-confidence. The program works with fourth graders at a prevention level, and sixth through eleventh graders at the intervention level.

Glossary of Terms as Defined by the National Service Learning Clearinghouse

Action research

In its simplest form, action research is a way of generating research about a social system while simultaneously attempting to change that system. While conventional social science aims at producing knowledge about social systems (some of which may eventually prove useful to those wishing to effect change), action research seeks both to understand and to alter the problems generated by social systems.

America Reads Challenge

In 1994, 40 percent of our country's fourth graders failed to attain the basic level of reading. The America Reads initiative, launched in August 1996 by President Clinton, aims to ensure that every child in America can read independently by the end of third grade.

American Association of Higher Education

From the AAHE mission statement, AAHE promotes "the changes higher education must make to ensure its effectiveness in a complex, interconnected world." One Dupont Circle, Suite 360 Washington, DC 20036-1110; website www.aahe.org

AmeriCorps

The national service program made possible by the National and Community Service Act of 1993. The legislation requires that programs fall into four broad areas -- human needs, education, environment, and public safety. Grants are made to non-profit organizations; local, state and federal agencies; Indian tribes; institutions of higher education; local school and police districts.

AmeriCorps Promise Fellows Program

AmeriCorps Promise Fellows spearhead state and local efforts dedicated to seeing that all children and youth receive the Five Promises set forth at the Presidents' Summit for America's Future in 1997.

Assessment

The process of gathering information in order to make an evaluation. An evaluation is a decision or judgment about whether an effort is successful and to what extent that effort has or has not met a goal. Evaluation of effects of service-learning on students who take classes that employ service-learning as a pedagogy, on the community partner or agency that delivers services students assists with, on faculty members who teach those courses, and on the institution under whose auspices service-learning courses are offered. Assessment may be descriptive or evaluative; involve conventional Likert-type items or narrative reports; and be directed toward above-named stakeholders.

Campus Compact

A national coalition of more than 650 college and university presidents committed to increasing the number of service programs on higher education campuses across the state. At the national level, work promotes public and community service, development of resource materials, workshops and institutions, and support for 22 state offices and the National Center for Community Colleges.

Civic Responsibility

The commitment of a citizen to his or her community to take responsibility for the well-being of the community. Service-learning and community engagement are often cited as developing students' civic responsibility.

Co-curricular

Signifies community service that is not explicitly connected to an academic course.

Community

Community can be used in a number of ways to apply to almost any group of individuals. It is often used to describe a geographic group whose members engage in some face-to-face interaction. The term community can also be used in a more meaningful sense to emphasize the common bonds and beliefs that hold people together.

Community development

Community members working together to achieve long-term benefits for the community and an overall stronger sense of community. Effective development has four important characteristics:

- It is predicated upon the importance of social and economic institutions in the lives of community members.
- It is planned and achieved with representation, input, and guidance from a cross-section of community members.
- It builds efficient, self-sustaining, locally controlled initiatives to address social and economic issues in the community.
- It promotes the economic self-reliance of community members and of the community as a whole.

Community Engagement

A central value affirmed by the service-learning movement. Colleges, universities, and community colleges cooperate with nonprofit agencies, government agencies, faith-based organizations, and individuals to improve the community in which the institution resides. Service-learning, faculty participation, and student volunteers represent community engagement. This ethic of service affirms the responsibility of educational institutions to bring their resources to impact gaps in community services.

Community Partner

The agency that acts as a conduit for bringing resources into the community, e.g., government, nonprofit agency, or faith-based agency, bringing needed services to the community via existing distribution channels while taking responsibility for students work. Often a community partner identifies community needs and utilizes its existing infrastructure for project implementation.

Community Service

Community Service is volunteerism that occurs in the community--action taken to meet the needs of others and better the community as a whole. Programs of all types, like scouts, schools or YMCAs, often perform "community service."

Daily Points Of Light Awards

Co-sponsored by the Points of Light Foundation, the Corporation for National Service and the Knights of Columbus, these awards recognize and honor outstanding service efforts. The award is presented five days a week to help raise the profile and legitimacy for volunteer initiatives and activities, and to call public attention to the contributions that volunteers are making toward solving local and national social problems.

Domestic Volunteer Service Act (DVSA)

This statute created VISTA and the National Senior Service Corps in 1970.

Engaged campus

A college or university which emphasizes community engagement through its activities and its definition of scholarship. The engaged campus is involved in community relationships, community development, community empowerment, community discourse, and educational change.

Experiential education

Emotionally engaged learning in which the learner experiences a visceral connection to the subject matter. Good

experiential learning combines direct experience that is meaningful to the student with guided reflection and analysis. It is a challenging, active, student-centered process that impels students toward opportunities for taking initiative, responsibility, and decision making.

FamilyCares

www.FamilyCares.org An on-line resource of the Points of Light Foundation that provides resources for parents, teachers and community leaders who want to support children in volunteer activities.

Family Volunteering

Family volunteering strengthens families, addresses critical social needs, improves employee morale within participating businesses and creates a renewed community spirit. A number of family-oriented volunteer programs and websites are focused on engaging families in year-round community-oriented volunteer projects.

Foster Grandparents

As Foster Grandparents, low income persons age 60 and over provide companionship and guidance to children with mental, physical, or emotional disabilities or are abused, neglected, in the juvenile justice system, or who have other special or exceptional needs. A program of Senior Service Corps funded by the Corporation for National and Community Service.

Kids Care Clubs

www.KidsCare.org An initiative of the Points of Light Foundation, is a program designed to develop compassion and the spirit of service and philanthropy in elementary and middle school aged youth. Local organizations such as schools, YMCAs, Volunteer Centers, scout troops and religious communities, can be registered as clubs. Kids Care Clubs provide ideas, resources and a network to clubs.

Make A Difference Day

A national effort designed to mobilize citizens in communities across the country in volunteer service.

Mentor

In the context of community service, the term mentor is often used to refer to a specific type of relationship between an adult and a youth. Mentors act as role models who offer youth the friendship and guidance of a caring adult. Mentors provide youth with examples of life experiences that can show younger people what to aspire to. Mentors support and enable a young person to become whomever and whatever they choose.

Multiculturalism

Multiculturalism is used in its broad sense as respect and understanding for various differences between people, including those based on race, gender, ethnicity, culture, socioeconomic status, age, sexual orientation, and physical and mental abilities.

National and Community Service Act of 1990

Originally passed into law in 1990 to establish the Commission on National Service, the Act was amended significantly by the National and Community Service Trust Act of 1993 to establish the Corporation for National and Community Service.

The National and Community Service Trust Act (NCSTA)

With bipartisan support, NCSTA was signed by President Clinton on September 21, 1993. The legislation reauthorizes K-12 and higher education service learning programs from the National and Community Service Act of 1990 and creates AmeriCorps, national service program that allows members to earn educational benefits in exchange for community service.

National Civilian Community Corps (NCCC)

NCCC is the Corporation's federally-managed residential program which is located in four sites across the country (San Diego, California; Denver, Colorado; and Charleston, South Carolina) and headquartered in Washington, DC. The NCCC utilizes excess military capacity and personnel in the creation of a full-time or part-time service corps.

National Family Volunteer Day

This day of service is designed to showcase the benefits of families working together, to provide a great way to introduce community service, and to encourage those who haven't yet made the commitment to volunteer as a family to begin doing so.

National Service-Learning Clearinghouse (NSLC)

A clearinghouse project of ETR Associates funded by Learn and Serve America, Corporation for National and Community Service that supports the service-learning community in higher education, kindergarten through grade 12, community-based initiatives, and tribal programs, as well as all others interested in strengthening schools and communities using service-learning techniques and methodologies. Contact toll-free at 1-866-245-SERV (7378); www.servicelearning.org

National Senior Service Corps

The National and Community Service Trust Act of 1993 has renamed the Older American Volunteer Programs (OAVP) to become the National Senior Service Corps. Program divisions include Retired and Senior Volunteer Program (RSVP), the Foster Grandparent Program (FGP), and the Senior Companion Program (SCP).

National Volunteer Week

Begun in 1974 when President Richard Nixon signed an executive order establishing the week as an annual celebration of volunteering. Every President since has signed a proclamation promoting National Volunteer Week. Governors, mayors and other elected officials also make public statements and sign proclamations in support of National Volunteer Week (typically held at the end of April). Sponsored by the Points of Light Foundation and the Volunteer Center National Network, National Volunteer Week has become the official time to recognize and celebrate the efforts of volunteers at the local, state and national levels.

National Youth Service Day

Brings together more than 13 million people in thousands of communities nationwide during the last decade. Celebrated as part of National Volunteer Week; National Youth Service Day has three primary goals:

- to recognize the year-round service and volunteering efforts of millions of young people nationwide;
- to recruit a new generation and cadre of citizens that are both participants and supporters of youth service organizations;
- and to promote young people as resources rather than problems in their communities.

Peer Helping

Peer Helping programs began in the early 1970's in response to the great increase in guidance needs for youth. Popular uses of peer helpers within the schools are peer tutoring, cross-age education, mentoring, welcoming new students, parent education, teen theater, and conflict mediation. Such programs almost always involve people helping people, and utilize strong training and reflection components to produce significant gains in both knowledge and skills among the participants. Because of this, peer helping is considered a type of service-learning program.

President's Service Award

Established in 1982 and co-sponsored by the Points of Light Foundation and Corporation for National and Community Service, and presented yearly to individuals, families, organizations, corporations and labor unions for outstanding community service in solving serious social problems. The President of the United States traditionally presents the awards at a White House event during National Volunteer Week.

President's Student Service Awards

Sponsored by the Corporation for National and Community Service and administered by the American Institute for Public Service, the Points of Light Foundation, and Youth Service America, is modeled after the Presidential Physical Fitness Awards. The President's Student Service Awards provide an opportunity for schools, colleges and community organizations to recognize youth for their outstanding community service and to encourage more young people to

serve.

Reciprocity

A central component in service-learning and community engagement that suggests that every individual, organization, and entity involved in service-learning functions as both a teacher and a learner.

Reflection

The critical component of successful service-learning programs is “reflection”. Reflection describes the process of deriving meaning and knowledge from experience and occurs before, during and after a service-learning project. Effective reflection engages both teachers and students in a thoughtful and thought-provoking process that consciously connects learning with experience. It is the use of critical thinking skills to prepare for and learn from service experiences.

Retired and Senior Volunteer Program (RSVP)

This program of Senior Service Corps offers opportunities for citizens age 55 and up to use their talents and experience in a wide range of community projects. RSVP operates through grants from the Corporation for National and Community Service to private and public non-profits in local communities.

Senior Companion Program

A program of Senior Service Corps, participants are low-income persons age 60 or older who provide care and companionship to other adults, especially the frail elderly, in an effort to help them achieve and maintain their highest level of independent living.

Social Capital

A term that refers to features of social organization, such as networks, norms, and trust, that facilitate coordination and cooperation for mutual benefit; enhances the benefits of investment in physical and human capital.

State Commission

The 15-to-25 member, independent, bipartisan commissions appointed by governors to implement service programs in the states. Funding for national service programs is provided by the Corporation for National and Community Service.

Student Ownership

At the very heart of the youth service movement is the notion that students can make important contributions to their schools and communities. Such philosophy requires a strong student-centered approach, where young people identify problems, brainstorm, implement solutions and evaluate their projects, while the teacher takes the role of the facilitator.

Student Volunteer Service

A clearinghouse that serves as a link between community organizations and university/college students for volunteer opportunities; often located in the Dean of Student’s office or student union.

VISTA (Volunteer In Service To America)

Program goals strive to alleviate poverty in the United States. Members are age 18 or older and serve on a full-time, full-year basis at the request of private or public non-profit organizations.

Volunteer Centers

A community-based organization that mobilizes people and resources to deliver creative solutions to community problems. While services vary from one Volunteer Center to another, centers in communities around the nation connect people with opportunities to serve, build capacity for effective local volunteering, promote volunteering, and seek collaborative opportunities to involve volunteers in addressing community issues. 1-800-VOLUNTEER is a national volunteering hotline that connects callers to local Volunteer Centers.

Volunteerism

The performance of formal service to benefit others or one's community without receiving any external rewards; such programs may or may not involve structured training and reflection.

Workplace Volunteerism

The process whereby companies make a significant commitment to company-sponsored volunteer programs with the following values:

- Acknowledge that the corporation's community service involvement and its employee volunteer efforts contribute to the achievement of its business goals;
- Commit to establish, support, and promote an employee volunteer program that encourages the involvement of every employee and treat it like any other core business function; and
- Target community service efforts at serious social problems in the community.

Youth Service

An umbrella term to identify a vast number of program models, titles, and organizations which share one core attribute: the utilization of youth to provide service to their schools and/or communities. The term should not be confused with "youth services," which typically refer to programs that serve youth.

Supplementary Glossary of Common Terms

Supplementary Glossary of Common Terms

AmeriCorps Ed Awards: After successfully completing a term of service, AmeriCorps members who are enrolled in the National Service Trust are eligible to receive an AmeriCorps Education Award. Recipients can use their AmeriCorps Education Award to pay education costs at qualified institutions of higher education, for educational training, or to repay qualified student loans. The award is \$4,725 for a year of full-time service, and is prorated for part-time. Candidates can access the award in full and part, and can take up to seven years after a term of service has ended to claim the award. (*Corporation for National and Community Service. AmeriCorps Education Award: www.americorps.gov/for_individuals/benefits/benefits_ed_award.asp*)

Character Education: The process by which students learn and adopt certain core values and character traits that form the foundation of their attitudes, beliefs, and behaviors. Lists will vary, but usually included are personal moral traits such as compassion, honesty, self-respect, prudence, courage, and personal integrity. Core social values include courtesy, caring, helpfulness, cooperation, social responsibility, service to others, and tolerance. (*“Restoring the Balance Between Academics and Civic Engagement in Public Schools,” Bruce O. Boston*)

Civic: Relating to community; connected with the duties and obligations of belonging to a community. (*Service Learning Northwest’s “Roadmap to Civic Engagement”*)

Civic Character: Responsible moral action that serves the common good. This umbrella term links the complementary goals addressed by current efforts in civic education, character education, service-learning, and social and emotional learning. (*“Restoring the Balance Between Academics and Civic Engagement in Public Schools,” Bruce O. Boston*)

Civic Education: A complex process through which the members of our society come to understand and practice active citizenship. (*www.nmce.org/learn/versus.cfm*)

Civic or Citizenship Education: The process of acquiring (1) knowledge about American polity, politics and government, and about the rights and responsibilities of citizenship; (2) skills in understanding political communication and civic participation; and (3) the dispositions or motivations necessary to be engaged, not merely passive participants. This education takes place primarily in the classroom and school but is contextualized through participation in community and civic life. (*“Restoring the Balance Between Academics and Civic Engagement in Public Schools,” Bruce O. Boston*)

Civic Engagement: A wide range of learning activities within and on the part of the institution, including engaged experiential education, service-learning (curricular and co-curricular), some internships and practica, and action research that engages the institution in partnership with its civic contexts, ie, the communities in which it is located. (*www.usm.maine.edu/cft/service/ce_sl_key_definitions.htm*)

Civic Engagement means an institutional commitment to public purposes and responsibilities intended to strengthen a democratic way of life in the rapidly changing Information Age of the 21st century. (*University of Minnesota Task Force on Civic Engagement*)

Civic Engagement: The process of being actively involved in one’s community. Whether you build trails, tutor in a school, or cast your ballot in an election, civic engagement begins and ends with discovering the importance of community. (*Service Learning Northwest’s “Roadmap to Civic Engagement”*)

Civic Engagement: There are many ways in which people participate in civic, community and political life and, by doing so, express their engaged citizenship. From volunteering to voting, from community organizing to political advocacy, the defining characteristic of active civic engagement is the commitment to participate and contribute to the improvement of one’s community, neighborhood and nation. (*PACE-Philanthropy for Active Civic Engagement, www.pacefunders.org*.)

Civic Engagement: The involvement in an activity related to community, often connected with duties and obligations. (*Service Learning Northwest's "Roadmap to Civic Engagement"*)

Civic Engagement: Citizenship or civic engagement consists of behaviors, attitudes and action that reflect concerned and active membership in a community. This includes the more traditional electoral citizenship activities, such as voting, serving on nonprofit boards or school boards, as well as less traditional forms of political participation, such as community organizing and social activism. It includes participation in small neighborhood-based efforts and the larger national and international movements. (*"The State of Service Related Research" by the Grantmaker Forum on Community and National Service.*)

Civic Learning is the growth and development for citizenship that results for students from civic engagement of all kinds. (www.usm.maine.edu/cft/service/ce_sl_key_definitions.htm)

Civic Responsibility: The commitment of a citizen to his or her community. Service-learning and community engagement are often cited as developing students' civic responsibility. (www.campuscompact.org/about/popup.php?id=19)

Community-based Service Learning: An approach to service that intentionally enhances the learning opportunities by identifying specific learning goals and incorporating structured reflection activities into the service experience. (*Service Learning Northwest's "Roadmap to Civic Engagement"*)

Community Engagement: Scholarly work that is done with, and for, members of a group outside of higher education. (www.campuscompact.org/about/popup.php?id=19)

Community Service: Action taken to meet the needs of others and better the community as a whole. (www.campuscompact.org/about/popup.php?id=19)

Engaged Campus: A college or university that emphasizes community engagement through its activities and its definition of scholarship. The engaged campus is involved in community relationships, community development, community empowerment, community discourse and educational change. The benchmarks of the engaged campus are campus-community partnerships, careful reflection, and sustained impact. (www.campuscompact.org/about/popup.php?id=19)

Engagement: To involve someone in an activity, or to become involved or take part in an activity. (*Service Learning Northwest's "Roadmap to Civic Engagement"*)

School-based Service Learning: A teaching method that uses community service as a means of helping students gain a deeper understanding of course objectives, acquire new knowledge and engage in civic activity. (*Service Learning Northwest's "Roadmap to Civic Engagement"*)

Service Learning: A teaching approach in which students learn through engaged service in a place or area tied to study, reflection, and projects that demonstrate what was learned from a student's perspective. (www.nmce.org/learn/versus.cfm)

Service Learning: Form of experiential education that incorporates community service. It has three characteristics: 1) It is based on the experience of meeting needs in the community; 2) It incorporates reflection and academic learning; 3) It contributes to students' interest in and understanding of community life. (www.campuscompact.org/about/popup.php?id=19)

Service-Learning refers to educational activity carried out in partnership with a public or non-profit agency, organization, or project in the community. **Curricular Service-Learning** is integrated into an academic course and carries academic credit; **Co-curricular Service-Learning** complements academic work but is not directly connected to a course or academic program and does not carry academic credit. (www.usm.maine.edu/cft/service/ce_sl_key_definitions.htm)

Service Learning: Allows participants to develop skills, knowledge and understanding in a context of meeting important community needs. (Service Learning Northwest’s “Roadmap to Civic Engagement”)

Service Learning, three essential characteristics:

- 1) **Clear Learning Objectives:** As the concept and practice of service learning expands to include a number of settings outside the traditional classroom, the focus must still remain on achieving intentional learning related to the personal, social and civic development of the participant.
- 2) **Meets Genuine Community Needs:** The strength of service learning is the authenticity of the service in which young people are involved. The significance of the service performed enhances the participant’s personal, social and civic development.
- 3) **Systematic Reflection:** One of the important components of service learning is reflection. Rather than being a simple summary of activity, reflection is an effective form of teaching which, when coupled with clear learning objectives and genuine community need, has the power to strengthen service and learning while also transforming the learner and teacher.

(Service Learning Northwest’s “Roadmap to Civic Engagement”)

Service Learning: A teaching methodology based on active participation, in which students learn and develop through thoughtfully organized service that meets community needs. Service-learning is coordinated within schools, institutions of higher education, community service programs, and with the community itself. It is integrated into and enhances the academic curriculum and/or the educational components of a partnering community service program. A key component of service learning is structured “reflection” time to review the service experience. (*“Restoring the Balance Between Academics and Civic Engagement in Public Schools,” Bruce O. Boston*)

Social and Emotional Learning: Social and emotional competencies refer to skills that help students build respect for others, leading to more fulfilling lives personally, professionally, and as engaged citizens of the world. Two processes work in coordination: (1) promoting social and emotional competency; and (2) systematically working to create safer, more caring, and responsive schools, homes, and communities. (*“Restoring the Balance Between Academics and Civic Engagement in Public Schools,” Bruce O. Boston*)

Volunteer: A person who gives his/her services without any express or implied promise of remuneration. (Black Law Dictionary, 6th Ed. (www.charitychannel.com/publish/templates/?a=189&z=24))

Volunteer: An individual performing services for a nonprofit organization or a governmental entity who does not receive:

- A) compensation (other than reasonable reimbursement or allowance for expenses actually incurred); or
- B) any other thing of value in lieu of compensation, in excess of \$500 per year, and such term includes a volunteer serving as a director, officer, trustee, or direct service volunteer.

(Volunteer Protection Act of 1997: http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=105_cong_public_laws&docid=f:publ19.105)

Acknowledgements

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American Youth Policy Institute

Central New Mexico Community College, Department of Experiential Learning
Corporation for National and Community Service

Messengers of the Healing Winds

National Youth Leadership Council

New Mexico Community Foundation

New Mexico Forum for Youth in Community

New Mexico Public Education Department

University of New Mexico, Department of Community Learning and Public Service

Executive Summary Endnotes

- ^a New Mexico Commission for Community Volunteerism: (www.newmexserve.org/index.htm)
- ^b New Mexico Public Education Department. *Standards for Excellence*: (www.nmcp.state.nm.us/nmac/parts/title06/06.030.0002.htm)
- ^c The process of gathering input, collecting data, giving presentations, and conducting interviews for the creation of the New Mexico Civic Blueprint began in November of 2005 and continued through June of 2006.
- The outreach effort included:**
- Twenty mass e-mails encouraging input and participation to more than 200 contacts, including a wide range of practitioners and participants in the field of civic engagement.
 - More than 70 meetings to share and discuss the document, including face-to-face meetings, phone calls, and conference calls.
 - Five open meetings: February 22, 2006 in Espanola, March 16, 2006 in Albuquerque, April 6, 2006 in Las Cruces, April 20, 2006 in Albuquerque, and June 5, 2006 in Taos.
 - Online survey of more than 100 practitioners to gather input, promote the document, and measure progress.
 - Presentations at the New Mexico Forum for Youth in Community's Annual Youth Summit in December 2005, at the New Mexico Commission for Community Volunteerism quarterly meetings, at the America's Promise meeting in March 2006, and at the Governor's Spotlight on Volunteerism Conference in April 2006.
 - More than 700 e-mails to seek input, answer questions, and promote the document.
- ^d Students from Desert View Elementary in Sunland Park, New Mexico brief Mayor Ruben Segura about the Gadsden School District Water Project.
- ^e Clean-up crew from the Volunteer Center at San Juan College engages in community service in Farmington, New Mexico.
- ^f AmeriCorps members at the VSA North Fourth Art Center in Albuquerque, New Mexico, bring artistic experiences to people of all ages, abilities, and cultures.
- ^g A back-to-school party by the Wings Ministry brings families of prisoners and community volunteers together in a nurturing model of ministry, available to communities across the state.
- ^b Senior volunteers in the Senior Companion Program in Chaves County assist with daily activities, furnish transportation, and provide caregivers with respite.

Policy Recommendations Endnotes

- ⁱ This would yield funds of approximately \$945,000; figuring 200 Corpsmembers x \$4725 for the full-time education award under the CNCS AmeriCorps program.
- ⁱⁱ Office of the Lieutenant Governor: Children's Cabinet. *2005 Children's Report Card*. (www.ltgovernor.state.nm.us/childrencabinet.html)
- ⁱⁱⁱ Youth Transitions Funders Group. *Juvenile Justice Work Group Strategy*. (www.youthtransitions.org)
- ^{iv} Toppe, Chris. *Delivering the Promise: The Impact of Service Learning*. Points of Light Foundation, pp. 3.
- ^v Learn and Serve Arizona. *Arizona Service Learning Curriculum Guidelines*, Sept. 2004
- ^{vi} Service Learning in Arizona, Legislative Requirement, ARS §15-203(A)(31)
- ^{vii} Service Learning in Arizona, Legislative Requirement, ARS §15-203(A)(31)

Proposed New Mexico Language:

A. The New Mexico Public Education Department shall:

31. Adopt guidelines to encourage pupils in grades nine, ten, eleven and twelve to volunteer for twenty hours of community service before graduation from high school. A school district that complies with the guidelines adopted pursuant to this paragraph is not liable for damages resulting from a pupil's participation in community service unless the school district is found to have demonstrated wanton or reckless disregard for the safety of the pupil and other participants in community service. For the purposes of this paragraph, "community service" may include service learning. The guidelines shall include the following:

- (a) A list of the general categories in which community service may be performed.
- (b) A description of the methods by which community service will be monitored.
- (c) A consideration of risk assessment for community service projects.
- (d) Orientation and notification procedures of community service opportunities for pupils entering grade nine including the development of a notification form. The notification form shall be signed by the pupil and the pupil's parent or guardian, except that a pupil shall not be required to participate in community service if the parent or guardian notifies the principal of the pupil's school in writing that the parent or guardian does not wish the pupil to participate in community service.
- (e) Procedures for a pupil in grade nine to prepare a written proposal that outlines the type of community service that the pupil would like to perform and the goals that the pupil hopes to achieve as a result of community service. The pupil's written proposal shall be reviewed by a faculty advisor, a guidance counselor or any other school employee who is designated as the community service program coordinator for that school. The pupil may alter the written proposal at any time before performing community service.
- (f) Procedures for a faculty advisor, a guidance counselor or any other school employee who is designated as the community service program coordinator to evaluate and certify the completion of community service performed by pupils.

viii Bertolet, Debbi. *Graduation Honor for Excellence in Service Learning*. Mesa Public Schools Service Learning, 2005.

ix Bowley, Erin. *Community Service Work-Study CSWS is a resource your campus can't ignore*. Minnesota Campus Compact.

x Bowley, Erin. *Community Service Work-Study CSWS is a resource your campus can't ignore*. Minnesota Campus Compact.

xi Corporation for National and Community Service. *AmeriCorps Education Award*. (www.americorps.gov/for_individuals/benefits/benefits_ed_award.asp)

xii AmeriCorps Alums. *Schools That Match Your EdAward*. (www.lifetimeofservice.org/?EdAwardMatchRevised.)

xiii The Points of Light Foundation and Volunteer Center National Network. (www.pointsoflight.org/about)

xiv Arizona State Law: Community Restitution. Prepared by Senate Research, 20 Jan. 2005.

Purpose: Redefines community service as community restitution when the community service is ordered to be performed.

Background: Community service traditionally has been thought of as the services designed to improve the quality of life for community residents or to solve particular problems related to their needs. Community service is not defined by statute, but the term is referenced in many Titles of the Arizona Revised Statutes including, for example, those concerning Children, Education, the Criminal Code, Public Health and Safety, Taxation and Welfare. Courts may order a person to perform community service for a variety of reasons, for example, as part of a person's sentence. Community service also is often a condition of probation or parole. This type of community service is required, not discretionary and generally carries a negative connotation. This legislation was suggested to differentiate between the type of community service performed in furtherance of one's voluntary civic duty and the type of community service performed for restitution purposes. There is no fiscal impact to the state General Fund associated with this legislation. Counties may experience a cost impact from altering administrative forms.

Provisions:

1. Redefines community service as community restitution in the following instances:
 - a. when community service is court-ordered.
 - b. when community service is part of probation or intensive probation conditions.
 - c. when community service is part of parole conditions.
 - d. when community service is required by the Director of the Department of Juvenile Corrections as a condition of conditional liberty.
 - e. when community service is performed by a juvenile in lieu of a monetary assessment imposed upon a juvenile who is not committed to the Department of Juvenile Corrections.
 - f. when community service is performed by a juvenile in a committed youth work program or in a community youth program, as a substitution for monetary restitution or assessments.
 - g. when community service is ordered in lieu of jail confinement.
 - h. when community service is ordered in lieu of a fine for driving an off-highway vehicle with reckless disregard for

- the safety of persons or property.
- i. when community service is performed as part of community supervision conditions.
- 2. Makes technical and conforming changes.
- 3. Becomes effective on the general effective date.

- xv CYFD Policies and Procedures. Community Volunteer Leave, Chapter 1, Part 5.
- xvi Clean Elections Institute, Inc.: (www.azclean.org)
- xvii Clean Elections Institute, Inc.: (www.azclean.org)
- xviii Maine Citizens for Clean Elections: (www.mainecelelections.org)

	'02 General	'04 General	percent Change
# General Election Candidates	369	394	+7percent
# Clean Election Candidates (CEC)	230	309	+34percent
percent Using Clean Elections	62percent	78percent	
# of CE Legislators	111	145	+31percent
percent of Legislature CE	60percent	78percent	

By Party	02 General	04 General	percent Change
# Republicans	168	183	+9percent
# Republican CEC	91	130	+43percent
percent Republicans Using CE	54percent	71percent	
# Republican CEC Winners	35	60	+71percent
percent Republican CEC who won	38percent	46percent	
# Democrats	173	180	+4percent
# Democrat CEC	122percent	155percent	+27percent
percent Democrats Using CE	70.50percent	86percent	
# Democrat CEC Winners	72	83percent	+15percent
percent Democrat CEC who won	60percent	53.50percent	
# Greens	11	22percent	+100percent
# Green CEC	8	16percent	+100percent
percent Greens Using CE	73percent	73percent	
# Green CEC Winners	1	1percent	Even
# Un-enrolled/other party	n/a	9percent	
# Un-enrolled/other party CEC	n/a	6percent	
percent Other Using CE	n/a	67percent	
# Un-enrolled/other party winners	n/a	1percent	

- xix Associated Press. *Ethics Task Force Members Named*. Albuquerque Journal. 2 May 2006.
- xx Demos: A Network for Ideas & Action: (www.demos-usa.org)
- xxi Anderson, J. & Martinez, R. *Voters' Ed*. New York Times: 6 April 2006.
- xxii Anderson, J. & Martinez, R. *Voters' Ed*. New York Times: 6 April 2006.

Essential Elements Endnotes

- xxiii Corporation for National and Community Service: www.nationalserviceresources.org/epicenter/overview/index.php
- xxiv National Youth Leadership Council: (www.nylc.org)
- xxv National Youth Leadership Council: (www.nylc.org)
- xxvi National Service-Learning Cooperative, April 1999. *Essential Elements of Service-Learning*. National Youth Leadership Council, St. Paul, MN: (www.wkkf.org/pubs/philvoll/pubs3679.pdf)
- xxvii National Service Learning Partnership: (www.service-learningpartnership.org)
- xxviii National Service Learning Partnership: (www.service-learningpartnership.org)
- xxix National Service-Learning Partnership: (www.servicelearningpartnership.org/site/pageserver?pagename=sl_fieldbuilding)

- xxx* Fletch, L. & Springsteen, J., *Roadmap to Civic Engagement*, Third Edition, 2003: pp. i, Vancouver, WA.
- xxx*i** Fletch, L. & Springsteen, J., *Roadmap to Civic Engagement*, Third Edition, 2003: pp. i, Vancouver, WA.
- xxx*ii** Fletch L. & Springsteen, J., *Roadmap to Civic Engagement*, Third Edition, 2003: pp.viii, Vancouver, WA.
- xxx*iii** Corporation for National and Community Service: (www.nationalserviceresources.org)
- xxx*iv** Corporation for National and Community Service: (www.nationalserviceresources.org)
- xxx*v** Corporation for National and Community Service: (www.nationalserviceresources.org)

