

The Grantmaker Forum on Community and National Service
December 1998

CIVIL SOCIETY & EDUCATIONAL RENEWAL

**SERVICE-LEARNING IN THE
TWENTY-FIRST CENTURY**

A Summary of a
Regional Dialogue
Minneapolis, Minnesota
April 21, 1998

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Grantmaker Forum on Community and National Service

Sponsors

W.K. Kellogg Foundation
Minnesota Association of School Administrators
Minnesota Campus Contact
National Youth Leadership Council

Special Thanks

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The Grantmaker Forum on Community and National Service

The Grantmaker Forum on Community and National Service consists of corporate, community and private foundation grantmakers who share an interest in the distinctly American tradition of community and national service. We are committed to expanding opportunities for people of all ages and backgrounds to serve their community, state and nation.

Co-Chairs

Nick Bollman
The James Irvine Foundation

Chris Kwak
W.K. Kellogg Foundation

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I. Overview

In 1993, coinciding with the adoption of the National and Community Service Trust Act, a small group of grantmakers began to meet informally to discuss federal involvement in community and national service programs. That group, which included such funders as the W.K. Kellogg Foundation, The James Irvine Foundation and the IBM Foundation, called themselves the Grantmaker Forum on Community and National Service. Since that time, the Grantmaker Forum has grown exponentially. Now organized with full-time staff, the Grantmaker Forum has three Task

Forces—Policy, Funder Outreach, and Research, each of which is led by a grantmaker and includes program and policy leaders as well. With more than forty active Task Force members, the Grantmaker Forum has developed a database of more than nine hundred representatives of philanthropy, including private and community foundations as well as corporate giving programs.

Grantmaker Forum members include funders who invest in the full range of service-related programs and efforts,

from unpaid volunteer activities to full-time stipended service such as AmeriCorps. Grantmaker Forum members are bound together by a fundamental belief that citizen service, giving of oneself for purposes greater than oneself, is an underlying ethic of American democracy. It is in this spirit that many members of the Grantmaker Forum view school and campus-based service-learning as an important strategy to instill an ethic of involved and

Service-learning connects a service experience in the community to school curriculum, and requires students to reflect on the meaning of the service they perform both from a personal and community perspective. In many respects, service-learning is the strategy by which civil education may occur.

engaged citizenship in students, a strategy to revitalize education and strengthen communities through the cultivation of personal commitment and community-based problem solving. Consistent

with the Grantmaker Forum's overall mission is a commitment to encourage partnerships between schools and communities for the continued development of service-learning programs.

To fulfill its mission of furthering support for citizen service generally, the Grantmaker Forum works in partnership with other organizations locally and regionally to sponsor dialogues and discussions on issues related to all types of citizen service. On April 21, 1998, as

part of the National Youth Leadership Council's National Service-Learning Conference, the Grantmaker Forum joined the W.K. Kellogg Foundation, the Minnesota Association of School Administrators, Minnesota Campus Compact, and the National Youth Leadership Council, to sponsor a colloquium entitled *Civil Society and Educational Renewal: A Minnesota Perspective*.

To encourage discussion among the major constituencies involved in service-learning programs, the list of invitees to this session was drawn from three major groups: educators from Minnesota school districts, colleges, and universities (primarily superintendents of schools and college presidents); leaders in the Minnesotan philanthropic community; and members of community and educational organizations. The desire to include all aspects of the service-learning community was reflected in the affiliation of the speakers, including Kathryn Jensen, Senior Vice President, Blandin Foundation and Chair, Minnesota Council on Foundations; Chris Kwak, Program Officer, W.K. Kellogg Foundation and Co-Chair, Grantmaker Forum on Community and National Service; Robert Holst, President, Concordia University and Co-Chair, Minnesota Campus Compact; and James Kielsmeier, President, National Youth Leadership Council. The centerpiece of

the colloquium was a speech by Jeremy Rifkin, President of the Foundation on Economic Trends. After comments from a reaction panel and a brief question-and-answer session, the audience divided up into small discussion groups.

II. Purpose

Relying on recorded transcript and participants' notes, this paper summarizes the proceedings of that event. It is important to note that Rifkin's thesis relates to a future society that will be transformed by technological and economic innovations. According to Rifkin, such a society will provide an opportunity for social changes that will, in part, be achieved and supported through educational reform. One of Rifkin's primary interests is in advancing the implementation of civil education across the educational spectrum. Rifkin's concept of civil education encompasses a wide range of education reform efforts including citizen education, character education, democratic education, and service-learning.

Those in the field of service-learning are more likely to see service-learning as a strategy by which civil education is achieved rather than service-learning being encompassed by civil education. Like service-learning, civil education seeks to bridge the gap between formal

academic learning and community-based learning.

This session provided an opportunity for educators and grantmakers to explore the relationship between Rifkin's concept of civil education and service-learning. Civil education reduces the barriers between schools and communities, as does effective service-learning. Service-learning connects a service experience in the community to school/collegiate curriculum, and requires students to reflect on the meaning of the service they perform, both from a personal and community perspective. It is clear how service-learning practitioners would conclude that service-learning is a core strategy by which civil education can occur.

Only by exploring the needs, expectations, and goals of all of the partners in service-learning can the field of service-learning and Rifkin's goal of a ubiquitous civil education be effectively developed and institutionalized. What kinds of support—economic, social, and political—does such a goal require? What kinds of relationships already exist—and what kinds of relationships are needed—among the different elements of the community? By conveying the central questions, points of agreement, and sources of contention at the Minnesota dialogue, this paper seeks to extend the conversation in Minnesota

to the broader community involved in service-learning and civil education.

III. Keynote Speaker: Jeremy Rifkin, *The Future of the Work Force, Civil Society and Educational Renewal*

Jeremy Rifkin, President of the Foundation on Economic Trends, made the keynote address at the Minnesota colloquium. He opened his remarks by painting a disturbingly bleak account of the economic and social crisis confronting the United States. While statistics suggest that unemployment in this country is at an all-time low, those numbers do not factor in the millions of discouraged workers who have stopped seeking employment. Nor do the statistics represent those who, having been downsized, have found only part-time, temporary, contract, or marginal work lacking both the pay and the benefits of their previous jobs. Such trends have only increased the national disparity in income between the rich and poor to its greatest distance since 1945.

According to Rifkin, those growing economic problems are caused in part by the profound technological transformations affecting the kinds of employment available in the United States. Technological innovations in manufacturing have drastically reduced

the blue collar work force and will continue to do so in the future.

Automation means that fewer and fewer workers are needed to produce more and more goods. At the same time, white collar jobs are disappearing as technology enables downsizing by

stripping away layers of management, infrastructure, and support staff. The model of management is no longer the corporate pyramid, Rifkin argued; it's the horizontal organization of "virtual companies," consisting of small professional and technical staffs supported by a "just in time" work force.

In the past, economists have claimed that such transformations would not lead to employment crises because the emergent fields of computers and biotechnology—or more generally, the knowledge sector—would create more than enough jobs to keep everyone working. It is now apparent, however, that the knowledge sector can't and won't be able to absorb all of the workers displaced by these technological and economic revolutions. No matter how well educated students and workers are, there will never be

"First, people create communities, then they create social exchange through history, then they create social capital, and only when they have enough trust and enough deep institutional social involvement of each giving to the community can they establish markets, trade, and governments... What we call the third sector is, culturally speaking... the primary sector. It's the wellspring that creates the social trust upon which...trade, markets, and governments function."

-Jeremy Rifkin

enough jobs in an economy that measures success in terms of decreasing the number of workers needed to utilize increasingly sophisticated and cost-effective technology.

Rifkin assured the audience that such transformations in

the national and global economy need not be a recipe for an inevitable employment crisis; instead, they offer an unparalleled opportunity for necessary economic and social change. As more and more people are freed from laboring in the marketplace, it is possible, even necessary, that we reconceptualize the social contract that defines the economic, political, and social structure of society. The inadequacies of our current political paradigm have prevented us from seeing and grasping those opportunities. We must recognize that in addition to the market and government, our society also includes a *third sector*, comprised of "every organization, every institution, every affiliation in our communities and country that is not a corporation in the marketplace and not a government agency."

The third sector of society is crucial, Rifkin argued, because it creates the social trust or social capital that makes commerce and government possible. Without the nonprofits, charities, fraternal and social organizations, churches, sports and cultural affiliations, civic leagues, and social justice and environmental organizations that make up American communities, the rest of society would instantly founder.

According to Rifkin, however, despite its extraordinary reach, the third sector lacks any meaningful awareness of itself as a potent force capable of entering into a newly defined social contract with government and business. What will bring the third sector to the table as an equal partner with government and business will be jobs. Jobs that create human bonds and social capital are far too sophisticated for any technology to perform. Those jobs will be in the third sector.

Education's role in increasing the third sector's social and political leverage, and thus in converting economic and social crisis into an opportunity for national growth and renewal, is crucial. Rifkin argued that a grassroots educational revolution is already preparing the way for a new social contract that values the work of dedicated and caregiving citizens. That revolution is variously called character education, citizen

education, democratic education, and service-learning. Rifkin considers these education reforms or strategies as falling under his general concept of civil education.

Civil education knocks down the barriers between schools and communities, between the third sector and the rest of society, by bringing together "informal educators in community-based organizations with formal educators in classrooms." Rifkin argued that such transformations take advantage of a crucial fact: that students learn better when "their learning experience is hands-on, immediate, relevant, and what they're learning is directly tied to an experience with another human being in a social situation."

More than curricular changes are at stake in this educational revolution, however. The transformation of students' identities as social, civic individuals is being deeply affected by civil education. As children are increasingly thrown into the virtual worlds of computer technologies, they are increasingly isolated from social experience. From the study of child development, we know that every advance in a child's differentiated sense of self needs to be balanced by a corresponding deepening of his/her social, political, and cultural identity. For Rifkin, civil education balances the more atomistic aspects of technology

with an emphasis on notions of self-worth and community; students mature into individuals whose identities are more broadly defined than by the value of their labor in the marketplace.

Accomplishing such sweeping educational and social changes will require the coordinated and concerted efforts of a broad array of educators and organizations currently interested in civil education and service-learning. One of those organizations, the Partnering Initiative, was launched by Rifkin himself. The Partnering Initiative was founded two and a half years ago in a series of meetings involving sixty-seven national educational and community-based organizations. Over the next two years, the Partnering Initiative hopes to encourage the development of partnering initiatives in all fifty states that will work as equal partners with the national organizations. Already, fifteen states are assembling their initiatives with participants from educational and community-based organizations, parents, and students.

By the year 2000, Rifkin said, the Partnering Initiative hopes to inaugurate Civil Education Orientation Week during

the second week of October. The plan is that six weeks after the start of school in September, and after meeting with parents, teachers, students, and community-based organizations, schools will announce the civil education curricula for the rest of the academic year. With the institutionalization of the

Civil Education Orientation Week, Rifkin envisions that the foundation for civil education in the twenty-first century will be laid.

Rifkin concluded by encouraging members of the audience to create the difference needed in the future of education. "You can give these youngsters a vision that their education can lead to greater opportunities in the twenty-first century, beyond the market, beyond government, in the third

sector."

"Students learn best at all ages when their learning experience is hands-on, immediate, relevant, and what they're learning is directly tied to an experience with another human being in a social situation."
-Jeremy Rifkin

IV. Reaction Panel

Mark Langseth, Executive Director of Minnesota Campus Compact, moderated the reaction panel. He introduced the panelists, each of whom represented one of the three constituencies attending the event: Emmett Carson, President of the Minneapolis Foundation; Susan Cole,

President of Metropolitan State University (Dr. Cole has since moved to Montclair State University); and Don Helmstetter, President of the Minnesota Association of School Administrators and Superintendent of the Spring Lake Park Schools.

All three panelists shared a number of reactions to Rifkin's speech. While admiring his complex and nuanced arguments, they found it daunting to respond extemporaneously to such a far-ranging and complex presentation. The panelists also noted that contrary to Rifkin's assertion, a partnership or fusion of sectors already exists. For many nonprofit organizations, funding, for example, already comes from the business community. Leaders in higher education, in particular, are in daily conversation with foundations, government, and business. Conversely, many nonprofits are themselves already involved in business enterprises that have social impacts. Finally, all of the panelists voiced at least some degree of uncertainty about what skills civil education should include and how those skills would best be taught.

Emmett Carson shared his experience with the Minneapolis Foundation. He argued that there is an acute need to prepare underprivileged students for the well-paying jobs that currently exist and that employers can't fill. At the moment,

he said, poverty rather than the kind of structural economic transformation sketched by Rifkin is responsible for joblessness. Further, Carson argued that the third sector has self-awareness and that clout rather than consciousness is what the third sector lacks. He traced that weakness in part to the eclectic nature of the third sector. Unlike the first and second sectors of government and business that share within the sectors common purpose, the third sector includes hospitals, schools, foundations, and community-based organizations that have in common their tax exempt status rather than a common agenda.

In contrast, Susan Cole wondered about the specific role of higher education in service-learning. She acknowledged that current service-learning practices were far from perfect; knowing exactly how to change those practices to be more effective and responsive to the changes outlined by Rifkin was another matter. Moreover, she voiced real skepticism about the willingness of business to cooperate with an agenda set by the third sector.

In his comments, Don Helmstetter argued that much of what is most valuable in education, and especially in service-learning, is not readily quantifiable. As a result, it is difficult to demonstrate its importance and efficacy, especially to parents who fail to see how these

approaches better their children academically and socially.

The panel surfaced a number of key issues relating to the roles and responsibilities of the sectors in advancing shared values and common interests. There is clearly a need to continue the search for common ground and language that can better define the sectoral roles and responsibilities that will accommodate a new economic paradigm.

V. Open Question and Answer

During the brief question and answer session, Ted Blaesing, Superintendent of the White Bear Lake Schools, asked Rifkin if the disparity in the distribution of wealth created a potential for social unrest within the next five or six years.

In Europe, Rifkin replied, there is real concern about the social consequences of economic upheaval, but he suggested that current dilemmas afforded the opportunity as well as the need for a new social contract in which wealth is shared "more broadly." Third sector funding can come, he argued, from either new taxation or the reallocation of existing tax money currently tied up in antiquated government programs. Business leaders can and must realize that they pay for social policies one way or another. Their

tax dollars can either incarcerate the disenfranchised at enormous expense, a move that deprives individuals of their purchasing power; or they can fund meaningful and productive jobs in the third sector.

Rifkin went on to address Carson's claim that the third sector is self-aware. While individual efforts in the third sector are impressive, he said, few today would claim that the third sector overall is seen as a potentially powerful social and political force.

Mark Langseth wound up the question and answer session by acknowledging that civil education as described and service-learning as understood are not panaceas for the enormously complex problems outlined by Jeremy Rifkin. At the same time, he stated, there was a widely held belief that these approaches have a significant role to play in the nation's response to shifting realities and new economic challenges.

VI. Action Discussions

Mark Langseth directed the participants to focus on three sets of questions in their small group discussions. The goal of this part of the program was to engage the educators and grantmakers in reflective thinking about the role of service-learning in civil education and the role of

their own institutions in advancing civil education. The questions included:

1. What role(s) must service-learning play in the larger picture of addressing social, economic and environmental challenges in Minnesota communities?
2. How might we expand our institutional capacity to sponsor and sustain citizen service and service-learning programs in schools and colleges? How might service-learning be linked with improved academic performance and larger institutional agendas of schools and colleges?
3. How might service-learning be employed more fully as an education renewal strategy? As a strategy for creating a more seamless web between K-12 and higher education?

“Service-learning views education as more than a rite of passage, a ticket to higher education, or a means to getting a leg up on the competition. It is also about changing that world.”
-from the National Service-Learning Cooperative’s
Essential Elements of Service-Learning,
National Youth Leadership Council, 1998

- the need to involve all sectors, not just the third sector, in supporting civil education and service-learning;
- the need to raise public awareness about the importance of educating young people about their role as community citizens; and
- the practical challenges of

implementin
g effective
service-
learning that
reduces the
barriers
between
schools and
communities
within the

context of a rigid educational system.

The first set of comments suggested that both students and teachers are intensely interested in service-learning. There was also a clear consensus that service-learning can reshape and renew education overall. Agreeing with Rifkin, a number of participants observed that education is currently measured in terms of productivity, a market-driven concept of what is needed to prepare students for the work force. In contrast, curricula driven by service-learning rather than by the market emphasizes what students can become rather than what they know and do. Through service-learning, students become more adept at merging theoretical and experiential knowledge;

It is worth noting that during the small group discussions, participants focused on four broad points:

- service-learning as an educational strategy and a citizen leadership strategy;

they see the results of policy reforms; they become more compassionate through their exposure to the lives of other members of their communities; and they are deflected from socially destructive behavior. Moreover, service-learning and civil education expose students to the value of social capital or public virtue, the importance of teamwork (rather than individual efforts and accomplishments), and to social leadership in action. However, while service can instill a sense of efficacy and hope in both students and their communities, it can do so only if it generates action and empowerment at the local level.

A number of participants also pointed to problems within service-learning programs themselves. It is not clear, for example, how social capital can be created by service-learning programs. Service-learning programs need to progress developmentally, moving students from marginal to mainstream to critical service activities. At the same time, it is important to cultivate citizen leadership and not only charitable work.

The second group of issues identified by the round table discussion participants concerned education and the relationship between the three sectors. With respect to Rifkin's three sector model of society (the marketplace, government, and the voluntary/nonprofit sector), participants

doubted that the three sectors share a common understanding of their boundaries. Indeed, one participant argued that by having government fund the third sector with tax dollars, the third sector itself begins to merge with the second sector, becoming, in effect, an arm of government. Furthermore, it is not clear the extent to which the three sectors have self-consciousness about their roles in promoting, supporting, or financing civil education. Finally, placing the burden for reshaping the social contract solely with the third sector implies that the other sectors lack any responsibility associated with building a more civil society.

Others discussed how service is seen as a third sector activity, and argued that restricting service to the third sector effectively marginalizes it. One suggestion was to ask CEOs to perform "a day of service." The issue here is the need for mutually beneficial partnerships among communities, business, and nonprofits. Such partnerships would break down the boundaries separating the different sectors of society, realigning them around children and youth and building a more effective and productive future. While there is no simple way to broach the boundaries between the different sectors of society, the participants agreed that social change requires that those boundaries become far more permeable and flexible.

Echoing the speakers' comments, the participants agreed that service-learning could significantly increase the third sector's leverage in society. However, it would be necessary for the service-learning community to educate both government and business about the value of service. For example, service could be linked to graduation standards as a way of conveying its importance. By promoting and reinforcing the value of teaching and caregiving, the third sector can help the other sectors see those roles in a different light.

The third group of comments concerned problems and issues in communicating the value of service and the need for educational institutions to promote service as an ethic. In order for Rifkin's vision of a ubiquitous system of civil education to be realized, all parts of the community must see the value of the investment required and the potential for social transformation.

The fourth set of comments concerned the implementation of service-learning. Participants acknowledged the problems of implementing service-learning within the educational system. Some of the difficulties mentioned were economic. There is a cost to providing an effective community service experience to children.

Other obstacles to implementation are structural. For example, educational institutions themselves must learn to value students and faculty involved in service. The institutional reluctance to do so stems in part from the conventional ways in which academic achievement and rigor are measured. Since it is so difficult to quantify the impact of service-learning, such programs tend to be marginalized within educational curricula.

Another problem is the relatively flimsy infrastructure of service-learning programs. In some cases, service-learning programs lack professional oversight. Even during the discussion, one participant suggested that elementary school service-learning programs should rely on the support of extra-academic volunteer programs such as the Retired Senior Volunteer Program (RSVP) rather than professional staff.

How can service-learning be implemented within the existing framework of educational standards and needs? For example, should there be an hourly requirement for service? How should civil education be linked to graduation standards? What kinds of infrastructure do service-learning programs need? Participants were wary of the dangers of top-down implementation that is insensitive to local community needs. The inclusion of corporate

volunteers in service-learning programs would usefully break down some of the barriers between business and the third sector and would lead to a more mutual educational process. Similarly, by enabling students to network with each other, service-learning lays the foundation for a broader movement of social rejuvenation.

VII. Conclusion

The Grantmaker Forum on Community and National Service is itself committed to a vision of citizen service as the joint project of all sectors and all levels of American society. By bringing together grantmakers, school administrators, teachers, community-based organization staff, and leaders of statewide and national educational associations, *Civil Society and Educational Renewal: A Minnesota Perspective* provided an occasion for the kind of discussion and debate that is needed in the creation of a national network of locally driven service initiatives. The conversation included representatives from different constituencies within the third sector. Together, they were able to seek common ground as well as to clarify and discuss disagreements and conflicting agendas. Such conversations are vital if the third sector is to gain the leverage necessary to revitalize education and communities through civil education, including

service-learning.

This discussion also revealed the tension between short- and long-term economic and social crises confronting education systems, community-based organizations, and foundations involved in service-learning. The colloquium served to reaffirm the Grantmaker Forum's belief that communities, business, and government share responsibility for the revitalization of American society through citizen service and active community engagement.

The dialogue highlighted those aspects of service-learning that require further study and discussion. What kinds of service-learning are most successful? Which skills are best taught through service-learning? How can the effectiveness of service-learning and civil education be evaluated, measured, communicated, and demonstrated?

Clearly, communication is critical to the continued evolution and expansion of service-learning and civil education in America today. Perhaps this Minnesota conversation moved us one small step closer toward a new social contract.

Appendix A

Glossary of Definitions

Citizen service (a.k.a. community/national service): the active and voluntary engagement of individuals in support of improving the world around them. The distinguishing characteristic of service is the concept of giving of oneself for purposes greater than oneself. Service-learning is an educational strategy designed to encourage a lifelong practice of citizen service.

Civil Education: Jeremy Rifkin's concept of civil education encompasses a wide range of education reform efforts including citizen education, character education, democratic education, and service-learning. Like service-learning, civil education also seeks to bridge the gap between formal academic learning and community-based learning.

Service-Learning: service-learning connects a service experience in the community to school curriculum and requires students to reflect on the meaning of the service they perform both from a personal and community perspective. In many respects, service-learning is the strategy by which civil education may occur.

"You can give these youngsters a vision that their education can lead to greater opportunities in the twenty-first century, beyond the market, beyond government, in the third sector. It is my hope that you will help lead this revolution in education reform. ...This new mission will give us a vision powerful enough to accommodate the new technologies and powerful enough to be a legacy for all the generations to come in the next century."
-Jeremy Rifkin

Appendix B

Sponsors

W.K. KELLOGG FOUNDATION

The W.K. Kellogg Foundation is a nonprofit philanthropic organization whose mission is to help people help themselves through the practical application of knowledge and resources to improve their quality of life and that of future generations. Its founder, W.K. Kellogg, the cereal industry pioneer, established the Foundation in 1930. Since its beginning, the Foundation has continuously focused on building the capacity of individuals, communities, and institutions to solve their own problems.

MINNESOTA ASSOCIATION OF SCHOOL ADMINISTRATORS

The mission of the Minnesota Association of School Administrators, an organization of visionary leaders, is to be the world-class change agent for education through membership empowerment and state of the art training, with a commitment to quality and a focus on the individual and collective welfare of its members. MASA members include over five hundred superintendents, central office administrators, special education administrators, and service providers.

MINNESOTA CAMPUS COMPACT

Minnesota Campus Compact is a coalition of forty-four college and university presidents that seeks to encourage student and institutional involvement in community and public service and to strengthen the impact of that service on the welfare of communities and the education of students in Minnesota. Minnesota Campus Compact is affiliated with Campus Compact, a national coalition of college and university presidents and nineteen other state Compacts committed to expanding community and public service.

NATIONAL YOUTH LEADERSHIP COUNCIL

Founded in 1983, National Youth Leadership Council's mission is to engage young people in communities and schools through innovation in learning, service, leadership and public policy. All of NYLC's programs and initiatives are founded on an abiding respect for all young people as important and capable civic partners. NYLC's extensive track record of accomplishment includes progressive reforms in education, significant advances in service-learning and youth service, and breakthroughs in legislation.

GRANTMAKER FORUM ON COMMUNITY AND NATIONAL SERVICE

The Grantmaker Forum on Community and National Service, founded in 1993, is comprised of over seven hundred private, corporate, and family foundations bound together by a belief that service is a core value of American democracy and is best achieved through a partnership between the public, private, nonprofit and philanthropic sectors. The Forum's purpose is to build awareness of the power of volunteering and service as strategies for community problem solving—and to make life better for all people.

Appendix C

Keynote Speaker

JEREMY RIFKIN

President, Foundation on Economic Trends

Jeremy Rifkin, the author of fourteen books, national and international lecturer, advisor, and commentator, is one of the nation's and world's most influential leaders in shaping public opinion and public policy. His most recent book, *Biotech Century*, introduced the concept of biotechnology as one of the formative concepts that will take us into the next millennium. His earlier, related book, *The End of Work*, is an international bestseller and has had a very strong influence on the current debate regarding technology and the displacement of workers. Mr. Rifkin holds degrees in economics from the Wharton School of Finance and Tufts University. He is President of the Foundation on Economic Trends and a founding member of the Partnering Initiative on Civil Society.

Moderator and Panelists

MARK LANGSETH

Executive Director, Minnesota Campus Compact

Mark Langseth has served as Executive Director of Minnesota Campus Compact since 1994. Previously, he served for seven years as Chief Operating Officer of the National Youth Leadership Council. He was Founding Director of the Minnesota Campus Service Initiative, the nation's first statewide effort to promote and support post-secondary service-learning. As a member of the Governor's Blue Ribbon Committee on Mentoring and Youth Service in 1990-91, Mr. Langseth helped chart the course for service-learning in Minnesota and assisted in the development of the National and Community Service Act of 1990, which established what is now known as the Corporation for National Service. He holds a degree from the University of Minnesota and a Mini-MBA from the University of St. Thomas. Mr. Langseth has written articles on service-learning and campus-community collaboration and is currently co-authoring a chapter for an upcoming book on service-learning and multi-culturalism.

EMMETT CARSON**President and Chief Executive Officer, Minneapolis Foundation**

As President and Chief Executive Officer, Dr. Emmett Carson provides the overall vision, leadership, and motivation to the Minneapolis Foundation, one of the largest community foundations in the country and the oldest foundation in Minnesota. Dr. Carson spent five years at the Ford Foundation as a Program Officer in social justice and public policy. He also served as Project Director of the Study on Black Philanthropy at the Joint Center for Political and Economic Studies in Washington, D.C. Dr. Carson received a Phi Beta Kappa bachelor's degree in economics from Morehouse College, as well as a Ph.D. in public and international affairs from Princeton University. He has published several books and dozens of articles on American philanthropy.

SUSAN COLE**President, Montclair State University, Upper Montclair, New Jersey**

Dr. Susan Cole began serving as President of Montclair State University this year. Previously, she was President of Metropolitan State University in Minnesota for five years. Dr. Cole has worked in education at the university level for thirty years, as Professor of English, Associate Dean for Academic Affairs, Vice President for University Administration and Personnel, and President. Dr. Cole has served on the Executive Committee of National Campus Compact since 1996, and writes and speaks extensively on civic and education issues. She graduated from Barnard College, Columbia University, and received her M.A. and Ph.D. from Brandeis University. This year, Dr. Cole was honored with the Spurgeon Award for Community Service by the Indianhead Council of the Boy Scouts of America.

DON HELMSTETTER**President, Minnesota Association of School Administrators and Superintendent, Spring Lake Park Schools**

Don Helmstetter has been a professional educator for twenty-eight years. During that time, he served as a high school teacher and coach, counselor and chemical education coordinator, high school principal and superintendent of schools. He has also taught graduate and undergraduate courses at the university level. He is currently the superintendent of the Spring Lake Park Schools. He is active professionally and in community affairs. Mr. Helmstetter is Past-President of the Minnesota Association of School Administrators, a member of the Minnesota Alliance with Youth Steering Committee, a member of the Task Force on Graduate Standards and Transitions to College, and a Board member of the National Youth Leadership Council.

Appendix D

Resources

For additional information, please contact the following organizations:

Campus Compact

Box 1975, Brown University
Providence, RI 02912-1975
(401) 863-1119 Telephone
(401) 863-3779 Fax

Learn & Serve America

c/o Corporation for National Service
1201 New York Ave., NW
Washington, DC 20525
(202) 606-5000 Telephone
(202) 565-2781 Fax

Minnesota Campus Compact

1000 LaSalle Avenue, Suite 25H-425
Minneapolis, MN 55403-2005
(612) 962-4951 Telephone
(612) 962-4810 Fax

***Grantmaker Forum on Community and
National Service***

2560 Ninth Street, Suite 217
Berkeley, CA 94710-2500
(510) 665-6130 Telephone
(510) 665-6129 Fax

***National Service-Learning Cooperative
Clearinghouse***

University of Minnesota
1954 Bufond Avenue, Room 290
St. Paul, MN 55108
(612) 625-6276 Telephone
(612) 625-6277

National Youth Leadership Council

1910 West County Road B
St. Paul, MN 55113-1337
(612) 631-3672 Telephone
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